



**OFFICERS & EXECUTIVE COMMITTEE**

President	<b>Pete Marcoux</b>	VP Faculty Development	<b>David Vakil</b>
Compton Educational Center	<b>Saul Panski</b>	VP Finance and Special Projects	<b>Lance Widman</b>
VP Curriculum Chair	<b>Janet Young</b>	VP Legislative Action	<b>Chris Wells</b>
VP Educational Policies	<b>Evelyn Uyemura</b>	Secretary	<b>Claudia Striepe</b>

**Senate Mailing List**

<u>Adjunct</u>			<u>Health Science &amp; Athletics</u>			
<b>Kate McLaughlin</b>		Journalism	<b>Tory Orton (sharing)</b>	6/07	32863	
<b>Annette Owens</b>		I&T	<b>Kim Baily (sharing)</b>			Nursing
<u>Behavior &amp; Social Sciences</u>			<b>Tom Hazell</b>			
<b>Maria Brown</b>	3756	BSS	<u>Hum.</u>			English
<b>Emily Rader</b>	3757	BSS	<b>Lyman Hong</b>	6/07	6046	English
<b>Lance Widman</b>	8/09 3746	Pol. Sci.	<b>Peter Marcoux</b>	6/08	6046	English
<b>Michael Wynne</b>	7/08 3562	Psychology	<b>Evelyn Uyemura</b>	6/08	3172	ESL
<b>Janet Young</b>	3613		<u>Industry &amp; Technology</u>			
<u>Business</u>			<b>Ed Hofmann</b>	6/07	3292	Machine
<b>Sheperd Jacobson</b>	3206	Business	<b>Douglas Marston</b>		3621	Electronics
<b>Jacque Thompson</b>	6/07 3206	CIS	<b>George Rodriguez</b>	6/07	3308	Welding
<u>Compton Educational Center</u>			<b>Lee Macpherson</b>			Fire Tech.
<b>Saul Panski</b>	2560	History	<u>LRC</u>		3308	
<b>Estina Pratt</b>	2535	LRC	<b>Susie Dever</b>	6/09	3514	LRC
<b>Arthur Flemming</b>	2563	Philosophy	<b>Claudia Striepe</b>	6/08	6006	Library
<b>August Hoffman</b>	2434		<u>Mathematical Sciences</u>			
<b>Darwin Smith</b>	2562		<b>Massoud Ghyam</b>	6/08	3900	Math
<u>Counseling</u>			<b>Judy Kasabian</b>	6/08	3310	Math
<b>Kate Beley</b>	6/07 3251	Counselor	<b>Greg Scott</b>	6/09		Math
<b>Ken Gaines</b>	6/08 3690	Counselor	<b>Susan Tummers</b>	6/08	3226	Math
<b>Lisa Raufman</b>	6/08 3435	Counselor	<b>Marc Glucksman</b>	6/10	3216	Math
<u>Fine Arts</u>			<u>Natural Sciences</u>			
<b>Ali Ahmadpour</b>	6/09 3539	Art	<b>Chas Cowell</b>	6/06	6152	Chemistry
<b>Daniel Berney</b>	6/07 3657	Dance	<b>Kamran Golestaneh</b>	6/09	3243	Chemistry
<b>Jason Davidson</b>	6/09 3725	Speech	<b>Teresa Palos</b>	6/08	3354	Biology
<b>William Georges</b>	6/07 6770	Theatre	<b>David Vakil</b>	6/08	3134	Astron & Physics
<b>Chris Wells</b>	6/09 3723	Speech				
<b>Mark Crossman</b>						

Accreditation	<b>Susie Dever &amp; Arvid Spor</b>	Dean, Humanities	<b>Mr. Tom Lew</b>
Academic Affairs	<b>Quajuana Miller</b>	Assoc. Dean Humanities	<b>Dr. Barbara Jaffe</b>
Admissions & Records	<b>Bill Mulrooney</b>	Dean, I&T	<b>Dr. Stephanie Rodriguez</b>
Associated Students Org.	<b>Vivian Amezcua, Vincent Armstrong</b>	Dean, LRC	<b>Alice Grigsby</b>
Board of Trustee, Area 1	<b>Dr. Nathaniel Jackson, Secretary</b>	Dean, Math	<b>Dr. Don Goldberg</b>
Board of Trustee, Area 2	<b>Mrs. Mary E. Combs, Vice President</b>	Dean, Natural Sciences	<b>Dr. Jean Shankweiler</b>
Board of Trustee, Area 3	<b>Mr. William J. Beverly, President</b>	Federation Office	<b>Sean Donnell &amp; Nina Velasquez</b>
Board of Trustee, Area 4	<b>Dr. Ray Gen</b>	Health Center	<b>Debbie Conover</b>
Board of Trustee, Area 5	<b>Miss Maureen O'Donnell</b>	Human Resources	<b>Barbara Perez</b>
Board of Trustee, Student	<b>Ms. Roxanna Seyedin</b>	President/Superintendent	<b>Dr. Thomas Fallo</b>
Campus Police	<b>Chief Port</b>	Public Information	<b>Ann Garten</b>
Dean, BH&S	<b>Dr. Gloria Miranda</b>	SLO Coordinators	<b>Lars Kjeseth &amp; Jenny Simon</b>
Dean, Business	<b>Dr. Virginia Rapp</b>	The Union	<b>Editor</b>
Dean, Counseling	<b>Dr. Regina Smith</b>	VP Academic Affairs	<b>Dr. Francisco Arce</b>
Dean, Fine Arts	<b>Dr. Jim Schwartz</b>	VP Administrative Services	<b>Dr. Jeff Marsee</b>
Dean, HS&A	<b>Dr. Irwin Drew</b>	VP Student Services	<b>Dr. Jeanie Nishime</b>
			<b>Ken Keyes</b>



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## **SENATE'S PURPOSE (from the Senate Constitution)**

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1. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the “Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
  - (1) Curriculum, including establishing prerequisites and placing courses within disciplines
  - (2) Degree and certificate requirements
  - (3) Grading policies
  - (4) Educational program development
  - (5) Standards and policies regarding student preparation and success
  - (6) District and college governance structures, as related to faculty roles
  - (7) Faculty roles and involvement in accreditation process, including self-study and annual reports
  - (8) Policies for faculty professional development activities
  - (9) Processes for program review
  - (10) Processes for institutional planning and budget development, and
  - (11) Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”
2. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

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### **Education Code §87360 (b) requires that**

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.<sup>1</sup>



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### ***Academic Senate Meeting Schedule – 2007-08 12:30pm-2pm, Alondra Room***

**Fall**

- September 4
- September 18
- October 2,
- October 16
- November 6,
- November 20
- December 4

**Spring**

- February 19
- March 4
- March 18
- April 1
- April 15
- May 6
- May 20
- June 3

### **CEC Faculty Council Meeting Schedule 2007-2008 2:00-3:00, CEC Board Room**

**Fall**

- Sept 6
- September 20
- October 4
- October 18
- November 15
- December 6

- February 21, 2008
- March 6, 2008
- March 20, 2008
- April 3, 2008
- April 17, 2008
- May 8, 2008
- May 22, 2008
- June 5, 2008



# Committees

## Senate

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<u>COMPTON FACULTY COUNCIL</u>	Saul Panski	Thursdays	2:00-3:00	CEC Board
<u>CURRICULUM</u>	Janet Young	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.		
<u>EDUCATION POLICIES</u>	Evelyn Uyemura	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	12:45-1:45	MBBM 131
<u>PLANNING &amp; BUDGETING</u>	Arvid Spor, ???	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	1:00 – 2:30	Alondra
<u>FACULTY DEVELOPMENT</u>	Dave Vakil	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:45 – 2:00	ADM 127
<u>LEGISLATIVE ACTION</u>	Chris Wells	1 <sup>st</sup> Thursday	12:45 – 1:30	
<u>CALENDAR</u>	Francisco Arce			
<u>ACADEMIC TECHNOLOGY</u>	Jim Noyes, Virginia Rapp	Varies		

## Campus

<u>ACCREDITATION</u>	Arvid Spor, Susie Dever			
<u>BOARD OF TRUSTEES</u>	William Beverly	Mondays	4:30	Board
<u>COLLEGE COUNCIL</u>	Tom Fallo	Mondays	1:00-2:00	Adm. 127
<u>DEAN'S COUNCIL</u>	Francisco Arce	Thursdays		
<u>CAMPUS TECHNOLOGY</u>	John Wagstaff	Wednesdays		ITS Office
<u>ENROLLMENT MANAGEMENT</u>	Arvid Spor	Thursdays	Varies	
<u>SLOs</u>	Jenny Simon, Lars Kjeseth			

# ACADEMIC SENATE MINUTES

November 20<sup>th</sup>, 2007

Attendance (X indicates present, exc indicates excused, pre-arranged absence)

## Behavioral & Social Sciences

Brown, Maria  
Rader, Emily X  
Widman, Lance X  
Wynne, Michael X

## Business

Halamka, Dagmar  
Miller, Tim  
Thompson, Jacquie  
Shepard Jacobson

## Counseling

Beley, Kate X  
Gaines, Ken X  
Raufman, Lisa X

## Fine Arts

Ahmadpour, Ali X  
Davidson, Jason X  
Georges, William  
Wells, Chris  
Crossman, Mark X  
Berney, Dan X

## Health Sciences & Athletics

Hazell, Tom X  
Orton, Tory/Victoria (sharing)  
Sinopoli, Louis / Makaru, Roy  
Stanbury, Corey  
Kim Baily (sharing)  
McGinley, Pat (sharing) X  
Moon, Mary (sharing)

## Humanities

Hong, Lyman X  
Kate McLaughlin X  
Marcoux, Pete X  
Uyemura, Evelyn X

## Industry & Technology

Gebert, Pat X  
Hofmann, Ed X  
MacPherson, Lee X  
Marston, Doug X  
Rodriguez, George X

## Learning Resources Unit

Dever, Susan X  
Striepe, Claudia X

## Mathematical Sciences

Ghyam, Massoud  
Scott, Greg  
Tummers, Susan X  
Marc Glucksman X

## Natural Sciences

Cowell, Chas X  
Golestaneh, Kamran  
Palos, Teresa X  
Vakil, David X

## Adjunct Faculty

Almos, Carolyn  
Robertson, Gary  
Kate MaLaughlin X

## ECC CEC Members

Fleming, Art X  
Hoffman, August  
Panski, Saul X  
Pratt, Estina  
Smith, Darwin

Ex Officio Attendees: Jeanie Nishime, Francisco Arce

Guests and/Other Officers: Steve Port (Acting Police Chief), Ann Garten, Vincent Armstrong, Quajuana Chapman

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

The sixth Academic Senate meeting of the Fall 2007 semester was called to order at 12:35pm.

Approval of last Minutes:

A motion to approve the minutes of the Academic Senate meeting of November 6th , 2007 was passed.

President's report – Pete Marcoux (henceforth PM)

PM presented a College Council List of Goals.

1. Define Collegial Consultation and Shared Governance and communicate to campus community.
2. Resolve how to get information out and responses back to College Council (process).
3. Review Procedure 2510 – Collegial Consultation
4. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
5. Build a sense of (campus) community.
6. Increase awareness on campus of College Council function.
7. Complete seven policies.
8. Incorporate the spirit of Accreditation in every day college operations.

Numbers 1 & 3 have received the most attention. These involve defining Collegial Consultation, and review of Procedure 2510 on Collegial Consultation. Number 7, involving completing seven policies, is close to fulfillment. Please contact PM with other suggestions.

- [pg.6 & & of packet]Program Review. PM felt it important that the Academic Senate is aware of which programs are going through Program Review. Dave Vakil asked what happens after Program Review? The answer was that Deans should bring prioritized recommendations forward. Dave Vakil said he had been disappointed in the lack of follow through. Dr. Arce replied that the new planning process software should expedite matters. Susie Dever, Chris Wells and Pete Marcoux are on the Program Review Committee.
- Registration. Registration began on Monday. Paper versions are available free of charge. Ken Gaines/Counseling said to let the counselors know if classes had low enrollment so that the counselors could encourage students to take the class. Saul Panski noted that the Compton Education Center had not yet received any paper copies. It was noted that El Camino had just received the paper copies late on Monday, and that the Compton copies were probably in the mail.
- Nameplates. PM has misplaced the nameplates and new ones will be made. PM asked everyone to check the attendance sheet for correct spelling of names.

Compton Education Center report – Saul Panski (SP)

No report at this time. Will make a full report at the next meeting.

Curriculum Committee report – Janet Young (JY)

JY not able to attend, but wished to repeat the items below:

- **Fall 2009** students will be required to earn a C or above in each class applied to a certificate or major.
- The criteria listed above will still be relevant.
- D grades will no longer be accepted towards a degree or certificate.
- Since the certificate name changes are going into effect in Fall 2008, the Senate should consider instituting the C or above requirement at the same time. Otherwise, the name changes and criteria listed above will take place in 2008 and the grade of C or above will take place a year later.

Educational Policies Committee report – Evelyn Uyemura (EU)

EU reported that BP 4045 (Textbook Policy) is in the next Academic Senate packet for the second reading [pg 14]

BP 4100.1 (Catalog Rights) was recently passed, but needs changes to the wording to reflect recent changes to Certificate names – ie: Certificates of Achievement and Accomplishment. There will be a first reading of this revised policy later in the meeting.

EU reported on the Board of Trustees meeting where Board Policy 2510, as written by President Fallo, passed. It seemed that the Trustees were not interested in more discussion, and appeared to have no regard in the opinion of the Academic Senate.

EU also brought to the Board the Grade Change Policy. The Board asked why the College was allowing 18 months to challenge a grade. The Policy will come back, but EU feels no need to revisit it. The Board should rely on the judgment of the Academic Senate.

The Ed. Policies Committee will not meet this Thursday (Thanksgiving Holiday), but will hold an extra meeting next week.

Mark Crossman felt that the Board is out of compliance and wondered what the reaction of the Academic Senate should be. PM replied that he or Chris Wells would react by asking for State assistance, and would confer with Dr. Arce. It was noted that this would have to be voted on as a matter of new business. PM will add this to the next packet. Mr. Crossman remarked that perhaps the Senate could make an addendum to the Accreditation data, as it does not seem to be mentioned in the “Leadership” section, as it should be. PM reported that the Senate E-Board had been meeting with Dr. Arce, and felt that perhaps the Board thought that the issue of being out of compliance as regards students took precedence over other concerns. It was remarked that the Academic Senate advises the Board, so why were these issues being discussed in College Council? Mr. Crossman felt that the Academic Senate was being made to seem irrelevant. Dr. Arce denied this charge, and said that President Fallo had made a commitment to the student. Mr. Crossman asked then whether this issue would still be open for discussion down the road? Dr. Arce said that the discussion could be opened. Mr. Marston said that this issue had had a long history. Traditionally the VPAA should be the contact with the Board, NOT the contact with the President and College Council, and that we were out of compliance with AB 1875 The College Council reviews things to see how they effect different parts of the college, and is not a decision making body, but an advisory or communications body. Mr. Crossman felt that there are too many committees and these only serve to muddy the water. The Academic Senate is the primary body involved with the Board. PM will invite President Fallo to attend an Academic Senate meeting.

Faculty Development Committee report– David Vakil (DV)

- Applause cards are being pushed to increase faculty recognition.
- Distinguished Adjunct Faculty Award [pg. 19 of packet] first reading of the proposal. DV needs input about eligibility, especially from PT faculty. Please contact DV.
- Ask the Veteran was reconfigured and renamed to become the “Celebration of Teaching and Learning Conference.” It will be held on Friday, February 22, 2008, 9am-2pm in the Cafeteria. 2panels of distinguished faculty will be there to host discussions and offer advice. Flex time will be offered.
- Teaching Book Club is working steadily. The Committee chose: *McKeachie’s Teaching Tips* as the first book. The first 20 people to commit to the club will receive the book free:(\$53). Please contact DV if you would like to be a facilitator. The committee will attempt to get more information about the book and the Club out before the Winter break so that interested persons can read the book over the break. Mr. Ahmadpour suggested that the Club extend the range of topics to include those outside the classroom, for instance, Women’s Rights. Mr. Ahmadpour will expand on this theme in the future.
- Mentoring & faculty handbook in progress. Mr. Cowell remarked that Part timers really need such a handbook. It will also be available online.

