



Academic Senate of El Camino College 2015-2016

October 20, 2015

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

Officers & Executive Committee

Co –Presidents
VP Compton Educ'l Center
Curriculum Chair
VP Educational Policies
Secretary

Chris Jeffries/ Claudia Striepe
Paul Flor
Allison Carr
Chris Gold
Sara Di Fiori

VP Finance & Special Projects
VP Academic Technology
Co-VPs Faculty Development
VP Instructional Effectiveness

Lance Widman
Pete Marcoux
Kristie Daniel-DiGregorio
Russell Serr

Adjunct (1yr term)

Dustin Black (BSS) 15/16
Karl Striepe (BSS) 15/16

Behavior & Social Sciences

Christina Gold 16/17
Kristie Daniel-DiGregorio 17/18
Daniel Walker 16/17
Lance Widman* 17/18
Michael Wynne 17/18

Business

Tim Miller 15/16
Phillip Lau* 15/16
Nic McGrue 16/17
Josh Troesh 15/16

Compton Educational Center

Estina Pratt 14/15
Chris Halligan 14/15
Essie French-Preston 14/15
Paul Flor 14/15
vacant

Counseling

Yamonte Cooper 17/18
Chris Jeffries* 15/16
Rene Lozano 16/17

Fine Arts

Ali Ahmadpour 14/15
Chris Wells* 14/15
Russell McMillin 14/15
Vince Palacios 14/15
Daniel Berney 17/18

Health Sciences & Athletics/ Nursing

Russell Serr 17/18
Robert Uphoff* 15/16
Colleen McFaul 17/18
Andy Alvillar 16/17
Traci Granger 16/17

Humanities

Rose Ann Cerofeci 15/16
Peter Marcoux* 15/16
Christina Nagao 15/16
Barbara Jaffe 15/16
Ashley Gallagher 15/16

Industry & Technology

Patty Gebert 15/16
Ross Durand 15/16
Mark Fields 15/16
Tim Muckey 15/16
Merriel Winfree 15/16
Lee MacPherson* 15/16

Learning Resource Unit

Moon Ichinaga 15/16
Claudia Striepe* 15/16

Mathematical Sciences

Zachary Marks 15/16
Jasmine Ng 16/17
Megan Granich 16/17
Matthew Mata 17/18
Benjamin Mitchell 16/17

Natural Sciences

Sara Di Fiori 15/16
Miguel Jimenez* 15/16
Anne Valle 15/16
Mohhamed Abbani 16/17
Ryan Turner 16/17

Associated Students Organization

Stephanie Pedrahit

President/ Superintendent

Thomas Fallo

Division Personnel

Rory Natividad

Ex-officio positions

Ken Key ECCFT
Nina Velasquez ECCFT

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 15/16 = 2015/2016
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



SENATE'S PURPOSE (from the Senate Constitution)

- A. 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."

- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays/12:30-2pm)

| <u>FALL 2015</u> | | <u>SPRING 2016</u> | |
|-------------------------|--------------|---------------------------|--------------|
| September 1 | Alondra Room | February 2 | Alondra Room |
| September 15 | DE166 | February 16 | Alondra Room |
| October 6 | DE166 | March 1 | Alondra Room |
| October 20 | DE166 | March 22 | Stadium Room |
| November 3 | Alondra Room | April 5 | Alondra Room |
| November 17 | Alondra Room | April 19 | Alondra Room |
| December 1 | Alondra Room | May 3 | Alondra Room |

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate, usually)

| <u>FALL 2015</u> | | <u>SPRING 2016</u> | |
|-------------------------|------------|---------------------------|------------|
| September 3 | Board Room | January 21 (if needed) | Board Room |
| September 17 | Board Room | | |
| October 8 | Board Room | February 4 | Board Room |
| October 22 | Board Room | February 18 | Board Room |
| November 5 | Board Room | March 3 | Board Room |
| December 3 | Board Room | March 24 | Board Room |
| | | April 7 | Board Room |
| | | April 21 | |
| | | May 5 | |