- Social mixers. The Vice Presidents had been asked to host these. Dr. Nishime promised to host the first mixer.

.The committee meets in Admin 127 on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays of the month.

#### Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)

- [p.21 of packet] PBC, 11/15 Agenda: The Bulk of the meeting discussions concerned the proposed VP-Human Resources.
- [pp. 22-23 of packet] PBC, 11/1 Minutes: Most of the meeting involved discussion of ARCC [Accountability Reporting for Community Colleges] indicators, which one(s) to use at ECC to link planning and budgeting. It was decided at the 11/15 PBC meeting (see p. 23, #27) that ECC would use student success, student retention, as in the past, and add enrollment growth. These will be used by the PBC to evaluate funding requests for 08-09. Mr. Cowell asked for some point of clarification and Mr. Widman replied that the PBC was not really kept in the loop.
- [pp. 24-26 of packet], Council of Deans, 10/4 Minutes: Please note II A regarding Winter Session rosters and II D concerning suggested changes to be considered to the Schedule of Classes. Any suggestions/comments you may have should be forwarded to Ann Garten.

#### Council of Deans Meetings report – Lance Widman (LW)

- [p. 28 of packet] Council of Deans, 11/1 Agenda: More on this when the minutes are available at the next Senate meeting.
- Special Projects:
  - Over the past several years the AS and the Federation have cosponsored retirement workshops presented by ZUK and Associates. These have been most informative and very well received. They have generally presented the “big picture” about STRS retirement options, the need for supplemental saving (403, etc.), and so on. Mr. Widman was recently contacted by ZUK about the possibility of again cosponsoring a retirement workshop but one more focused on those looking at a 5-year horizon for retirement, looking more at issues involving distributions during retirement than accumulations for retirement. Please contact Mr. Widman with your preferences at your earliest convenience. Dr. Arce remarked that STRS had presented a more in- depth workshop that had been most revealing.

#### Legislative Action report – Chris Wells (CW)

Looking into State Assistance to ensure effective participation in District and College governance. Four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

#### Accreditation – Arvid Spor (AS) & Susan Dever (SD)

Three forums were held, but had poor attendance. Faculty input is still needed. Read the reports to ensure that your area is dealt with accurately and effectively. Mr. Crossman wanted to know how the data was collected and if key constituents/bodies would have input. SD replied that key bodies would have time to give input, but by then the document would be largely complete. The best time to read and make comments that could be incorporated was now. Mr. Crossman asked why the Academic Senate was seeing the document so late? PM said that that was why we were



being asked to look at it now. Mr. Widman said that only individuals would respond. Mr. Fleming noted that the issue of shared governance does not show up in Accreditation as such. Ms. Rader wondered if the document could be made more accessible, and reorganized so that it was easier to read and find information? Also could some sections be selected for discussion in Senate? SD felt this could be arranged, but warned that this was not light reading. Mr. Vakil noted that a guide was available online, with questions and summaries.

#### Special Report by Acting Police Chief Port

Chief Port was invited to speak to the Academic Senate following the events last week on campus in which a young woman was a victim of a sexual assault. Chief Port noted that the assault took place at 7pm near the women's PE building. The victim attended a dance class then went to get a drink from the vending machines on her way to the parking lot. She was accosted by a man in dark clothing and ski mask, carrying a kitchen knife. She was forced into an alcove by the women's locker room. Police were notified of the assault at 7:31pm via cell phone. A patrolling cadet also heard sobbing and crying. Police are trying to retrace the phone calls. The suspect fled on foot. No-one appears to have seen him and no witnesses have come forward. Last week the campus conducted an outreach to local media and have put out flyers. There is not much information. A sexual assault investigation has been conducted in which certain protocols have been followed: the victim has been interviewed and a composite sketch of the suspect made. ECC police have reached out to allied agencies and are getting help with the investigation. The police have received a few tips and are working through them, and working through relevant databases. A reward is being offered. The last crime of a similar nature on campus occurred in 1997. ECC police have reacted by generating a crime bulletin quickly, and increasing the number of shuttles for students. Chief Port noted, however, that students are still engaging in risky behaviors like walking in dark areas alone, and walking with ipods in their ears, not alert to their surroundings. He urged students and staff to be more vigilant. The victim was taken to UCLA Santa Monica Rape Clinic where trace evidence was gathered.

Ms. Raufman asked about similar, unsolved, crimes in Long Beach, but the Chief does not believe they are connected. Chief Port said they would be talking to students tonight in case one of the Tuesday night students had seen anything. Mr. Vakil asked what we should be telling students, and Chief Port said to tell students to be aware and use the kiosk buttons and shuttles. The perpetrator seems to know the terrain. Mr. Crossman asked whether the Chief was satisfied with the amount of lighting on campus. The Chief conceded that some areas are brighter than others. Action has been taken in this regard. Broken lights have been flagged, trees have been trimmed, and students have been alerted to stay away from dimmer areas. Overall the Chief feels the lighting is not bad. Mr. Ahmadpour asked how often the police patrol the campus. Chief Port said the police do many door checks. Mr. Ahmadpour remarked that he felt the campus was not sensitive to women.

#### Calendar Committee – Lyman Hong (LH) and Emily Rader (ER)

[See pg 29 – 31 of packet] Minutes of the Oct 9<sup>th</sup> meeting

[pg 32 of packet] contains the Spring Enrollment Persistence Report.

[pg 33 of packet] contains the Student Profile – but it appears some of the pages are mixed up.

PM repeated that the second draft reports were online at MyECC. There will be open forums discussing the drafts. One date is November 13<sup>th</sup> from 11:30am to 1:00pm in the ECC Board Room. PM urged the faculty to take this chance to give input and become involved.

### Unfinished Business

#### Ratify Resolution re: Board Policy 2510

[pgs 42-44 of packet]

At the last Senate meeting the Education Policies committee (EU) proposed an emergency resolution that could go through to the next Board of Trustees meeting on the 19<sup>th</sup> of November. The motion to ratify the resolution was raised by Mr. Crossman and seconded by Mr. Vakil. The motion passed and will be brought to Dr. Arce.

#### Textbook Policy and Instructional Materials Board Policy 4045

[pg 14 of packet] Ms. Uyemura said the Educational Policies Committee would like to keep the Policy as it stands. Mr. Panski had brought up a point at the last Senate meeting re: books written by faculty, and the Committee had decided not to visit the issue. The Committee has also decided to stay with the two year recommendation instead of the suggested three years. This constituted the second reading of the Policy. Mr. Ahmadpour asked whether teachers had to have a textbook, and Ms. Uyemura said no, but it was strongly advised. Textbooks must be mentioned in the course outline of record. Faculty cannot be mandated to use a book. It must be noted that the term textbook includes workbooks, multimedia, online materials, etc. Media Materials are usually housed in the Media Center. Mr. Marston noted that some of the procedures should be in the policy and should it be amended, Ms. Uyemura wanted the policy to be as short and sleek as possible. Mr. Marston felt this was not a sufficient reason and asked for a friendly amendment to amend the policy. Ms. Uyemura felt the document should stand as written. Mr. Marston asked for a motion to move procedure items into policy, but the motion failed. There was a vote on the Policy and it passed, with one abstention.

### New Business

#### Honors Resolution

Mr. Holliday pulled the Honors Resolution off the table upon advice. [See last page of packet]

#### Board Policy 4000.1 Catalog Rights

[pg 18 of packet] A change was proposed to make the Policy match new Title V wording re: certificates. Dr. Arce had some concerns and requested more time for consideration. More time was also requested to discuss the Certificates of Accomplishment. Ms. Gebert noted that Certificates were still a help in finding employment. If listed in the Catalog, we are obliged to give catalog rights. Dr. Arce felt that Certificates of Accomplishment are Department certificates. The issue will return to the Educational Policies Committee for more discussion.

#### Certificate of Achievement changes

[pg 13 of packet]

- From **Fall 2009** students will be required to earn a C or above in each class applied to a certificate or major. This information **MUST** go into the catalog by Fall 09, but the question is should we put it in the catalog earlier, say March 2008?
- The criteria listed above will still be relevant.
- D grades will no longer be accepted towards a degree or certificate.

- Since the certificate name changes are going into effect in Fall 2008, the Senate should consider instituting the C or above requirement at the same time. Otherwise, the name changes and criteria listed above will take place in 2008 and the grade of C or above will take place a year later. This constituted the first reading. Please send comments to Quajuana Chapman, Janet Young or Pete Marcoux.

Agenda Items for Next Meeting

December 4<sup>th</sup> will be the next, and last, meeting of the semester. PM will invite Dr. Fallo to this meeting.

The meeting was adjourned at 2:05 pm.



# The Academic Senate of El Camino College

AC 152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001 310.660.3254

<http://www.elcamino.edu/academics/academicssenate/>

<b>Sept 18</b>		<b>Status</b>
	Title 5 Certificate Name Change	<b>1<sup>st</sup> Reading</b>
	Ed Policies- 4231 Grade Change	<b>1<sup>st</sup> Reading</b>
	2510 Procedures	<b>Discussion</b>
	Crisis Management	<b>Tabled</b>
	Textbook policy/copyright issues	<b>Tabled</b>
<b>Oct 2</b>		
	Title 5 Certificate Name Change	<b>Passed</b>
	BP & AP 4231	<b>Passed</b>
	BP 4045 Textbook & Instructional Materials	<b>1<sup>st</sup> Reading</b>
	BP & AP 2510	<b>Discussion</b>
	Sabbatical Leave	<b>Tabled</b>
<b>Oct 16</b>		
	BP 4045 Textbook & Instructional Materials	<b>Tabled</b>
	BP & AP 2510	<b>Discussion</b>
	Sabbatical Leave	<b>Discussion</b>
	Curriculum Comm. By Laws	<b>Passed</b>
	Guiding Principles for SLO Assessment Cycles	<b>1<sup>st</sup> Reading</b>
<b>Nov 6</b>		
	BP 2510- Resolution	<b>1<sup>st</sup> Reading</b>
<b>Nov 20</b>		
	Ratify Emergency Resolution- BP 2510	<b>Passed</b>
	BP 4045- Textbook & Instructional Materials	<b>Passed</b>
	BP4000.1 Catalogue Rights	<b>1<sup>st</sup> Reading</b>
	ECC Distinguished Adjunct Faculty Award	<b>1<sup>st</sup> Reading</b>
	Certificate of Achievement Changes	<b>1<sup>st</sup> Reading</b>
	Honors Program Resolution	<b>Withdrawn</b>
<b>Dec 4</b>		
	BP4000.1 Catalogue Rights	
	ECC Distinguished Adjunct Faculty Award	
	Certificate of Achievement Changes	
	Guiding Principles for SLO Assessment Cycles	



# The Academic Senate of El Camino College

AC 152, 16007 Crenshaw Boulevard, Torrance, California 90506-0001 310.660.3254

<http://www.elcamino.edu/academics/academicssenate/>

## Goals of the Academic Senate Fall Semester of 2007

President	<i>Status</i>
<ul style="list-style-type: none"> <li>Scan and post to the Senate web page all paper versions of past Senate Minutes</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Update Senate web page</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Update and re-format Senate Constitution to reflect recent changes</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Utilize PowerPoint during meetings to increase efficiency</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Promote Basic Skills Instruction Across the Curriculum</li> </ul>	<b>IP</b>
VP Compton Center	
<ul style="list-style-type: none"> <li>Increase and improve meaningful inclusion in ECC system</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Raise enrollment</li> </ul>	<b>IP</b>
VP Curriculum	
<ul style="list-style-type: none"> <li>Implement Title 5 changes</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Launch online Curriculum Management System for creating and editing course outlines</li> </ul>	<b>Completed</b>
<ul style="list-style-type: none"> <li>Receive Certification for Stand Alone Course Approval</li> </ul>	<b>Completed</b>
VP- Education Policy	
<ul style="list-style-type: none"> <li>Review and Revise BP &amp; AP 4231 Grade Change</li> </ul>	<b>Completed</b>
<ul style="list-style-type: none"> <li>Review and Revise 4220 Standards of Scholarship</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Review and Revise 4045 Textbook Policy</li> </ul>	<b>Completed</b>
VP Finance	
<ul style="list-style-type: none"> <li>Recommend a faculty co-chair for the Planning and Budgeting Committee</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Encourage more relevant faculty involvement in the planning and budgeting process</li> </ul>	<b>IP</b>
VP Faculty Development	
<ul style="list-style-type: none"> <li>Implement a Great Teachers Seminar at El Camino</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Improve morale through social and educational activities</li> </ul>	<b>IP</b>
<ul style="list-style-type: none"> <li>Provide training for improving Basic Skills across the curriculum</li> </ul>	<b>IP</b>
VP Legislative Action	
<ul style="list-style-type: none"> <li>Ensure Senate and District adhere to college policies and procedures</li> </ul>	<b>IP</b>

**Sent on behalf of Francisco Arce and Pete Marcoux:**

Faculty Position Identification Committee and Guests:

President Fallo has reviewed the faculty hiring priority list, and has authorized the filling of the following positions:

Nursing (2 carryovers from 2006-07)

The rankings for 2007-08 are as follows:

1. Nursing
2. Child Development
3. Earth Sciences
4. Accounting
5. Music – Fundamentals/Piano
6. Mathematics
7. Nursing
8. Counselor
9. Librarian
10. Art - Drawing
11. Mathematics
12. English Composition
13. English Reading
14. Fashion Technologies
15. Philosophy
16. Counselor
17. Disability Specialist – DSPS
18. Psychology

## Full-time Faculty Hiring Priority Voting Summary: Fall 2

#	Department	Voters											
		Striepe	Back	Smith	Drew	Oda-Omorì	Holliday	Thompson	Grigsby	Hofmann	Baily	Rodriguez	Montgomery
		1	2	3	4	5	6	7	8	9	10	11	12
1	Nursing #1	8	1	2	1	2	6	6	1	7	1	7	10
2	Journalism	11	6	4	8	4	3	5	5	5	19	17	20
3	Child Development #1	3	5	6	13	6	4	4	3	12	28	4	1
4	Earth Sciences	23	8	7	5	7	1	1	10	3	8	8	16
5	Accounting #1	2	11	11	15	11	5	2	13	9	22	1	6
6	Music - Fundamentals/Piano	10	3	9	12	9	8	3	6	24	7	6	9
7	Mathematics #1	7	10	10	10	10	7	12	7	2	10	9	23
8	Nursing #2	9	2	19	2	19	13	18	2	10	2	20	11
9	Counselor - Transfer/Honors	4	17	1	22	1	2	11	11	17	16	28	5
10	Librarian - Acquisitions/Collection	1	9	8	9	8	16	33	4	11	11	19	8
11	Art - Drawing	16	4	13	17	13	20	7	15	14	12	3	35
12	Mathematics #2	12	16	18	16	18	12	28	17	6	14	22	24
13	English Composition #1	6	14	14	27	14	11	8	12	15	9	11	17
14	English Reading #1	13	7	12	14	12	29	17	9	8	35	10	39
15	Fashion Technologies	20	12	22	30	22	15	14	8	1	6	2	27
16	Philosophy	18	21	15	18	15	10	20	14	18	31	38	3
17	Geography	28	28	21	20	21	9	9	23	4	18	16	19
18	Nursing #3	26	36	32	3	32	22	30	21	16	3	39	12
19	Counselor - Allied Health/Nursing	5	30	3	23	3	17	31	26	28	5	5	15
20	Disability Specialist - DSPS	22	25	16	7	16	27	26	16	34	24	21	7
21	Management	33	23	24	29	24	14	10	22	13	25	13	21
22	Psychology	19	34	25	19	25	19	21	18	22	32	31	4
23	English Composition #2	14	22	26	24	26	18	27	19	21	13	26	18
24	Music - Jazz	38	13	20	21	20	25	13	20	32	30	23	33
25	Mathematics #3	34	29	27	31	27	21	37	24	26	21	32	28
26	PE/Kinesiology/Coaching	36	18	17	6	17	37	22	40	27	40	24	32
27	Art - Three Dimensional Design	25	15	23	34	23	36	24	25	23	23	14	36
28	Nursing #4	40	37	38	4	38	26	34	37	20	4	40	13
29	Accounting #2	15	27	37	35	37	23	15	30	31	27	29	14
30	Child Development #2	31	19	35	40	35	28	25	35	30	33	27	2
31	Counselor - Retention	21	39	5	39	5	24	40	33	33	29	15	38
32	PE/Kinesiology	24	31	39	11	39	32	19	27	19	37	18	31
33	Mathematics #4	35	33	29	32	29	31	38	28	38	36	36	29
34	English Composition #3	17	26	31	25	31	30	32	32	35	20	33	25
35	Art - Graphic/Communication Desi	30	24	36	38	36	39	16	34	37	26	12	37
36	Office Administration	27	32	40	36	40	33	23	36	25	15	25	22
37	Music - Piano	39	20	30	37	30	38	29	31	36	17	34	34
38	English Reading #2	29	35	28	28	28	34	36	29	29	38	30	40
39	Mathematics #5	37	40	34	33	34	35	39	39	39	39	37	30
40	English Composition #4	32	38	33	26	33	40	35	38	40	34	35	26
		820	820	820	820	820	820	820	820	820	820	820	820

	Rapp	Goldberg	Seyedin	Shankweiler	Anderson	Miranda	Schwartz	Jaffe	Total
	13	14	15	16	17	18	19	20	
8	1	1	1	3	14	3	1		84
2	11	11	5	1	2	6	3		148
3	9	9	11	7	4	5	13		150
5	13	13	6	9	1	10	16		170
1	10	10	8	8	3	12	11		171
4	15	15	14	6	5	1	18		184
15	5	5	4	10	13	9	9		187
17	2	2	2	12	22	4	2		190
11	12	12	3	4	7	20	35		239
12	16	19	9	25	10	8	6		242
13	14	14	15	14	8	2	38		287
23	6	6	10	11	23	22	10		314
22	35	35	18	5	20	21	5		319
10	36	36	7	2	15	7	4		322
6	29	29	13	40	6	14	29		345
7	21	17	12	13	9	25	20		345
18	24	24	22	16	21	11	30		382
24	3	3	19	21	29	15	19		405
31	23	23	16	35	24	37	26		406
26	17	22	31	18	16	31	12		414
9	25	25	39	34	11	30	28		452
19	28	28	21	22	17	26	22		452
29	37	37	26	20	32	23	7		465
21	18	21	23	19	28	16	36		470
34	7	7	17	26	27	24	15		494
16	20	16	33	39	18	13	27		498
27	19	20	27	24	25	17	39		499
28	4	4	20	32	36	36	24		515
14	30	30	36	37	19	28	17		531
25	33	33	32	29	12	29	31		564
35	27	27	25	15	39	39	40		568
36	34	34	34	17	35	27	34		578
38	8	8	24	28	34	33	21		588
37	39	39	29	23	33	40	14		591
30	26	26	35	38	31	19	37		607
20	32	32	40	33	30	38	33		612
33	31	31	28	36	37	18	32		621
32	38	38	38	30	26	34	8		628
40	22	18	30	31	40	35	25		677
39	40	40	37	27	38	32	23		686
820	820	820	820	820	820	820	820		



DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting November 19, 2007

Present: Ms. Amezcua, Dr. Arce, Mr. Donnell, Ms. Casper, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Middleton, Dr. Nishime, Ms. Pickens, Mr. Robertson, and Dr. Spor.

1. Board Agenda

- a. Changes: Page 15 – Item C – should be “August 2007” – not “August 2006.” Page 23 – there should be a bracket around December 26 – indicating that it is a holiday. Page 54 – top of page should say “Change Order D” not “Change Order E.” These changes will be made during the Board meeting.
  - b. Committee of the Whole: The Board can comment and discuss goals for the coming year. Dr. Arce will have information regarding taping of the Board meeting for the December 17, 2007 Board meeting.
2. Resolution to Amend BP 2510: The Academic Senate will present a resolution to the Board tonight to amend BP 2510 and urge the Board to adopt it. The Academic Senate plans on going to the Statewide Academic Senate for assistance.
3. 2007-2008 College Council Goals – It was decided to combine goals “a” and “c” because they are similar. The first goal will read as follows: Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance. It was noted that the processes are not broken and that the disagreement is based on terminology. The Academic Senate feels that as a collegial body they are not getting as much say in the governance of the institution and that the executive branch has too much veto power. We will see what the Board decides tonight at the Board meeting in regards to BP 2510 – and discuss this further. This needs to be defined in College Council and we will take one hour for discussion.

Agenda for the November 26, 2007 Meeting:

1. Minutes of November 19, 2007
2. Board Policy 4100.1 – Catalog Rights
3. 2007-2008 Goals
4. Discuss College Council Membership Composition
5. FCMAT Exit Interview

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting November 26, 2007

Present: Dr. Arce, Mr. Donnell, Ms. Casper, Dr. Fallo, Mr. Marcoux, Dr. Marsee, Mr. Middleton, Dr. Nishime, Ms. Pickens, and Dr. Spor.

1. Board Policy 4100.1 – Catalog Rights – Dr. Arce recommended an additional change – to remove “certificate of accomplishment.” This policy is approved with the change and will go through the Academic Senate on December 4<sup>th</sup> and then be presented to the Board for approval at the December 17, 2007 Board meeting.
2. 2007-2008 College Council Goals – Below are listed time lines and sub committees responsible for goals where appropriate.
  - a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance. Dr. Arce and Mr. Marcoux will head a sub committee for this goal. Ms. Casper and Mr. Donnell will make sure they have representation on this committee. Dr. Nishime will participate and a student will also be included. The first meeting will be at the end of February 2008.
  - b. Resolve how to get information out and responses back to College Council (process). The sub committee for this goal will include Dr. Arce, Dr. Dever, and Ms. Garten.
  - c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. After the Board of Trustees Goals are determined we will review – January 2008 time frame.
  - d. Build a sense of (campus) community. This has been assigned to a sub committee consisting of Ms. Casper and Ms. Smith.
  - e. Increase awareness on campus of College Council function. This will be included in the sub committee discussion with item “a.”
  - f. Complete seven policies. A “score card” will be developed listing completed policies.
  - g. Incorporate the spirit of Accreditation in every day college operations. There was a suggestion to use the term “culture of evidence and assessment.” A sub committee consisting of Dr. Arce, Dr. Dever, and Dr. Spor will rephrase this goal.
3. College Council Membership Composition – The portion of Procedure 2510 that discusses College Council membership will be provided to College Council members for discussion next week.
4. Campus Security Issues – Mr. Donnell reported that some of his students did not know about the assault. Students passed out flyers with information about using shuttles on Tuesday and Wednesday night. Ms. Garten is having a meeting tomorrow to discuss the best way to get information to students in cases of emergency – she will give a report of what she learns.

Agenda for the December 3, 2007 Meeting:

1. Minutes of November 26, 2007
2. Team Reports
3. Discuss College Council Membership Composition
4. 2007-2008 Goals

December 4, 2007

**Marcoux, Peter**

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**From:** Pickens, Susan**Sent:** Tuesday, November 27, 2007 8:34 AM**To:** Amezcua, Vivian; Arce, Francisco; Constantino, Cindy; Dever, Susan; Donnell, Sean; Eskridge, Mattie; Fallo, Thomas; Garten, Ann Marie; Marcoux, Peter; Marsee, Jeffrey; Middleton, Leo; Miller, Chad; Nishime, Jeanie; Perez, Barbara; Pickens, Susan; Robertson, Gary; Sanchez, Ruth; Smith, Luukia; Spor, Arvid; Thibodeaux, Delores**Subject:** Excerpt from Procedure 2510 - regarding membership of College Council**IV. Membership and Process of College Council**

College Council membership consists of the one representative each from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Each member has one vote should voting become necessary. The three vice presidents complete the College Council and have one vote among them.

The Superintendent/President of El Camino College serves as Chair of the College Council, facilitates the meetings, determines whether consensus exists, and receives recommendations of the council. The agenda is published before each meeting. All actions and recommendations are communicated to the Area and Division Councils, committees, and constituencies through the representational membership.

Thank you,

Susan G. Pickens

El Camino College

President's Office

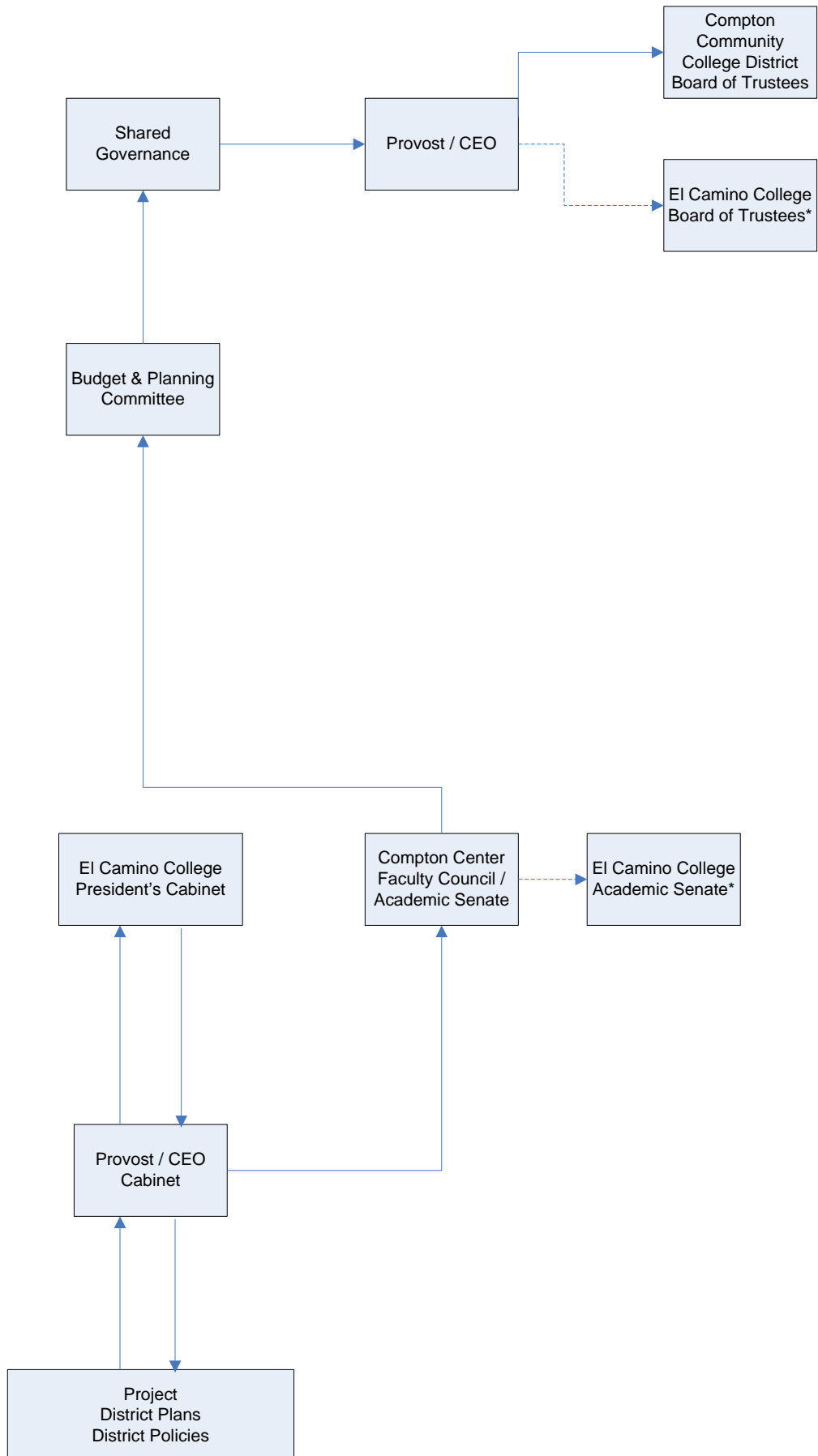
310.660.6428

fax. 310.660.6067

[spickens@elcamino.edu](mailto:spickens@elcamino.edu)

# Compton Community College District Planning & Approval Process

December 4, 2007



Academic Senate of El Camino College

\* All Items are Informational Items



**EL CAMINO COLLEGE**  
**INTER-OFFICE MEMORANDUM**  
*Curriculum Office*

November 28, 2007

**TO:** Academic Senate  
**FROM:** Janet Young, College Curriculum Committee Curriculum Chair  
**SUBJECT:** **Second Reading: Title 5 Changes Regarding Grade Requirements for Courses in Majors and Certificates**

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As you know, Title 5 regulations stipulate that, **effective fall 2008**, credit certificates must be named "Certificates of Achievement." The Senate approved the conversion of the existing "Certificates of Competence" and "Certificates of Completion" to "Certificates of Achievement" as follows:

Certificate of Achievement (2.0 GPA)  
Certificate of Achievement with Honors (3.0 GPA)  
Certificate of Achievement with High Honors (3.5 GPA or above)

However, Title 5 regulations also stipulate that, **effective fall 2009**, students will be required to earn a grade of C or above in all courses in a certificate or in a major.

It is recommended that the Academic Senate consider adopting this grade requirement in 2008 instead of waiting until 2009. This will allow all of the related changes to become effective at the same time in order to avoid confusion for students.

Catalog rights will remain in place for students who have been enrolled at El Camino College prior to fall 2008.

**TITLE 5 REVISIONS TO CHAPTER 6:** These changes will be effective August 17 according to the CCCCCO.

December 4, 2007

Reference law for details.

SECTION CHANGED	New requirement	Process Affected	Action
<p>Section 55005 Publication of Course Standards - <i>somewhat revised</i></p>	<p>Catalogs must provide all of these facts:                      a) <i>designation of the course as degree-applicable credit or non-degree-applicable credit course, a non-degree credit course or a community services offering.</i>                      b) <i>whether the course is transferable</i>                      c) <i>whether the course fulfills major/area of emphasis or general ed requirement</i>                      d) <i>whether the course is offered on the "pass-no pass" basis</i>  <b>Timing - College information should be updated as soon as possible.</b></p>	<p>College publications, i.e. catalogs, schedules shall make available all of these facts                       Will clarify enrollment information for students                       Will assist in evaluations of courses for degrees eligibility</p>	<p>Need to define "area of emphasis"                       Change Cr/NC to Pass - No Pass in Catalog and Schedules</p>
<p>Section 55007 - Multiple and Overlapping Enrollments - <b>new section</b></p>	<p>A) <i>A college district <b>may not</b> allow a student to enroll in two or more sections of the same credit course during the same term unless they are not overlapping</i>                      b) <i>if a student is allowed to enroll in overlapping classes, for attendance accounting the following requirements must be satisfied:</i>                      1) <i>student must provide sound justification other than mere convenience</i>                      2) <i>an appropriate district official approves the schedule</i>                      3) <i>the college maintains documentation showing that the student made up the hours of overlap...under the supervision of the instructor of the course.</i></p>	<p>Overlap requests must be carefully scrutinized for sound reason                       Must be signed by appropriate official                       Documentation available to show time made up under instructors supervision</p>	<p>Maintain current practice – no overlap allowed                       Datatel programming required to prohibit enrollment in two or more sections of the same credit course</p>
<p>Section 55022 - Pass-No Pass Options - <i>much revised</i></p>	<p>All wording in this section changes credit-no credit to pass-no pass. Treatment of the course so designated is the same. Colleges/Districts have until <b>Fall 2009</b> to change all information.</p>	<p>Course descriptions will need to be changed for schedules and catalogs.                       Transcripts must use new symbols</p>	<p>New transcript paper will need to be ordered with the new symbols                       Symbols will need to be changed in Datatel                       GPA/Progress calculations must be changed to recognize new symbols   <b>Update BP 4220</b></p>
<p>Section 55023 -</p>	<p>Added P and NP with descriptions; described FW as</p>	<p>Same as above</p>	<p>Same as above</p>

**TITLE 5 REVISIONS TO CHAPTER 6:** These changes will be effective August 17 according to the CCCCCO.

December 4, 2007

Reference law for details.