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

| <u>SENATE COMMITTEES</u> | <u>Chair / President</u> | <u>Day</u> | <u>Time</u> | <u>Location</u> |
|-------------------------------|-----------------------------|---|-------------|------------------------|
| Academic Technology Comm. | Pete Marcoux, Virginia Rapp | | | Alonda Room |
| Assessment of Learning Comm. | Jenny Simon Russell Serr | 2 nd & 4 th Mon. | 2:30-4:00 | Admin 131 |
| Academic Program Review Comm. | Karen Whitney, Co-Chair | Most Thursdays | 12:30-2:00 | Admin 131 |
| Compton Academic Senate | Paul Flor | 1 st & 3 rd Thurs | 1:00-2:00 | CEC Board Room |
| Compton Faculty Council | Paul Flor | 1 st & 3 rd Thurs | 1:00-2:00 | CEC Board Room |
| Curriculum Committee | Allison Carr, Chair | 2 nd & 4 th Tues | 2:30-4:30 | Admin 131 |
| Educational Policies Comm. | Chris Gold | 2 nd & 4 th Tues | 1:00-2:00 | Admin 127 |
| Faculty Development Comm. | Kristie Daniel-DiGregorio | 2 nd & 4 th Tues | 1:00-2:00 | West. Library Basement |

Committees

| <u>CAMPUS COMMITTEES</u> | <u>Chair</u> | <u>Senate / Faculty Representative/s</u> | <u>Day</u> | <u>Time</u> | <u>Location</u> |
|---------------------------------------|-------------------------------------|---|--|-------------|-----------------|
| Accreditation | Jeanie Nishime | Matt Cheung, Holly Schumacher | | | |
| Basic Skills Advisory Group | Arturo Martinez | Jason Suarez | | | |
| Board of Trustees | Bill Beverly | Chris Jeffries, Claudia Striepe | 3 rd Mon. | 4:00 | Board Room |
| Calendar Committee | Jeanie Nishime | Chris Jeffries Vince Palacios Alice Martinez | | | |
| Campus Technology Comm | Virginia Rapp | Pete Marcoux | | 12:30-2:00 | Stadium Room |
| College Council | Tom Fallo | Chris Jeffries, Claudia Striepe Estina Pratt | Mondays | 1-2:00 | Admin 127 |
| Dean's Council | Jean Shankweiler | Chris Jeffries, Claudia Striepe | Thursdays | 8:30-10:00 | Library 202 |
| Distance Education Advisory Committee | John Ayala | | | | |
| Facilities Steering Comm. | Tom Fallo | Chris Jeffries, Claudia Striepe | | | |
| Planning & Budgeting Comm. | Rory Natividad | Lance Widman Emily Rader (alternate) | 1 st & 3 rd Thurs. | 1-2:30 | Library 202 |
| Student Success Advisory Committee | Dipte Patel & Mary Beth Barrios | Chris Jeffries, Cynthia Mosqueda, Janice Ponsikawa | 2 nd Thursday | 1-2:00 | Library 202 |
| Enrollment Management Committee | Jean Shankweiler/ Jeanie Nishime | Chris Jeffries Sara Di Fioria | 4 th Thursday | 1-2 | Library 202 |

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you



AGENDA & TABLE OF CONTENTS

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| B. APPROVAL OF MINUTES | | 6-11 |
| C. OFFICER REPORTS | A. President – Chris Jeffries/Claudia Striepe B. VP – Compton Education Center – Paul Flor C. Chair – Curriculum – Allison Carr D. VP – Educational Policies – Chris Gold E. VP – Faculty Development –Kristie Daniel-DiGregorio F. VP – Finance – Lance Widman G. VP – Academic Technology – Pete Marcoux H. VP – Instructional Effectiveness/Assessment of Learning Committee & SLOs Update – Russell Serr | 12-17 18-20 21-22 23-25 |
| D. SPECIAL COMMITTEE REPORTS | A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Jean Shankweiler and Jeanie Nishime | |
| E. UNFINISHED BUSINESS | A. Election of Officers and Senators – Pete Marcoux | |

| | | |
|--|--|---------------------------|
| <p>F. NEW BUSINESS</p> | <p>A. A/P 4040 – Library Services – Chris Gold This revision updates the AP to reflect current practice by deleting the Library Advisory Committee, which the librarians feel is a duplication of the already long existing library liaison service where most library/faculty collaboration occurs. Attendance at the LAC is low and lacks participation from all divisions. This item was held over from the last meeting and will be the first reading.</p> <p>B. A/P 5530 – Student Rights and Grievances – Chris Gold This procedure has updated language regarding student rights and grievances. There is no corresponding board policy. This will be the first reading.</p> | <p>26-28</p> <p>29-42</p> |
| <p>G. INFORMATION ITEMS – DISCUSSION</p> | <p>A. Minimum Qualifications – changes and updates – C.Jeffries/C. Striepe</p> <p>B. Mary Beth Barrios – SSSP Plan</p> | <p>43-63</p> |
| <p>H. FUTURE AGENDA ITEM</p> <p>I. PUBLIC COMMENT</p> <p>J. ADJOURN</p> | <p>A. Sabra Sabio and Bernadette Flameno – presentation on Ed Planning Initiative (EPI)</p> | |