SECTION CHANGED	New requirement	Process Affected	Action
Academic Record Symbols and Grade Point Average And 55030 - Probation and Dismissal	<p>a symbol that can be used.</p> <p>NP will be a will be treated just like NC. NC must still be recognized because of cumulative academic records</p>		<p>IT will need to update grading symbols and adjust GPA calcs</p> <p>Keep C and NC as a calculation in probation and dismissal calculations</p> <p><b>Update BP 4225 &amp; 4220</b></p>
<p>Section 55024 - Withdrawal - <i>subdivision a(8) added</i></p> <p><b><i>This change will apply to 07-08 apportionment reporting on the 320 Report.</i></b></p>	<p>A W shall not be assigned or may be removed if assigned from a transcript if the student withdrew due to discriminatory treatment or retaliation for alleging discriminatory treatment.</p> <p><b><i>New in Sept.</i></b> (a)(9) will be added to limit students to receiving no more than four "W"s from the same <b>credit</b> course. If withdrawals exceed four, a different grade or non-evaluative symbol must be used unless the withdrawal is prior to the last day to appear on an academic record or (a)(10) student withdrawals due to the impact of wildfires should not be penalized for receiving a "W". <b>Effective by July 1, 2009.</b></p>	<p>Assignment or removal of a W when dealing with such issues. Leo Middleton's recommendation will be needed.</p> <p>Registration will have to restrict students who have excessive "Ws".</p>	<p>Procedure developed to remove a W from a student's record.</p> <p>Datatel changes to restrict "W" to no more than four per credit class.</p> <p><b>Update BP 4220</b></p>
55025 - Grade changes - <i>subdivision (b) and (c) added</i>	<p>(b) clarifies what constitutes a "mistake" on a grade submission</p> <p>(c) adds procedures for making grade changes</p>	<p>Faculty grade changes submitted</p> <p>Input of grade change on the student record</p>	<p>Educate faculty to be aware of what "mistake" means</p> <p>Revise forms to reflect new grade change policy BP4231.</p> <p><b>Update BP 4220</b></p>
55031,32, 33 – Dismissal & standards	<p>Include NP in calculation of probation, dismissal</p>	<p>Change published material</p>	<p>Change programming calculations in Datatel.</p> <p><b>Update BP 4220</b></p>
55035 - Remedial Coursework Limit	<p>No student shall receive more than 30 semester units of credit for remedial coursework. Students who need to exceed this limit shall be referred to appropriate adult noncredit education services</p> <p>(c) exempted from this limit are</p> <p>(1) students enrolled in ESL courses</p> <p>(2) students identified by the district with learning disabilities</p> <p>(d) waivers can be granted if a student shows significant, measurable progress toward developing skills. Such waivers must meet locally developed</p>	<p>Sets well defined limit on the student's ability to take remedial coursework</p> <p>Districts must enforce limit</p> <p>Procedures must be in place to allow for a waiver of the limit</p> <p>Must report data – LOTS of data must be captured and reported on MIS reports</p>	<p>Must establish limit in Datatel BP4115 is accurate but must be incorporated into the Catalog and Schedule</p> <p>Must enforce limit and establish procedure to process a waiver</p> <p>ITS will need to provide data via MIS reporting</p>

**TITLE 5 REVISIONS TO CHAPTER 6:** These changes will be effective August 17 according to the CCCCCO.

December 4, 2007

Reference law for details.

SECTION CHANGED	New requirement	Process Affected	Action
55035 (con't)	standards approved by the governing board. Standards shall include provisions that waivers are only given for specified periods of time or for specified numbers of units. (d) specifies what courses a student can and can't take if they reach the maximum units of remedial coursework. (g) district must submit lots of data through MIS reporting a variety of information about students taking remedial coursework.		<b>BP4115 procedures need to be examined to incorporate new standards.</b>
55040 - District Policy for Course Repetition - <i>clarifies several subsections and changed (c)</i>	(a) adds word <i>credit</i> course for which substandard <i>academic</i> work has been recorded (b) (2) added FW and NP to substandard grade symbols (c) students may now repeat a course TWO times in order to alleviate SUBSTANDARD academic coursework. Student may have third repetition with petition if there are extenuating circumstances. <b><i>The district policy may allow the previous grade and credit to be disregarded in computing the student's GPA EACH time the course is repeated.</i></b>	Provides better definition of which courses are to be considered  Huge change!	Datatel programming to accommodate changes. <b>Update BP 4220 – leave petition process for 2<sup>nd</sup> repeat, take out extenuating circumstances language and change procedure to allow student to add before census.</b>
55042 - Course Repetition in Activity Courses - <b>new</b>	Defines what is considered activity courses and the need to build on skills when the course is repeated. The repetition limit applies per 55041(c)	Better defines activity courses	Review courses and ensure that appropriate application of progress exists.
55043 - Repetition of Variable Unit Courses - <b>new</b>	Allows a student to repeat a course as many times as necessary to complete the entire curriculum for the course, BUT there are criteria for what that means	Better defines repetition of variable unit courses	Already enforced through Datatel but manual over-rides needed for some courses. <b>Update BP 4220</b>
55044 - Academic Renewal without Course Repetition - <i>rewording</i>	Took current 55764 and 55765 and merged w/o substantial changes		<b>Update BP 4220 and 4240</b>
55063 - Minimum Requirements for the Associate Degree - <i>new paragraph</i>	Changed reference from English 1A to Freshman Composition.  Requires Inter. Algebra for AA/AS degree – <b>effective for students entering Fall 2009</b>	Change materials impacted by this  Change in graduation requirement	Colleges will review and change materials  Curriculum Committee action



**TITLE 5 REVISIONS TO CHAPTER 6:** These changes will be effective August 17 according to the CCCCCO.

December 4, 2007

Reference law for details.

SECTION CHANGED	New requirement	Process Affected	Action
55063 (con't)	<p>Will allow an "area of emphasis" in addition to "major" in a discipline.</p> <p>A new paragraph (a)(2) effective <b>Fall 2009</b> requires that courses counted toward the major or area of emphasis must be completed with a C or better.</p>	<p>Adds dimension to degrees</p> <p>Must ensure all degree program information clearly states requirement of C in major courses used for a degree</p>	<p>Need to define "area of emphasis"</p> <p>Colleges will review and change materials</p>
<p>55064 – Acceptance of Noncredit courses</p> <p>Effective now; repealed as of 7/1/09</p>	<p>Each CC must establish procedures so that a student may petition to have a noncredit course satisfy degree requirements.</p>	<p>Must establish standards of rigor that show a noncredit course is equivalent to a credit course to satisfy degree requirement</p> <p>Publications must be updated</p>	<p>Faculty must review courses and establish standards</p> <p>Catalogues/schedules must be updated</p>
55070 - Credit Certificates	<p>Any sequence of courses consisting of more than 18 units and approved by the CCCCCO may award a Certificate of Achievement.</p> <p>Programs less than 18 units leading to a certificate do not need to be approved by the CCCCCO, but the certificate may not be referred to as a certificate of achievement, certificate of completion or a certificate of competency unless approved by the CCCCCO ... according to section (c). These certificates may NOT be recorded on a transcript unless approved as above.</p>	<p>Name other than certificate of achievement, certificate of completion or a certificate of competency needed for unapproved programs of less than 18 units.</p>	<p>Only an approved Certificate of Achievement will be recorded on the student's transcript.</p>
55200 - Distance Education - definition	<p>Changes definition to course delivered with at least <b>51%</b> of hours of instruction occur at a distance</p>	<p>Curriculum changes can be made to count a course as a distance ed course</p>	<p>Minimum conditions met.</p>
<p>58161 - Apportionment for Course Repetition - <b>new section/substantial rewrite of current section</b></p>	<p>(a) Apportionment may be claimed for <b>TWO</b> repetitions of a course to alleviate substandard work</p> <p>(c) credit activity courses are limited to a maximum of FOUR semesters. This limitation applies even if a student received a substandard grade during one or more enrollments and petitions to repeat</p> <p>(d) courses a disabled student repeats as a special class as a disability-related accommodation MAY be counted for apportionment if justified by a circumstance in Section 56029.</p> <p>(e) repeats of a credit course by petition allowed for max of 2 repetitions (total of 3 times for apportionment)</p> <p>(f) lapse of time - only can count 1 repetition beyond prior enrollment. (No definitive answer yet whether</p>	<p>Allows more flexibility for students</p>	<p><b>Update BP 4220</b></p> <p>Programming in Datatel</p>

**TITLE 5 REVISIONS TO CHAPTER 6:** These changes will be effective August 17 according to the CCCCCO.

December 4, 2007

Reference law for details.

SECTION CHANGED	New requirement	Process Affected	Action
58161 (con't)	this can be claimed for apportionment or not.) (g) variable unit repeats subject to limits specified in Section 55043 (h) any petition for repetition beyond these limits can be granted but the course may not be claimed for apportionment		
58161.5 - Apportionment for Re-enrollment after Withdrawal - <b>NEW</b>	Apportionment MAY NOT be claimed for the attendance of a student in a credit course if the "W" symbol has previously been assigned to the student for the same course at colleges within a district on <b>FOUR or more occasions.</b>	Limit now placed on claiming apportionment for retakes after students receives FOUR "Ws"	Change materials  Programming in Datatel  <b>Update BP 4220 to reflect a maximum of four "Ws" per credit class.</b>
58161.7 – Repetition of non-credit courses - <b>NEW</b>	CCCCO will report appropriate limits for apportionment for repetition of non-credit courses to BOG by 1/15/09. Will also review appropriate academic standards for noncredit courses when it is in the public interest to provide such courses.	No directive on repetition at this time.	
58509 Accommodation for Withdrawal because of wildfires	(b) cross-referenced to 55024		

Other information provide at CACCRAO and CCCCCO Title 5 Workshop on 10/29/07 and 11/2/07.

1. Program and Course Approval Handbook will be updated and reissued.
2. 55002.5 – Credit hour defined
3. 55003 – Policies for prerequisites, corequisites and Advisories on recommended preparation – explicit details on processes
4. 55051 – Articulation of High School Courses
5. 55062-55070 – Degree and Certificate specifications.
6. 55502-55530 – Minor Matriculation changes and data collection requirements.

AB 668 – requires student signature on admissions application to acknowledge awareness of financial aid and where to get more information.

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SECTION CHANGED	New requirement	Process Affected	Action
<p>Section 55005 Publication of Course Standards - <i>somewhat revised</i></p>	<p>Catalogs must provide all of these facts:                      a) <i>designation of the course as degree-applicable credit or non-degree-applicable credit course, a non-degree credit course or a community services offering.</i>                      b) whether the course is transferable                      c) whether the course fulfills major/<i>area of emphasis</i> or general ed requirement                      d) whether the course is offered on the "<i>pass-no pass</i>" basis  <b>Timing - College information should be updated as soon as possible.</b></p>	<p>College publications, i.e. catalogs, schedules shall make available all of these facts                       Will clarify enrollment information for students                       Will assist in evaluations of courses for degrees eligibility</p>	<p>Need to define "area of emphasis"                       Change Cr/NC to Pass - No Pass in Catalog and Schedules</p>
<p>Section 55007 - Multiple and Overlapping Enrollments - <b>new section</b></p>	<p>A) <i>A college district <b>may not</b> allow a student to enroll in two or more sections of the same credit course during the same term unless they are not overlapping</i>                      b) <i>if a student is allowed to enroll in overlapping classes, for attendance accounting the following requirements must be satisfied:</i>                      1) <i>student must provide sound justification other than mere convenience</i>                      2) <i>an appropriate district official approves the schedule</i>                      3) <i>the college maintains documentation showing that the student made up the hours of overlap...under the supervision of the instructor of the course.</i></p>	<p>Overlap requests must be carefully scrutinized for sound reason                       Must be signed by appropriate official                       Documentation available to show time made up under instructors supervision</p>	<p>Maintain current practice – no overlap allowed                       Datatel programming required to prohibit enrollment in two or more sections of the same credit course</p>
<p>Section 55022 - Pass-No Pass Options - <i>much revised</i></p>	<p>All wording in this section changes credit-no credit to pass-no pass. Treatment of the course so designated is the same. Colleges/Districts have until <b>Fall 2009</b> to change all information.</p>	<p>Course descriptions will need to be changed for schedules and catalogs.                       Transcripts must use new symbols</p>	<p>New transcript paper will need to be ordered with the new symbols                       Symbols will need to be changed in Datatel                       GPA/Progress calculations must be changed to recognize new symbols   <b>Update BP 4220</b></p>
<p>Section 55023 -</p>	<p>Added P and NP with descriptions; described FW as</p>	<p>Same as above</p>	<p>Same as above</p>

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SECTION CHANGED	New requirement	Process Affected	Action
<p>Section 55005 Publication of Course Standards - <i>somewhat revised</i></p>	<p>Catalogs must provide all of these facts:                      a) <i>designation of the course as degree-applicable credit or non-degree-applicable credit course, a non-degree credit course or a community services offering.</i>                      b) whether the course is transferable                      c) whether the course fulfills major/<i>area of emphasis</i> or general ed requirement                      d) whether the course is offered on the "pass-no pass" basis  <b>Timing - College information should be updated as soon as possible.</b></p>	<p>College publications, i.e. catalogs, schedules shall make available all of these facts                       Will clarify enrollment information for students                       Will assist in evaluations of courses for degrees eligibility</p>	<p>Need to define "area of emphasis"                       Change Cr/NC to Pass - No Pass in Catalog and Schedules</p>
<p>Section 55007 - Multiple and Overlapping Enrollments - <b>new section</b></p>	<p>A) <i>A college district <b>may not</b> allow a student to enroll in two or more sections of the same credit course during the same term unless they are not overlapping</i>                      b) <i>if a student is allowed to enroll in overlapping classes, for attendance accounting the following requirements must be satisfied:</i>                      1) <i>student must provide sound justification other than mere convenience</i>                      2) <i>an appropriate district official approves the schedule</i>                      3) <i>the college maintains documentation showing that the student made up the hours of overlap...under the supervision of the instructor of the course.</i></p>	<p>Overlap requests must be carefully scrutinized for sound reason                       Must be signed by appropriate official                       Documentation available to show time made up under instructors supervision</p>	<p>Maintain current practice – no overlap allowed                       Datatel programming required to prohibit enrollment in two or more sections of the same credit course</p>
<p>Section 55022 - Pass-No Pass Options - <i>much revised</i></p>	<p>All wording in this section changes credit-no credit to pass-no pass. Treatment of the course so designated is the same. Colleges/Districts have until <b>Fall 2009</b> to change all information.</p>	<p>Course descriptions will need to be changed for schedules and catalogs.                       Transcripts must use new symbols</p>	<p>New transcript paper will need to be ordered with the new symbols                       Symbols will need to be changed in Datatel                       GPA/Progress calculations must be changed to recognize new symbols   <b>Update BP 4220</b></p>
<p>Section 55023 -</p>	<p>Added P and NP with descriptions; described FW as</p>	<p>Same as above</p>	<p>Same as above</p>

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SECTION CHANGED	New requirement	Process Affected	Action
Academic Record Symbols and Grade Point Average And 55030 - Probation and Dismissal	<p>a symbol that can be used.</p> <p>NP will be a will be treated just like NC. NC must still be recognized because of cumulative academic records</p>		<p>IT will need to update grading symbols and adjust GPA calcs</p> <p>Keep C and NC as a calculation in probation and dismissal calculations</p> <p><b>Update BP 4225 &amp; 4220</b></p>
<p>Section 55024 - Withdrawal - <i>subdivision a(8) added</i></p> <p><b><i>This change will apply to 07-08 apportionment reporting on the 320 Report.</i></b></p>	<p>A W shall not be assigned or may be removed if assigned from a transcript if the student withdrew due to discriminatory treatment or retaliation for alleging discriminatory treatment.</p> <p><b><i>New in Sept.</i></b> (a)(9) will be added to limit students to receiving no more than four "W"s from the same <b>credit</b> course. If withdrawals exceed four, a different grade or non-evaluative symbol must be used unless the withdrawal is prior to the last day to appear on an academic record or (a)(10) student withdrawals due to the impact of wildfires should not be penalized for receiving a "W". <b>Effective by July 1, 2009.</b></p>	<p>Assignment or removal of a W when dealing with such issues. Leo Middleton's recommendation will be needed.</p> <p>Registration will have to restrict students who have excessive "Ws".</p>	<p>Procedure developed to remove a W from a student's record.</p> <p>Datatel changes to restrict "W" to no more than four per credit class.</p> <p><b>Update BP 4220</b></p>
55025 - Grade changes - <i>subdivision (b) and (c) added</i>	<p>(b) clarifies what constitutes a "mistake" on a grade submission</p> <p>(c) adds procedures for making grade changes</p>	<p>Faculty grade changes submitted</p> <p>Input of grade change on the student record</p>	<p>Educate faculty to be aware of what "mistake" means</p> <p>Revise forms to reflect new grade change policy BP4231.</p> <p><b>Update BP 4220</b></p>
55031,32, 33 – Dismissal & standards	<p>Include NP in calculation of probation, dismissal</p>	<p>Change published material</p>	<p>Change programming calculations in Datatel.</p> <p><b>Update BP 4220</b></p>
55035 - Remedial Coursework Limit	<p>No student shall receive more than 30 semester units of credit for remedial coursework. Students who need to exceed this limit shall be referred to appropriate adult noncredit education services</p> <p>(c) exempted from this limit are</p> <p>(1) students enrolled in ESL courses</p> <p>(2) students identified by the district with learning disabilities</p> <p>(d) waivers can be granted if a student shows significant, measurable progress toward developing skills. Such waivers must meet locally developed</p>	<p>Sets well defined limit on the student's ability to take remedial coursework</p> <p>Districts must enforce limit</p> <p>Procedures must be in place to allow for a waiver of the limit</p> <p>Must report data – LOTS of data must be captured and reported on MIS reports</p>	<p>Must establish limit in Datatel BP4115 is accurate but must be incorporated into the Catalog and Schedule</p> <p>Must enforce limit and establish procedure to process a waiver</p> <p>ITS will need to provide data via MIS reporting</p>

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December 4, 2007

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SECTION CHANGED	New requirement	Process Affected	Action
55035 (con't)	standards approved by the governing board. Standards shall include provisions that waivers are only given for specified periods of time or for specified numbers of units. (d) specifies what courses a student can and can't take if they reach the maximum units of remedial coursework. (g) district must submit lots of data through MIS reporting a variety of information about students taking remedial coursework.		<b>BP4115 procedures need to be examined to incorporate new standards.</b>
55040 - District Policy for Course Repetition - <i>clarifies several subsections and changed (c)</i>	(a) adds word <i>credit</i> course for which substandard <i>academic</i> work has been recorded (b) (2) added FW and NP to substandard grade symbols (c) students may now repeat a course TWO times in order to alleviate SUBSTANDARD academic coursework. Student may have third repetition with petition if there are extenuating circumstances. <b><i>The district policy may allow the previous grade and credit to be disregarded in computing the student's GPA EACH time the course is repeated.</i></b>	Provides better definition of which courses are to be considered  Huge change!	Datatel programming to accommodate changes. <b>Update BP 4220 – leave petition process for 2<sup>nd</sup> repeat, take out extenuating circumstances language and change procedure to allow student to add before census.</b>
55042 - Course Repetition in Activity Courses - <b>new</b>	Defines what is considered activity courses and the need to build on skills when the course is repeated. The repetition limit applies per 55041(c)	Better defines activity courses	Review courses and ensure that appropriate application of progress exists.
55043 - Repetition of Variable Unit Courses - <b>new</b>	Allows a student to repeat a course as many times as necessary to complete the entire curriculum for the course, BUT there are criteria for what that means	Better defines repetition of variable unit courses	Already enforced through Datatel but manual over-rides needed for some courses. <b>Update BP 4220</b>
55044 - Academic Renewal without Course Repetition - <i>rewording</i>	Took current 55764 and 55765 and merged w/o substantial changes		<b>Update BP 4220 and 4240</b>
55063 - Minimum Requirements for the Associate Degree - <i>new paragraph</i>	Changed reference from English 1A to Freshman Composition.  Requires Inter. Algebra for AA/AS degree – <b>effective for students entering Fall 2009</b>	Change materials impacted by this  Change in graduation requirement	Colleges will review and change materials  Curriculum Committee action

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SECTION CHANGED	New requirement	Process Affected	Action
55063 (con't)	<p>Will allow an "area of emphasis" in addition to "major" in a discipline.</p> <p>A new paragraph (a)(2) effective <b>Fall 2009</b> requires that courses counted toward the major or area of emphasis must be completed with a C or better.</p>	<p>Adds dimension to degrees</p> <p>Must ensure all degree program information clearly states requirement of C in major courses used for a degree</p>	<p>Need to define "area of emphasis"</p> <p>Colleges will review and change materials</p>
55064 – Acceptance of Noncredit courses  Effective now; repealed as of 7/1/09	<p>Each CC must establish procedures so that a student may petition to have a noncredit course satisfy degree requirements.</p>	<p>Must establish standards of rigor that show a noncredit course is equivalent to a credit course to satisfy degree requirement</p> <p>Publications must be updated</p>	<p>Faculty must review courses and establish standards</p> <p>Catalogues/schedules must be updated</p>
55070 - Credit Certificates	<p>Any sequence of courses consisting of more than 18 units and approved by the CCCCCO may award a Certificate of Achievement.</p> <p>Programs less than 18 units leading to a certificate do not need to be approved by the CCCCCO, but the certificate may not be referred to as a certificate of achievement, certificate of completion or a certificate of competency unless approved by the CCCCCO ... according to section (c). These certificates may NOT be recorded on a transcript unless approved as above.</p>	<p>Name other than certificate of achievement, certificate of completion or a certificate of competency needed for unapproved programs of less than 18 units.</p>	<p>Only an approved Certificate of Achievement will be recorded on the student's transcript.</p>
55200 - Distance Education - definition	<p>Changes definition to course delivered with at least <b>51%</b> of hours of instruction occur at a distance</p>	<p>Curriculum changes can be made to count a course as a distance ed course</p>	<p>Minimum conditions met.</p>
58161 - Apportionment for Course Repetition - <b>new section/substantial rewrite of current section</b>	<p>(a) Apportionment may be claimed for <b>TWO</b> repetitions of a course to alleviate substandard work</p> <p>(c) credit activity courses are limited to a maximum of FOUR semesters. This limitation applies even if a student received a substandard grade during one or more enrollments and petitions to repeat</p> <p>(d) courses a disabled student repeats as a special class as a disability-related accommodation MAY be counted for apportionment if justified by a circumstance in Section 56029.</p> <p>(e) repeats of a credit course by petition allowed for max of 2 repetitions (total of 3 times for apportionment)</p> <p>(f) lapse of time - only can count 1 repetition beyond prior enrollment. (No definitive answer yet whether</p>	<p>Allows more flexibility for students</p>	<p><b>Update BP 4220</b></p> <p>Programming in Datatel</p>

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SECTION CHANGED	New requirement	Process Affected	Action
58161 (con't)	this can be claimed for apportionment or not.) (g) variable unit repeats subject to limits specified in Section 55043 (h) any petition for repetition beyond these limits can be granted but the course may not be claimed for apportionment		
58161.5 - Apportionment for Re-enrollment after Withdrawal - <b>NEW</b>	Apportionment MAY NOT be claimed for the attendance of a student in a credit course if the "W" symbol has previously been assigned to the student for the same course at colleges within a district on <b>FOUR or more occasions.</b>	Limit now placed on claiming apportionment for retakes after students receives FOUR "Ws"	Change materials  Programming in Datatel  <b>Update BP 4220 to reflect a maximum of four "Ws" per credit class.</b>
58161.7 – Repetition of non-credit courses - <b>NEW</b>	CCCCO will report appropriate limits for apportionment for repetition of non-credit courses to BOG by 1/15/09. Will also review appropriate academic standards for noncredit courses when it is in the public interest to provide such courses.	No directive on repetition at this time.	
58509 Accommodation for Withdrawal because of wildfires	(b) cross-referenced to 55024		

Other information provide at CACCRAO and CCCCCO Title 5 Workshop on 10/29/07 and 11/2/07.

1. Program and Course Approval Handbook will be updated and reissued.
2. 55002.5 – Credit hour defined
3. 55003 – Policies for prerequisites, corequisites and Advisories on recommended preparation – explicit details on processes
4. 55051 – Articulation of High School Courses
5. 55062-55070 – Degree and Certificate specifications.
6. 55502-55530 – Minor Matriculation changes and data collection requirements.

AB 668 – requires student signature on admissions application to acknowledge awareness of financial aid and where to get more information.



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SECTION CHANGED	New requirement	Process Affected	Action
<p>Section 55005 Publication of Course Standards - <i>somewhat revised</i></p>	<p>Catalogs must provide all of these facts:                      a) <i>designation of the course as degree-applicable credit or non-degree-applicable credit course, a non-degree credit course or a community services offering.</i>                      b) whether the course is transferable                      c) whether the course fulfills major/<i>area of emphasis</i> or general ed requirement                      d) whether the course is offered on the "<i>pass-no pass</i>" basis  <b>Timing - College information should be updated as soon as possible.</b></p>	<p>College publications, i.e. catalogs, schedules shall make available all of these facts                       Will clarify enrollment information for students                       Will assist in evaluations of courses for degrees eligibility</p>	<p>Need to define "area of emphasis"                       Change Cr/NC to Pass - No Pass in Catalog and Schedules</p>
<p>Section 55007 - Multiple and Overlapping Enrollments - <b>new section</b></p>	<p>A) <i>A college district <b>may not</b> allow a student to enroll in two or more sections of the same credit course during the same term unless they are not overlapping</i>                      b) <i>if a student is allowed to enroll in overlapping classes, for attendance accounting the following requirements must be satisfied:</i>                      1) <i>student must provide sound justification other than mere convenience</i>                      2) <i>an appropriate district official approves the schedule</i>                      3) <i>the college maintains documentation showing that the student made up the hours of overlap...under the supervision of the instructor of the course.</i></p>	<p>Overlap requests must be carefully scrutinized for sound reason                       Must be signed by appropriate official                       Documentation available to show time made up under instructors supervision</p>	<p>Maintain current practice – no overlap allowed                       Datatel programming required to prohibit enrollment in two or more sections of the same credit course</p>
<p>Section 55022 - Pass-No Pass Options - <i>much revised</i></p>	<p>All wording in this section changes credit-no credit to pass-no pass. Treatment of the course so designated is the same. Colleges/Districts have until <b>Fall 2009</b> to change all information.</p>	<p>Course descriptions will need to be changed for schedules and catalogs.                       Transcripts must use new symbols</p>	<p>New transcript paper will need to be ordered with the new symbols                       Symbols will need to be changed in Datatel                       GPA/Progress calculations must be changed to recognize new symbols   <b>Update BP 4220</b></p>
<p>Section 55023 -</p>	<p>Added P and NP with descriptions; described FW as</p>	<p>Same as above</p>	<p>Same as above</p>

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<p>Section 55024 - Withdrawal - <i>subdivision a(8) added</i></p> <p><b><i>This change will apply to 07-08 apportionment reporting on the 320 Report.</i></b></p>	<p>A W shall not be assigned or may be removed if assigned from a transcript if the student withdrew due to discriminatory treatment or retaliation for alleging discriminatory treatment.</p> <p><b><i>New in Sept.</i></b> (a)(9) will be added to limit students to receiving no more than four "W"s from the same <b>credit</b> course. If withdrawals exceed four, a different grade or non-evaluative symbol must be used unless the withdrawal is prior to the last day to appear on an academic record or (a)(10) student withdrawals due to the impact of wildfires should not be penalized for receiving a "W". <b>Effective by July 1, 2009.</b></p>	<p>Assignment or removal of a W when dealing with such issues. Leo Middleton's recommendation will be needed.</p> <p>Registration will have to restrict students who have excessive "Ws".</p>	<p>Procedure developed to remove a W from a student's record.</p> <p>Datatel changes to restrict "W" to no more than four per credit class.</p> <p><b>Update BP 4220</b></p>
55025 - Grade changes - <i>subdivision (b) and (c) added</i>	<p>(b) clarifies what constitutes a "mistake" on a grade submission</p> <p>(c) adds procedures for making grade changes</p>	<p>Faculty grade changes submitted</p> <p>Input of grade change on the student record</p>	<p>Educate faculty to be aware of what "mistake" means</p> <p>Revise forms to reflect new grade change policy BP4231.</p> <p><b>Update BP 4220</b></p>
55031,32, 33 – Dismissal & standards	<p>Include NP in calculation of probation, dismissal</p>	<p>Change published material</p>	<p>Change programming calculations in Datatel.</p> <p><b>Update BP 4220</b></p>
55035 - Remedial Coursework Limit	<p>No student shall receive more than 30 semester units of credit for remedial coursework. Students who need to exceed this limit shall be referred to appropriate adult noncredit education services</p> <p>(c) exempted from this limit are</p> <p>(1) students enrolled in ESL courses</p> <p>(2) students identified by the district with learning disabilities</p> <p>(d) waivers can be granted if a student shows significant, measurable progress toward developing skills. Such waivers must meet locally developed</p>	<p>Sets well defined limit on the student's ability to take remedial coursework</p> <p>Districts must enforce limit</p> <p>Procedures must be in place to allow for a waiver of the limit</p> <p>Must report data – LOTS of data must be captured and reported on MIS reports</p>	<p>Must establish limit in Datatel BP4115 is accurate but must be incorporated into the Catalog and Schedule</p> <p>Must enforce limit and establish procedure to process a waiver</p> <p>ITS will need to provide data via MIS reporting</p>

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55040 - District Policy for Course Repetition - <i>clarifies several subsections and changed (c)</i>	(a) adds word <i>credit</i> course for which substandard <i>academic</i> work has been recorded (b) (2) added FW and NP to substandard grade symbols (c) students may now repeat a course TWO times in order to alleviate SUBSTANDARD academic coursework. Student may have third repetition with petition if there are extenuating circumstances. <b><i>The district policy may allow the previous grade and credit to be disregarded in computing the student's GPA EACH time the course is repeated.</i></b>	Provides better definition of which courses are to be considered  Huge change!	Datatel programming to accommodate changes. <b>Update BP 4220 – leave petition process for 2<sup>nd</sup> repeat, take out extenuating circumstances language and change procedure to allow student to add before census.</b>
55042 - Course Repetition in Activity Courses - <b>new</b>	Defines what is considered activity courses and the need to build on skills when the course is repeated. The repetition limit applies per 55041(c)	Better defines activity courses	Review courses and ensure that appropriate application of progress exists.
55043 - Repetition of Variable Unit Courses - <b>new</b>	Allows a student to repeat a course as many times as necessary to complete the entire curriculum for the course, BUT there are criteria for what that means	Better defines repetition of variable unit courses	Already enforced through Datatel but manual over-rides needed for some courses. <b>Update BP 4220</b>
55044 - Academic Renewal without Course Repetition - <i>rewording</i>	Took current 55764 and 55765 and merged w/o substantial changes		<b>Update BP 4220 and 4240</b>
55063 - Minimum Requirements for the Associate Degree - <i>new paragraph</i>	Changed reference from English 1A to Freshman Composition.  Requires Inter. Algebra for AA/AS degree – <b>effective for students entering Fall 2009</b>	Change materials impacted by this  Change in graduation requirement	Colleges will review and change materials  Curriculum Committee action

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Reference law for details.