Senate Goals

- Ensure full Division representation on Senate. *Measure: ensure Divisions have required number of Senate members and that elections are held accordingly.*
- Ensure Executive and Committee Chairs are in place. *Measure: Recruit and elect according to Senate by-laws.*
- Build campus morale. *Measure: Arrange for “positive” presentations showcasing success, General faculty survey of perception.*
- Enhance communication with all groups and partners. *Measure: ask Senators to post meeting minutes in Division areas, will begin posting Senate PowerPoints to all faculty, General faculty survey of Senate effectiveness*
- Assert Faculty voice and leadership on campus. *Measure: General faculty survey of Senate effectiveness*
- To foster awareness and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention, and completion. *Measure: monitor faculty participation*

ACADEMIC SENATE ATTENDANCE
October 6, 2015

Adjunct (1 year)

Dustin Black XX
Karl Streipe XX

Behavioral & Social Sciences

Daniel Walker XX
Christina Gold XX
Kristie Daniel-DiGregorio XX
Lance Widman XX
Michael Wynn XX

Business

Phillip Lau XX
Tim Miller
Josh Troesh XX
Nic McGrue XX

Counseling

Yamonte Cooper
Chris Jeffries
Rene Lozano XX

Fine Arts

Ali Ahmadpour
Chris Wells XX
Russell McMillin XX
Vince Palacios

Health Sciences & Athletics

Russell Serr XX
Robert Uphoff XX
Andrew Alvillar
Tracy Granger XX
Colleen McFaul XX

Humanities

Rose Ann Cerofeci XX
Christina Nagao XX
Barbara Jaffe XX
Ashley Gallagher XX
Pete Marcoux XX

Industry & Technology

Patty Gebert XX
Ross Durand XX
Mark Fields XX
Tim Muckey XX
Merriel Winfree XX
Lee MacPherson XX

Learning Resources Unit

Moon Ichinaga XX
Claudia Striepe XX

Mathematical Sciences

Zachary Marks XX
Jasmine Ng XX
Megan Granich XX
Matthew Mata XX
Ben Mitchell XX

Natural Sciences

Sara Di Fiori
Miguel Jimenez
Anne Valle XX
Mohamad Abbani
Ryan Turner XX

Academic Affairs & SCA

Jean Shankweiler XX
Karen Lam X
D. Patel on behalf of J. Nishime XX
Karen Whitney

Assoc. Students Org.

Brianna Thomas
Stephanie Pedrahita

Compton Education Center

Estina Pratt
Chris Halligan XX
Essie French-Preston
Paul Flor XX
Vacant

Division Personnel

Connie Fitzsimons

Ex-Officio Positions

Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Curriculum Chair

Allison Carr XX

Deans' Reps.; Guests/Other Officers:

Rory Natividad
Irene Graff
Carolyn Pineda XX

ACADEMIC SENATE MINUTES

Oct. 6, 2015

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

1. CALL TO ORDER Senate Co-Presidents Jeffries and Striepe called the Academic Senate meeting to order on October 6, 2015 at 12:37 p.m. C. Striepe began the meeting by calling for a moment of silence for Umpqua victims.

2. APPROVAL OF MINUTES

See pgs. 6-11 of packet for minutes of the September 15 meeting. Minutes accepted with corrections.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 12 - 16)

CS: The Board of Trustees had closed sessions. The council of deans meets Thursday.

CJ: College Council closed for forums. On September 21 they proposed goals for 2015 and 2016, and began an inventory of policies and procedures. 119 have been updated thus far. The goal is to have them reviewed within a ten year period. CS: A self survey is required for all consultation groups. Senators, please complete it in the next ten days. CS: Regarding faculty positions, the panel wants more time. We'll meet Thursday at 2:00. C. Wells: Wow many are likely? CJ: Nine are required.

CJ: The Calendar Committee met to approve the 2016/17 and the 2017/18 calendars to include winter session. The session will be held January 5 – February 7. It's not a six-week session because it pushes spring back into June, and summer starts too late. The calendar has five weekends and two Monday holidays for both spring semesters. Some holidays can't move. Veterans day will still be held on Veteran's Day.