SECTION CHANGED	New requirement	Process Affected	Action
55063 (con't)	<p>Will allow an "area of emphasis" in addition to "major" in a discipline.</p> <p>A new paragraph (a)(2) effective <b>Fall 2009</b> requires that courses counted toward the major or area of emphasis must be completed with a C or better.</p>	<p>Adds dimension to degrees</p> <p>Must ensure all degree program information clearly states requirement of C in major courses used for a degree</p>	<p>Need to define "area of emphasis"</p> <p>Colleges will review and change materials</p>
<p>55064 – Acceptance of Noncredit courses</p> <p>Effective now; repealed as of 7/1/09</p>	<p>Each CC must establish procedures so that a student may petition to have a noncredit course satisfy degree requirements.</p>	<p>Must establish standards of rigor that show a noncredit course is equivalent to a credit course to satisfy degree requirement</p> <p>Publications must be updated</p>	<p>Faculty must review courses and establish standards</p> <p>Catalogues/schedules must be updated</p>
55070 - Credit Certificates	<p>Any sequence of courses consisting of more than 18 units and approved by the CCCCCO may award a Certificate of Achievement.</p> <p>Programs less than 18 units leading to a certificate do not need to be approved by the CCCCCO, but the certificate may not be referred to as a certificate of achievement, certificate of completion or a certificate of competency unless approved by the CCCCCO ... according to section (c). These certificates may NOT be recorded on a transcript unless approved as above.</p>	<p>Name other than certificate of achievement, certificate of completion or a certificate of competency needed for unapproved programs of less than 18 units.</p>	<p>Only an approved Certificate of Achievement will be recorded on the student's transcript.</p>
55200 - Distance Education - definition	<p>Changes definition to course delivered with at least <b>51%</b> of hours of instruction occur at a distance</p>	<p>Curriculum changes can be made to count a course as a distance ed course</p>	<p>Minimum conditions met.</p>
<p>58161 - Apportionment for Course Repetition - <b>new section/substantial rewrite of current section</b></p>	<p>(a) Apportionment may be claimed for <b>TWO</b> repetitions of a course to alleviate substandard work</p> <p>(c) credit activity courses are limited to a maximum of FOUR semesters. This limitation applies even if a student received a substandard grade during one or more enrollments and petitions to repeat</p> <p>(d) courses a disabled student repeats as a special class as a disability-related accommodation MAY be counted for apportionment if justified by a circumstance in Section 56029.</p> <p>(e) repeats of a credit course by petition allowed for max of 2 repetitions (total of 3 times for apportionment)</p> <p>(f) lapse of time - only can count 1 repetition beyond prior enrollment. (No definitive answer yet whether</p>	<p>Allows more flexibility for students</p>	<p><b>Update BP 4220</b></p> <p>Programming in Datatel</p>

**TITLE 5 REVISIONS TO CHAPTER 6:** These changes will be effective August 17 according to the CCCCCO. Reference law for details.

December 4, 2007

SECTION CHANGED	New requirement	Process Affected	Action
58161 (con't)	this can be claimed for apportionment or not.) (g) variable unit repeats subject to limits specified in Section 55043 (h) any petition for repetition beyond these limits can be granted but the course may not be claimed for apportionment		
58161.5 - Apportionment for Re-enrollment after Withdrawal - <b>NEW</b>	Apportionment MAY NOT be claimed for the attendance of a student in a credit course if the "W" symbol has previously been assigned to the student for the same course at colleges within a district on <b>FOUR or more occasions.</b>	Limit now placed on claiming apportionment for retakes after students receives FOUR "Ws"	Change materials  Programming in Datatel  <b>Update BP 4220 to reflect a maximum of four "Ws" per credit class.</b>
58161.7 – Repetition of non-credit courses - <b>NEW</b>	CCCCO will report appropriate limits for apportionment for repetition of non-credit courses to BOG by 1/15/09. Will also review appropriate academic standards for noncredit courses when it is in the public interest to provide such courses.	No directive on repetition at this time.	
58509 Accommodation for Withdrawal because of wildfires	(b) cross-referenced to 55024		

Other information provide at CACCRAO and CCCCCO Title 5 Workshop on 10/29/07 and 11/2/07.

1. Program and Course Approval Handbook will be updated and reissued.
2. 55002.5 – Credit hour defined
3. 55003 – Policies for prerequisites, corequisites and Advisories on recommended preparation – explicit details on processes
4. 55051 – Articulation of High School Courses
5. 55062-55070 – Degree and Certificate specifications.
6. 55502-55530 – Minor Matriculation changes and data collection requirements.

AB 668 – requires student signature on admissions application to acknowledge awareness of financial aid and where to get more information.

# FACULTY DEVELOPMENT COMMITTEE

November 13, 2007

Attendees: David Vakil, Donna Manno, Moon Ichinaga, Mercedes Thompson, Lisa Raufman, Margaret Steinberg

Minutes were not discussed.

## Handouts:

1. 2007 Distinguished Faculty Award

## Follow-up on previous action items not completed

Item	Person responsible	Updated Status
1. Create DVD of "Creating a Classroom Climate to Support Student Learning."	Kamran Golestaneh	In progress
2. Develop "Teaching book of the semester" club.	David Vakil	In Progress
3. "Ask the Veteran Teacher" panels. Renamed to "Celebration of Teaching and Learning Conference"	Mercedes Thompson & Ruth Banda-Ralph.	In Progress
4. Increase awards for good work. Publicize Applause cards.	Donna Manno & VPs	In Progress

## Discussion items

1. Teaching Book club:
  - a. The committee agreed to use *McKeachie's Teaching Tips* for Spring 2008. They felt the book would generate plenty of discussion and would be suitable for more than one session.
  - b. Dates will be on Fridays: February 29 ("Leap to Success"), March 28, April 25, and possibly May 15.
  - c. Staff Development office agreed to purchase copies (retail cost: \$53) of the book for the first 20 participants who commit to showing up for the 3 discussion groups. All attendees will receive flex credit.
  - d. *David Vakil will follow up* with several people to help find facilitators for the discussion.
  - e. The possibility of getting one of the authors to come to ECC to facilitate one discussion or give a talk was explored. *Donna Manno will follow up*.
  - f. After each discussion, an email would be sent to the faculty to summarize the discussion and the items that participants found valuable.
2. Ask the Veteran panel discussions:
  - a. This event has been renamed to "Celebration of Teaching and Learning Conference"
  - b. Date & time for this event: Friday, February 22, 9am-2pm, with 2 discussion panels.
  - c. Lunch would be provided. Ruth and Donna will follow up with funding and budget related items.
  - d. The library may be asked to display helpful materials.
  - e. *Ruth & Mercedes will continue working on this project* and will provide periodic updates, but the committee agreed to let them move forward as they see fit.
3. Employee recognition:
  - a. The committee agreed to continue last year's advertisement of Applause Cards during the Thanksgiving season. Donna Manno will create fliers to distribute.
  - b. The "virtual wall of fame" webpage is on hold until ECC can hire a full-time web developer.
  - c. Regarding the creation of the Distinguished Adjunct Faculty award, the committee reviewed the current Distinguished Faculty Award and made modifications as noted in a separate document. The committee will review these items and *David Vakil will follow up* with previous judges and Barbara Perez for feedback.

4. Mentoring and Part-time Faculty Development
  - a. The survey results indicate that each division expects most people would benefit from mentoring and professional development, and the respondents expected about 20-30 participants in each of their divisions.
  - b. The committee recommended forming a “Mentoring handbook” for mentors and mentees. It should list advice applicable across all disciplines, but also contain specific information relevant to each specific area. Ideally this handbook would be online.
  - c. Some documents similar to this proposed handbook already exist. *Donna Manno will follow up* and try to locate the work done in the Humanities division. *David Vakil will follow up* with Joe Holliday, who has written relevant materials for the Honors Transfer Program and for new instructors in the Earth Sciences department.
5. New Item:
  - a. Faculty Handbook: The committee discussed the need to update the Faculty Handbook and put it online. Donna Manno will try to dig up a copy of the most recent versions of the Part-Time faculty handbook, and Ruth and Mercedes will see if they can find copies of the last version of the Faculty Handbook, and, assuming success, will bring copies of the Table of Contents to the next committee meeting.

Future (near-term) agenda items – [next] = for next meeting. Others for future meeting

1. [next] Follow-up on Teaching Book club.
2. [next] Distinguished Part-Time Faculty Award
3. [next] Teacher mentoring and training.
4. [next] Faculty handbook
5. Help with rosters & attendance?
6. Creating a “Dear Abby” teaching advice column, perhaps on the listserv [Kristie Daniel-DiGregorio] and/or “Teaching topic of the month” on the Discussion Board.
7. Faculty facebook.
8. Potential item: Examining Research data on about success, retention, SLOs?
9. Developing faculty development liaisons for each academic division and/or department.
10. Revisit “Teaching tips” coordinated by Arvid Spor, Stephanie Rodriguez, and Lisa Raufman in the past.
11. Consider developing a brochure that outlines the upcoming teaching-improvement programs (e.g. On Course, TEP, Faculty Development).
12. Resurrecting a faculty eating area.
13. Reunion of past attendees of ECC’s attendees to the Great Teachers Seminars.

Longer-term agenda items:

1. Center for Teaching & Learning.
2. Crisis Management & Emergency Preparedness – Faculty Development will follow up when campuswide effort, coordinated through the Office of Safety & Health (Rocky Bonura) has made more progress. The goal is to have faculty (including counselors and librarians) know how to handle in-class emergencies, such as responding to situations similar to the tragedy at Virginia Tech.

## Proposal to create a Distinguished Adjunct Faculty Award

Whereas 32.88% of ECC's credit hours were taught by adjunct faculty in 2006-2007,

Whereas there is currently a Distinguished Faculty Award but only full-time faculty are eligible to apply; adjunct faculty are not eligible,

Whereas recognition of excellent work should be available for all faculty, not just a segment of the faculty,

Whereas recognition for distinguished work can be a strong incentive for faculty to work harder and to develop professionally,

Whereas a recommendation from the academic senate regarding "policies for professional development activities" is one of the items that will "normally be accepted" by the Board of Trustees,

Whereas awards and rewards build and improve morale,

Whereas during the September 18, 2007 Academic Senate meeting, a survey was taken and three of the top four "morale building" priorities chosen by the senate related to recognition of employees for good work,

Whereas during the same meeting, the adjunct faculty representatives to the Academic Senate specifically requested that a Distinguished Adjunct Faculty Award be created and also reiterated several of the above "whereas" statements,

Whereas "The recipient's name will also be placed on a permanent plaque" appears in the nomination form for the current Distinguished Faculty Award, the current Distinguished Staff Award, and the proposed Distinguished Adjunct Faculty Award, but no such plaque exists for the public to see that lists recipients of these awards,

Be it resolved that the Academic Senate recommends the creation of a Distinguished Adjunct Faculty Award as proposed below in a fashion similar to the currently existing Distinguished Faculty Award. *[Changes noted below are differences between the current Distinguished Faculty Award and the proposed Distinguished Adjunct Faculty Award.]*

Be it further resolved that the currently existing Distinguished Faculty Award be renamed to "Distinguished Full-Time Faculty Award."

Be it further resolved that permanent plaques be created and displayed in a public location honoring the recipients of the Distinguished Adjunct Faculty Award, the Distinguished Full-Time Faculty Award, and the Distinguished Staff Award.



# EL CAMINO COLLEGE

## 2008 DISTINGUISHED ADJUNCT FACULTY AWARD

The El Camino College Distinguished Adjunct Faculty Award is presented annually to an adjunct faculty member whose contributions demonstrate commitment to academic excellence and outstanding service to the College and its students, as well as to professional and community service.

You are invited to participate by nominating the faculty member you believe best exemplifies the above qualities. Nominations may be submitted by any member of the college community, students past and present, or persons in the community-at-large. Faculty members may also nominate themselves if a letter of recommendation from a full-time El Camino employee in the same division is also included.

The recipient will be announced at Commencement and will be presented with a specially designed medallion and a monetary award (\$1000) from a source to be determined. The recipient's name will also be placed on a permanent plaque.

### ELIGIBILITY

Any ~~current full-time adjunct~~, certificated faculty member who ~~is listed in the 2006/07 El Camino College Catalog is eligible~~ has worked at El Camino College for at least 4 spring/fall semesters, or at least 6 terms total (including summer & winter) whichever is less, and who has worked at El Camino College during the 2007-2008 school year.

### EVALUATION CRITERIA

Nominees will be evaluated on the basis of a demonstrated record of:

- effective classroom teaching;
- service to students and to the College;
- professional service and activities;
- public/community service.

All of the nominee's contributions will be considered, although emphasis will be placed on the nominee's activities during the past five years.

### NOMINATION REQUIREMENTS

- a completed Nomination Form and supporting documentation (no more than four pages)
- a current vita or background statement
- a one-page statement from the nominator
- If nominating yourself, a letter of recommendation from a full-time employee in your division
- nomination forms and materials from previous years will not be accepted

### SELECTION COMMITTEE

Committee will be chaired by the Vice President-Academic Affairs and include the President of the Academic Senate (or designee), President of the Associated Students Senate (or designee), the 2007 Distinguished Faculty member, an academic dean, and ~~the Public Information Officer~~ Academic Senate's Vice President of Faculty Development. The committee's recommendation(s) will be forwarded to the President.

Send all materials in a sealed envelope to:

2008 Distinguished Adjunct Faculty Award  
c/o Office of the Vice President – Academic Affairs  
El Camino College  
16007 Crenshaw Boulevard  
Torrance, CA 90506

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**

December 4, 2007

**Date: November 1, 2007**

**MEMBERS PRESENT:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Alario, Miriam – ECCE                     | <input checked="" type="checkbox"/> Spor, Arvid – Chair                    |
| <input type="checkbox"/> Jack, Christina – ASO                                | <input checked="" type="checkbox"/> Taylor, Susan – ECCFT                  |
| <input checked="" type="checkbox"/> Jackson, Tom – Academic Affairs           | <input checked="" type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input type="checkbox"/> Reid, Dawn – Student & Community Adv.                | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate        |
| <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. |  |

**OTHERS ATTENDING:** Francisco Arce, Janice Ely, Irene Graff, Ken Key, Luis Mancia, John Wagstaff

**Handouts:** Draft – Planning & Budget Development Calendar  
ARCC 2007 Report: College Level Indicators

The meeting was called to order at 1:05 p.m.

**Approval of October 18, 2007 Meeting Minutes**

1. [Page 2 - was consensus reached on #20, 21, and 23?](#) Recommend use of 3-tier format for the preliminary budget and object code format for the tentative budget as stated in #23. Need a legend to show where object codes fit in three-tier level.
2. Three-tier level is insightful for preliminary budget stage (a blend of planning and budgeting) and needs to be structured by object code during tentative budget stage (to determine where the money is going to and coming from).
3. Although it would take more work, suggestion was made to have both formats for the tentative budget. But, the object code format information last year was not available in time for the tentative budget. Once the information is available, is it possible to maintain both formats? Would take a lot of work to show how money is split out.
4. The minutes were approved.

**ARCC Indicators (I. Graff):**

1. Accountability Reporting for the Community Colleges (ARCC) – mandated by state legislation (AB 1417). Accountability system replacing Partnership For Excellence (PFE or P4E).
2. Worked with measurement specialists to develop useful measures each college can use evaluate own performance.
3. Tables track three-year trend, some within six-year period (i.e. Table 1.1 and 1.1a): 1998-99 to 2003-04; 1999-00 to 2004-05; and 2000-04 to 2005-06.
4. Table 1.1 – overall Student Progress and Achievement Rate to include first-time students with ‘transfer directed’ status (students taking courses to move towards transfer) and ‘transfer prepared’ status (involves units to transfer but not received degree nor transferred yet). Captures students who move out-of-state.
5. Table 1.1a – Students who accumulated at least 30 units indicates trainable students if they leave ECC at this point.
6. Table 1.2 – Persistence Rate – one year, fall-to-fall. Tracks students throughout the California community college system.
7. Table 1.3 – Student Progress and Achievement: Vocational/Occupational/Workforce Development – successful rate of completion for ECC vocational courses tracked over 3 years. Comparison to ECC - not against other community colleges.

8. Students are excluded from data if they drop before the end of the Add period. Students are included in data if they withdrew after the Add-Drop deadline. December 4, 2007
9. Table 1.4 - Pre-Collegiate Improvement: Basic Skills and ESL – successful course completion for credit basic skills courses including ESL.
10. Table 1.5 – improvement rates – students who succeed in ESL or basic skills course, percentage of students who receive ‘C’ or better in subsequent *higher* level courses.
11. Table 1.6 – College Profile – enrollment based on demographic characteristics. Annual unduplicated headcount – one FTES headcount encompassed fall and spring attendance.
12. All performance measures at aggregate level, college profile and participation rate are also covered in system-wide level reports.
13. Table 1.10 – Peer Grouping – the legislature wanted to compare colleges, but colleges have too many different characteristics so peer grouping was developed. Uses statistical formula to match like colleges in relation to particular measures.
14. Every college will have pluses and minuses and focus on different aspects of their population.
15. ECC is one of top colleges in persistence rates and slightly below average in successful course completion rates.
16. Will have ESL improvement rate on the next report – coding issues have been resolved.
17. Report data is based on what is reported to the Chancellor’s office. The next 2008 report will be out in March.
18. Which indicators should PBC use?
- ARCC indicators - considered early on to use all six ARCC indicators (theme) and possible additional funding awarded from the Department of Finance. Considered using ARCC indicators since data already generated; data ties in with Academic Affairs and Student Services. Administrative Services worked on their own separate indicators – efficiency and effectiveness.
  - Retention and student success (theme last year) – will it be modified?
  - What measures do other colleges use?
19. Indicators can be used to measure whether a funded program was successful or not and helps to substantiate justification with data. Difficult to gauge whether one course made a difference in student progress and achievement – it may not have been the cause of success but may have been a contributing factor.
20. May need to re-address the Budget Development Criteria priorities on page 29 in the budget book. Augmentation funding listed in order. The original version did not list in priority order.
21. Some projects or activities may increase success but decrease revenue. Primary goal in the past was to increase revenue and decrease expenses.
22. New planning software is one tool for multi-purposes: can input one- to five-year plan, program review and SLO information
23. Retention and success are important concepts; growth is another to consider and tied to enhancing revenue.
24. Suggestion was made to replace retention with persistence – can’t have success without retention.
25. Discussion followed about the importance of FTES growth.
26. Discussion followed about the differences between persistence and retention.
27. Need to make decision by the beginning of the next PBC meeting whether to use 1) student retention and success with growth added, 2) student progress and achievement with growth added, or 3) success and persistence.

The next meeting is scheduled on Thursday, November 15<sup>th</sup>.

Meeting adjourned at 2:34 p.m.

Note taker: Lucy Nelson



**EL CAMINO COLLEGE**  
Office of the Vice President – Academic Affairs

**NOTES – ENROLLMENT MANAGEMENT MEETING**  
**15 NOVEMBER 2007**

Present: F. Arce, S. Dever, C. Lee, P. Marcoux, G. Miranda, D. Reid, S. Rodriguez, R. Smith, A. Spor, H. Tyler

**I. INFORMATION**

A. Notes of 11/8/07: Distributed.

Follow up:

- T. Lew and D. Goldberg developed a spending plan for basic skills which F. Arce will review. \$500,000 basic skills funding will cover curriculum, research and professional development.
- Students are not dropped for non-payment of enrollment fees although they are blocked from registering the following semester.
- F. Arce will contact A. Garten re: the status of hardcopy distribution of the 2008 winter/spring schedule of classes. (NOTE: schedule of classes will be distributed the week of 11/19.)

**II. DISCUSSION/ACTION**

- A. Marketing Efforts: Will be discussed at a future meeting.
- B. Activities Calendar: The November and December 2007 activity calendar was reviewed and revised.
- C. Action Plan: F. Arce reported a timeline will need to be set as some of the action plans may need to be delayed.

**III. OTHER**

- A. Counselors and academic deans/directors met to discuss scheduling of classes. Issues and concerns that were discussed include:
  - Offer additional classes during the second 8-week sessions.
  - Verify Title 5 regulations if it is necessary to list lecture and lab hours separately in the schedule of classes.
  - Create education plans for students which include Friday classes.
  - Growth funds are limited.
  - Emphasis on morning and evening classes and working adults.
  - Look at specifics of scheduling issues.
  - Create options for students by “packaging” classes for various programs/majors.
  - Students prefer classes between the hours of 7:00 a.m.–1:00 p.m.
  - What are some immediate plans the College can provide to better serve the students?

Dr. Arce indicated the following suggestions: (1) three and four unit classes taught in specified classrooms, (2) Offer approximately 30 general education classes during the second 8-week session.

**Submitted for review and ratification to the Academic Senate by the  
Assessment of Learning Committee**

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**El Camino College's  
Guiding Principles for Student Learning Outcomes Assessment Cycles**

The Mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities. Central to this mission is student learning, which is not restricted to interactions between students and instructors in a classroom. Instead, the entire campus works together to support student learning in all of our courses, programs and services.

Assessments of student learning offer the institution a vital measure of how effectively El Camino College is fulfilling its mission. Assessment results also provide evidence upon which to base curricular, planning and budget decisions, which lead to greater student success. Administrators, faculty, and staff work together to support the periodic assessment of student learning outcomes in all of its courses, programs and services.

A student learning outcome assessment cycle is a four-stage process in which we:

- A. Identify a student learning outcome
- B. Design and implement an assessment plan
- C. Reflect on the results of the assessment and draw conclusions
- D. Share the results and conclusions with the college community, invite review and comment, and recommend changes that may improve student learning

The following principles guide the implementation and use of student learning outcome assessment cycles:

1. **For any course, program or service, the personnel directly involved in its delivery are finally responsible for all aspects of its assessment cycles:** While expected to consult with all stakeholders on campus, the responsible personnel are the best qualified to determine appropriate student learning outcomes, implement effective assessments, report results, and make recommendations for improvements. For each outcome, they are also best equipped to decide when each stage of the cycle is complete.
2. **Broad participation in assessment cycles by administrators, faculty and staff is a shared responsibility:** The more personnel that participate in the

production and analysis of assessment results, the greater the likelihood that proposed changes will be implemented and sustained.

3. **Student learning outcomes are defined in various ways.** Student learning outcomes vary tremendously among courses, programs and services; they may be cognitive, affective, or psychomotor. They change over time and are informed by a multitude of factors, including community needs, discipline standards, and previous assessment cycles.
4. **Assessments use various methods and may build upon existing assessments:** Assessment techniques range widely in style and rigor. Whenever feasible, existing assessment instruments are modified to meet new assessment needs. If possible, new assessment routines should replace old ones. Direct measures of student learning are preferred, although indirect measures may also be used, particularly in sectors that indirectly support student learning.
5. **Curricular, planning and budget decisions are informed by assessment results:** Assessment results provide evidence that allow administrators, faculty and staff to make wise planning and budget decisions. All curricular and program reviews are stronger when they incorporate assessment results in their reports. An individual may consider assessment results as part of the self-evaluation process.
6. **Assessments are used to evaluate student learning:** Results of assessments of student learning outcomes will not be used in performance evaluation in any punitive manner. Student learning outcomes will not be used to undermine academic freedom.
7. **Resources are provided for assessment cycles:** For some assessment cycles, existing resources will suffice; for others, additional resources will be needed. Administrators, working together with faculty and staff, find the means of conducting meaningful assessment cycles without compromising the quality of instruction, delivery of services or overburdening specific personnel.

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95814-6511  
(916) 445-4826  
HTTP://WWW.CCCCO.EDU



May 19, 2005

To: Chief Executive Officers

From: Steven Bruckman  
Executive Vice Chancellor/General Counsel

Subject: Minimum Conditions Compliance Advice  
**Legal Advisory 05-05**

The Legislature requires the Board of Governors to establish minimum conditions that districts must meet in order to receive state support. (Ed. Code, § 70901(b)(6).) The regulations appear at title 5 of the California Code of Regulations, starting with section 51000.<sup>1</sup> Although there are only 19 basic minimum conditions regulations, many of the basic regulations incorporate additional provisions. As a result, compliance requirements are far more extensive than is obvious at first glance.<sup>2</sup>

The System Office is charged with periodic reviews of district compliance and with enforcing compliance with the regulations. (Cal. Code Regs., tit. 5, §§ 51100, 51102.) In late 1999, the System Office launched a major review of district compliance with the minimum conditions. That process proved to be extremely time consuming for the districts under review and for System Office staff. Because a number of the minimum conditions incorporate other provisions, a full review required checking each district's compliance with over 100 specific requirements.

The 2004 System Office Agency Review recommended adopting a new approach for review by relying on audit, self-certification, accreditation, complaint response and spot checks. A memorandum was sent today to chief executive officers announcing the implementation of a new approach based on that recommendation. The System Office will now play a less comprehensive role in the minimum conditions compliance area, and opportunities for self-compliance and other compliance mechanisms will be enhanced. This will permit a more focused deployment of System Office resources to address the most significant compliance issues.

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<sup>1</sup> All section references are to title 5 of the California Code of Regulations unless otherwise indicated.

<sup>2</sup> For example, section 51002 addresses minimum conditions for "standards of scholarship." Section 51002 requires compliance with all the standards of scholarship that appear in subchapter 9 of chapter 6 of title 5 – that's 20 more regulations, and some of these 20 regulations have complex requirements on a variety of topics.

This advisory, relying on years of minimum conditions review experience, attempts to provide districts with the tools they need to take responsibility for ensuring their own compliance. The advisory describes the basic compliance requirements, shares information on problem areas we have identified, and offers guidance on compliance.

Many of the minimum conditions regulations require district boards to adopt local policies or regulations on a topic and to publish those policies or regulations in their catalogs. Our review indicated that formal policies or regulations have not always been adopted. In some cases, the policies or regulations were adopted, but they were not published in the catalogs. We think both steps are important, even if districts are actually complying with the substance of the minimum conditions, because students need to have a way of finding out what the policies and regulations are.

The adoption of formal policies or regulations underscores a district's commitment to those principles that have been deemed important enough to be considered minimum conditions. The process of board adoption also ensures an opportunity for broad input on how minimum conditions will be implemented in a given district. As districts carry out their periodic reviews of policies and regulations, they will automatically assess the currency of their compliance with minimum conditions.

Publishing important requirements in college catalogs makes the information readily available to students. It is not realistic to expect students to seek out and review board policies or regulations concerning minimum conditions. We interpret the regulations to allow a summary statement of the board policies/regulations rather than publishing an entire set of policies or regulations in the catalog, and we believe this is the best approach. The key is to ensure that students have meaningful information about the conditions that affect their educational success.

The remainder of this advisory is divided into two broad categories. The first, entitled "Minimum Conditions Recommendations," provides colleges with suggestions on how to comply with those minimum conditions that the System Office will continue to monitor most carefully. The topics that contain longer discussions reflect the greater likelihood of violations by colleges. The second category, entitled "Other Compliance Topics," lists those minimum conditions that do not require review through the minimum conditions process because compliance is achieved through other mechanisms.

## **MINIMUM CONDITIONS RECOMMENDATIONS**

**Standards of Scholarship (§ 51002).** Districts must adopt regulations consistent with subchapter 9 of chapter 6, which includes sections 55750 – 55765 of title 5, and publish statements of those regulations in appropriate places in the catalog. Districts must also substantially comply with all the standards of scholarship regulations.

**Remedial Coursework Limit (§ 55756.5).** In general, students may receive no more than 30 semester or 45 quarter units of credit for remedial coursework. Clearly specify the limitation on remedial coursework that is described in section 55756.5.



Important exceptions to this limitation exist for students enrolled in ESL courses and students who have learning disabilities. "Remedial coursework" is defined as "precollegiate basic skills courses" which are described in section 55502(d) as "those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree credit courses pursuant to Section 55002(b)."

It is important to ensure that students are fully advised of the coursework limitations and the exemptions by including a clear statement of the requirements in the catalog. Students should be made aware that all of the coursework they take may not be applied towards their degrees.

**Student GPA (§ 55758.5(b)). Districts are prohibited from using nondegree applicable credit course grades in calculating the degree applicable GPA.** Be sure that the distinction between degree applicable credit courses and nondegree applicable credit courses is maintained.

**Grade Changes (§ 55760). Clearly specify the instances where grades must be changed because they were given in error (as the result of mistake, fraud, bad faith, or incompetence).** The term "mistake" is not restricted to "clerical errors" in either Education Code section 76224 (that defines grades given in error) or in this section. Other types of mistakes that result in an incorrect grade must be remedied.

Information describing the process for securing a grade review must be readily available to students.

Although it is generally reasonable to ask students to initially review grade concerns with the instructor who gave the grade, this is not always appropriate. For example, if the student alleges that a low grade was given in retaliation for rejecting unwelcome sexual advances from the instructor, it is not appropriate to require the student to confront the alleged harasser in order to secure a review.

Even where the review properly starts with the instructor, the review process must not be restricted to the sole judgment of the instructor who gave the grade in the first place. The instructor may well recognize if a grade was given in error and immediately correct the error. However, where the instructor stands by the original grade, the student should have access to an impartial assessment for further review.

If a student can demonstrate that a grade was incorrect because it resulted from mistake, fraud, bad faith, or incompetence, and the student was unable to obtain a correction from the instructor, the students' record is "inaccurate" under Education Code section 76232 and that student is entitled to the described process. This process ensures an impartial assessment and the correction of the record in appropriate cases.

It is improper to deny a grade review simply because the instructor who issued the grade is no longer employed or is otherwise unavailable. If an hourly instructor is not

employed in the subsequent term after giving the grade or an instructor takes a sabbatical leave after issuing the grade, other means of initial review must be found. Student grades is one of the enumerated matters that have a significant effect on students pursuant to title 5, section 51023.7 and policy changes in this area trigger student shared governance obligations.

**Award of Degrees and Certificates (§ 51004).** Districts must adopt regulations consistent with subchapter 10 of chapter 6, which includes sections 55800 – 55810 of title 5 and publish statements of those regulations in appropriate places in the catalog. Districts must also substantially comply with all the regulations related to degrees and certificates.

**There are restrictions on what levels of courses may be counted towards an associate degree.** Thus, math courses above and including elementary algebra may be counted towards a degree, but math courses below that level may not be counted. Students may apply only one English or ESL course below transferable freshman composition for associate degree credit. Districts should ensure that they observe these limitations when they determine which courses may be counted towards a degree.

**Minimum Requirements for the Associate Degree (§ 55806).** Each associate in arts or associate in science degree must include a major of at least 18 semester units or 27 quarter units of study in a single discipline or related disciplines. This requirement disallows "majors" with no discernible focus or majors constructed of loosely structured items of interest selected individually by students. Districts should ensure that this requirement is observed and that a clear major is described in connection with each associate degree offered.

**Open Courses (§ 51006).** In our reviews over the past several years, open course requirements have repeatedly surfaced as a noncompliance area. **Districts are required to adopt a policy providing that all courses claimed for state apportionment are open to all persons meeting properly-established course prerequisites.** Districts must include this statement in their catalogs and each schedule of courses. Because districts could be in technical compliance merely by adopting a policy, the open course requirements contained in other Board regulations are also considered when district compliance with this standard is reviewed. (See Cal. Code Regs., tit. 5, §§ 58050, 58102 et seq.)

Colleges should take the following steps:

1. Widely distribute information about the availability of courses.
2. Be sure that all courses, and meaningful descriptions of those courses, are included in each college catalog.
3. All sections of all courses offered for a given term should be included in the class schedule.
4. If courses or sections become available after the respective publication dates, make meaningful efforts to ensure that the courses are widely advertised.

5. Review course descriptions to be sure they do not imply a restriction on enrollment. For example, avoid descriptions like "designed for youth" or "this is a kiddie college offering." There may be circumstances where it is appropriate to indicate that a course is designed to meet specific needs. This is permissible provided it is not done based on discriminatory criteria (e.g., race, gender, age, etc.) and that the course description in the catalog and schedule of classes explicitly states that all students are welcome. (Cal. Code Regs, tit. 5, § 58102.)
6. Only valid prerequisites to enrollment may be applied, so avoid statements like "instructor will assess eligibility for enrollment on the first day." Such ad hoc assessments are not validated prerequisites that may be used as part of the enrollment process, except under very limited circumstances of intercollegiate competition, honors courses, or public performance courses.
7. Ensure that enrollment in some courses is not dependent on completing extra inappropriate enrollment processes. For example, allegations have been made that enrollment by high school students in some college PE courses first requires the permission of a high school coach or a special enrollment process at a given high school – neither of these conditions on enrollment is appropriate.

**Equal Employment Opportunity (§ 51010). Districts are required to develop and submit an equal employment opportunity plan to the System Office, develop meaningful job announcements, conduct full and open recruitment, monitor selection procedures, and establish a process for resolving allegations of violations.**

The System Office plans to distribute a model equal employment opportunity plan for district use, but the model plan's completion has been delayed. Districts are still responsible for having a plan that addresses the requirements of the regulations.

For educational administrators and full-time faculty, open recruitment must be at least statewide using the California Community Colleges Equal Employment Opportunity Registry. The Registry makes the process easy – persons listed with the Registry who have the basic qualifications for specific jobs can be identified, and the Registry will provide the district with labels so that job announcements can be sent to those qualified persons.

**In-house hiring is prohibited unless permitted by an exception.** If none of the exceptions set out in section 53021(c) apply, vacant positions must usually be filled through full and open recruitment. If a district complies with the conditions that are described in section 53021(b), it may limit its recruitment efforts to its existing employees and fill open positions "in-house" for a brief period of time. Remember – in-house only recruiting permits an interim assignment only until a full recruitment process can be conducted.

If a district wishes to use in-house or promotional only recruitment to fill an open position, section 53021 requires the district to so notify the System Office a minimum of 10 working days in advance of offering the position to a candidate. The purpose of notifying our office is to ensure that the limited recruitment process will be and/or has

been appropriate under section 53021 before the candidate is appointed by the district's board. A general notice to our office for multiple positions is unacceptable.

Districts should be prepared to provide the specific, detailed information set forth in the regulations for each proposed interim hire.

**Student Fees (§ 51012). Districts are prohibited from charging mandatory fees to students unless they are required to charge a fee or are permitted to charge a fee. In many instances, it is acceptable to charge students optional fees.**

Compliance with this minimum condition is perhaps one of the most important because student fees can directly affect the ability of students to take classes. Unfortunately, we found numerous violations of the student fee limitations during our reviews.

Student fees are often questioned by students; the Legislature is also active in monitoring this area. In June, 2002, the Assembly Committee on Higher Education reviewed materials from eighty colleges and questioned the authority or amount of specific fees at twenty-three colleges. The resultant year-long, detailed review by our office found a number of college fees that were inappropriate. Since that review, we expanded our annual fee memo into a Student Fee Handbook, available on-line at <http://www.cccco.edu/divisions/legal/legal.htm>, that describes fee practices in greater detail. It is critically important for districts to assess all of their fees for compliance, and to ensure that new fees are not generated "under the radar" in individual courses or activities.

Specific areas that require extra attention:

1. Notice to students of the existence of fee exemptions. A number of mandatory or authorized fees include required exemptions. For example, districts are permitted to charge a mandatory health fee, but they must exempt certain students from payment. Be sure to give students notice of the existence of any exemptions. Failure to do so constitutes the collection of an unauthorized fee from those students who should have been exempted.
2. Mandatory instructional materials fees that have not been justified under applicable fee standards. The Student Fee Handbook lists several steps that are necessary to the establishment of an enforceable mandatory instructional materials fee. Each district should have a structured process for testing fees against the standards; periodic review of existing fees is needed to be sure that increasing or decreasing costs are considered in adjusting instructional materials fee amounts.

Districts that require students to either provide their own course materials or to purchase them from the district should make it easy for students to know what materials are needed prior to starting the class. For example, if a student has no means of knowing prior to attending the first class meeting that he/she needs to supply 25 pounds of a certain type of clay,

the student has no choice but to purchase the clay from the district or lose out on first day activities that require clay. This problem can be overcome. For example, if each class that has a materials requirement is identified in the class schedule and the college has a means to make a detailed listing of anything the student needs for the class available in advance, the students can obtain the relevant information prior to selecting the class. Other approaches could also successfully ensure that students have access to information about materials requirements prior to signing up for a class.

3. Listing of "course fees" without a means for students to know the actual fee involved. The catch-all term of "course fees" is not a proper substitute for an explanation of all fees students are asked to pay. Students are entitled to know the nature of each fee charged and districts must be clear as to their authority to charge it.
4. Improper mandatory fees for student insurance in allied health areas. Authority exists only for districts to cover such costs.
5. Optional opting out of fees. Districts may require students to pay optional fees unless the students take some action to opt out of payment. However, the "opting out" process cannot be unduly burdensome to the students. For example, a district may require the student to go to a specific site on campus to sign a form to opt out. However, if the site is frequently closed or at a great distance from where most students register or attend classes, the process will be considered unduly burdensome.

**Curriculum (§ 51021). Review and approval is required for educational programs and/or courses pursuant to curriculum standards adopted by the BOG at sections 55000 through 55219.**

It is critical that courses be properly authorized. Unapproved courses are not eligible for state apportionment, and students who are enrolled in unapproved courses should not be led to believe that they are taking approved courses for any purposes.

Our review revealed that districts sometimes offer courses that are not approved by the System Office when approval is required, and that districts often claim attendance in those unapproved classes for apportionment. In some cases, course approvals were not secured before the courses were offered. In other cases, course approvals were not renewed before the course was offered again after a period of not offering the courses. If a course is approved, but it isn't offered for a two-year period, the approval must be renewed. If courses are not properly approved or renewed, attendance in the courses must not be reported for apportionment.

The Chancellor's Office Program and Course Approval Handbook is available at [http://www.cccco.edu/divisions/esed/aa\\_ir/aa\\_ir.htm](http://www.cccco.edu/divisions/esed/aa_ir/aa_ir.htm). It addresses credit program and course approval. Legal Advisory 05-03, "Requirements for Claiming Apportionment for Noncredit Courses" was recently issued and is available at

<http://www.cccco.edu/divisions/legal/notices/notices.htm>. This advisory includes important information on noncredit course approval.

## **OTHER COMPLIANCE TOPICS**

Many requirements that were previously subject to formal minimum conditions reviews by the System Office will now be addressed through self-compliance by districts and other mechanisms. However, the System Office reserves the right to review particular issues within these categories if circumstances so require.

**Comprehensive Plans (§51008)**. Districts must develop comprehensive plans that include academic master plans and long range facility master plans. Facility plans are required as part of the capital outlay process and the accreditation process ensures that districts periodically engage in an institutional self-assessment and review all their academic programs. Thus, this standard need not be separately reviewed through the minimum conditions process.

**Approval of New Colleges and Educational Centers (§ 51014)**. Districts must comply with regulations on approval of colleges and educational centers (§§ 55825 through 55831). The apportionment process provides adequate incentives to seek approvals; we do not require separate compliance information from all districts.

**Accreditation (§ 51016)**. Colleges operated by a district must be properly accredited. Our review process recognizes that the external benefits of accredited status are sufficient to ensure compliance, so we do not require specific compliance evidence for this requirement.

**Counseling Programs (§ 51018)**. Districts must provide certain types of counseling services. Our review process recognizes that counseling programs are the norm throughout the system, so we do not require specific compliance evidence for this requirement.

**Objectives (§ 51020)**. Districts must have formally stated instructional objectives. This requirement is typically satisfied as districts develop and review their educational programs. Districts may also review their instructional objectives during the accreditation process. Therefore, this standard is not separately considered through minimum conditions reviews.

**Instructional Programs (§ 51022).** This regulation combines two requirements. First, districts are required to have policies for the establishment, modification or discontinuance of their courses or programs. Vocational programs require special needs assessment and frequent review. Second, districts are required to coordinate their programs with proximate high school and baccalaureate institutions.

Our review process does not specifically require separate evidence of compliance because federal and other requirements for the periodic review of vocational programs are generally sufficient to ensure compliance in this area. Similarly, the inherent value of coordinating programs with local high schools and baccalaureate institutions is sufficient to ensure compliance.

**Faculty Participation in Governance (§ 51023).** Districts must adopt policy statements on academic freedom and adopt procedures consistent with sections 53200 – 53206. These latter sections establish the structure for faculty participation in shared governance. Districts must substantially comply with these sections.

Given the ongoing, varied, and often intimate nature of shared governance with faculty, there is no practical way to ensure that appropriate consultation is occurring other than responding to complaints by recognized faculty groups.

**Staff Participation in Governance (§ 51023.5).** Districts must adopt policies and procedures to ensure that staff have the opportunity to participate in shared governance. Districts must substantially comply with the provisions of the regulation.

As with shared governance with faculty, shared governance with staff is ongoing and varied. We ensure that appropriate consultation is occurring by responding to complaints by recognized classified employee groups.

**Student Participation in Governance (§ 51023.7).** Districts must adopt policies and procedures to ensure that students have the opportunity to participate in shared governance. Districts must substantially comply with the provisions of the regulation.

As with shared governance with faculty and staff, we ensure that appropriate consultation is occurring by responding to complaints by recognized student organizations.

**Matriculation Services (§ 51024).** This regulation requires compliance with sections 55500-55534. The Matriculation Unit in the System Office provides technical assistance in the areas of prerequisites, assessment, and matriculation plan review, and it administers the matriculation budget. Additional review through the minimum conditions process is unnecessary.

**Full-Time/Part-Time Faculty Ratio (§ 51025).** Districts must strive towards a goal that 75 percent of credit instruction be provided by full-time faculty.

This goal is effectively monitored through the apportionment process; additional minimum conditions reviews in this area are unnecessary.

**Student Equity (Section 51026).** Districts are required to adopt a student equity plan under section 54220.

Districts were recently asked to update and resubmit their student equity plans for review by the System Office. The Student Services Division will be reviewing these plans and attempting to integrate student equity concerns into planning and monitoring for the student services categorical programs. As a result, this requirement will not be separately considered through minimum conditions reviews.

**Transfer Centers: Minimum Program Standards (Section 51027).** This extensive minimum condition requires districts to recognize transfer as a primary mission and develop a transfer center plan with numerous components. The System Office has developed a checklist format for the submission of annual transfer reports. Those reports will be the basis for minimum condition reviews of this regulation.

## SUMMARY

The minimum conditions regulations reflect important principles for the California community college system. Compliance with the minimum conditions addresses those principles and makes districts eligible for state aid. Each district should systematically monitor its own compliance on an ongoing basis, at least in part through its existing audit process. The System Office will also continue compliance monitoring through periodic reviews and in response to compliance complaints. With the cooperation of districts, these processes will protect the principles described in the minimum conditions and assure the public that reasonable accountability measures are in place.

If you have any questions, please feel free to contact me at (916) 322-4005 or Ralph Black at (916) 327-5692.

SB:RB:VAR:sj



**ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION  
IN DISTRICT AND COLLEGE GOVERNANCE**

(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any the parties involved in the local decision-making process.

The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The president of the Academic Senate and executive director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president.

This joint program is coordinated and implemented by the Executive Director of the League and President of the Academic Senate under policies established by their respective boards.

Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

### INFORMATION PRESENTATION

The **informational presentation** service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by a representative of the League and Academic Senate and takes approximately two hours. Handouts are provided, good practices highlighted and questions answered.

This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

### ADVISORY ASSISTANCE

The **advisory assistance** service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences.

The service is conducted by one to two representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration.

A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues and suggests who might be responsible for embarking on the solutions.

### ISSUE RESOLUTION

The purpose of the **issue resolution** service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team.

Prior to the six to eight hour visit of one to two representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue to be resolved and the approach to be used. During the visit there will be focused interviews with individuals and groups.

A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

### SPECIAL WORKSHOPS AND PRESENTATIONS

The fourth service involves **special workshops and presentations** on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the Executive Director of the League, working with local college representatives.

**AB1725 Implementation  
ASSISTANCE REQUEST  
(Academic and Professional Concerns)**

This form is intended to provide faculty and administrators in California community colleges with a way to request the initiation of a process which may assist colleges in resolving perceived problems in the implementation of AB1725 mandates. It is hoped the form will be filed jointly by the Chief Executive Officer, on behalf of the local governing board, and the local academic senate president. However, a request form submitted by one will be sufficient to initiate the process.

Name(s) \_\_\_\_\_

Title(s) \_\_\_\_\_

College \_\_\_\_\_

College Phone \_\_\_\_\_ Email Address \_\_\_\_\_

Best time to Call \_\_\_\_\_

Areas of Concern (Check appropriate area):

- |  |  |
|--|--|
| <input type="checkbox"/> Shared Governance             | <input type="checkbox"/> Budget Process              |
| <input type="checkbox"/> Curriculum                    | <input type="checkbox"/> Disciplines                 |
| <input type="checkbox"/> Minimum Qualifications        | <input type="checkbox"/> Hiring                      |
| <input type="checkbox"/> Equivalence                   | <input type="checkbox"/> Tenure                      |
| <input type="checkbox"/> Peer Review                   | <input type="checkbox"/> Evaluation of Administrator |
| <input type="checkbox"/> Administrative Retreat Rights | <input type="checkbox"/> Other (please specify)      |

Request for Actions: On a separate page briefly explain the nature of the problem, how you have tried to solve it, and the individual(s) involved.

***Please mail or fax this form to:***

Community College League of California or  
2017 O Street  
Sacramento, CA 95814  
Fax: (916) 444-2954  
Email: cclc@ix.netcom.com

Academic Senate for California  
Community Colleges  
910 K Street, Suite 300  
Sacramento, CA 95814  
Fax: (916) 323-9867 Email: asccc@ix.netcom.com