CS: For this week's 'Did you know?' installment, we're sharing the Senate constitution and bylaws. (See slides.)

B. VP – Compton Education Center – Paul Flor

P. Flor: I have three things to share. (1) In recognition of the Umpqua shooting, at our last senate meeting we had a presentation from our lieutenant on campus. (2) On November 5 we'll hold our first meeting for our institutional effectiveness partnership. We were accepted, and we will work with a team to help us with accreditation activities. (3) On Oct. 17, we're hosting a campus beautification event, we're asking for volunteers. We're picking up trash from 8:00 – 1:00. Both our campuses should maybe inform the community regarding water conservation. T. Muckey. Consider the 'Campus as Living Lab' community bringing us together, and enhancing curriculum.

C. Chair – Curriculum – Allison Carr (pgs. 17 - 21)

At Curriculum we're discussing the calculation of credits and course hours, and official policy from the Chancellor's Office. Good news. It's no different from ECC's current practice. I can share a detailed copy. As of Oct. 5 the, Chancellor's Office is using the new formula for any classes in the new lineup. We can catch updates as they come through curriculum. Quajuana will share new procedures. We are

increasingly under the control of the Chancellor's Office, not for local issues, but because of CID.
P. Marcoux: There've been statewide emails about faculty load equaling student units. Can you explain?
A. Carr: I can give you the formula. For 30 years they never touched it. C. Wells: it's a contract issue.
Pete. The Chancellor's Office kicked down a college because load (faculty) didn't match student units. C.
Wells: It's a huge contract issue as well. A. Carr: The Chancellor's Office sent an email. The CTE
curriculum approval process is reviewed for timeline and local surveying. The chairs must look at the
processes. Every campus is different. If you'd like to be part of a discipline input group, mostly for CTE
and health occupations, one will be held Oct. 30 in Anaheim. Q. Chapman: We get courses kicked back
because not all meet standard formulation. We have to explain our calculations. P. Marcoux: It sounded
like a new thing. Q. Chapman: It's happening for us too for some classes.

D. VP – Educational Policies – Chris Gold (pgs. 22-23)

Three policies and procedures came from the library. Don Brown helped us with the changes. A
copyright committee formed years ago, but it's a tough conversation because laws keep changing,
possibly requiring a two- page fair use form for every copy. They are doing revisions.

E. VP – Faculty Development – Kristie Daniel –DiGregorio (pgs. 24-30)

Please nominate a deserving adjunct colleague for our award. We are looking for 'Getting The Job' and
PD Day presenters. We talked about PD as part of 10+1. SLO's are part of our job and now brown bags
to talk about SLO's are flex optional. So is Grad level coursework, and scholarly publication that is not
compensated. Dr. Shankweiler discussed student equity and PD (professional development). We have a
lot of supports, reviewing syllabi, etc., that are reflective of best practices.

F. VP – Finance – Lance Widman (pgs. 31-32)

PP. 31-32, 9/17 PBC Minutes: Please read carefully the important discussion regarding monies to be
used to augment supply budgets since this impacts all of us.

p. 8, 9/15 AS Minutes: Please pay attention to the fact that Emily Rader, AS PBC Alternate is retiring at
the end of the Spring Semester. I may also at that time or shortly thereafter. A strong and forceful AS
voice is needed on the PBC, but developing a comfort level with process and substance takes time. It
does involve a significant commitment of your valuable time, energy and talents, but it is OUR interests
that you are to represent. The AS is an extremely important constituent voice in that process. Please
contact me if you are curious, interested or have questions.

G. VP – Academic Technology – Pete Marcoux

Laptops are coming, either a Dell 7000 or Dell Tablet. The Dell 7000 has an 11-inch screen and docking
station for your desk. A timeline is coming soon with choices. PD will offer hands on models. There will
be a deadline to place an order. Faculty web pages must be moved from OE educate to OE campus.
There's a big difference and there will be training. C. Gold: The union can convene technology work
groups. There could be extra tech support. P. Marcoux: We're having the college technology conference
in Spring 2016. The email quota is a hot issue. Claudia sent an email out to recommend hiring a chief
technology office. PlanNet allocated 3 million dollars. CJ: Chris Gold is on the Statewide OEI committee.
Address your questions to Chris.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO’s Update – Russell Serr (pgs. 33-34)

R. Serr: We have a game plan for the ILO for next spring. The assessment completion rate for spring came. There is new software in Trackdat. Our PLO assessments (see slides) are substantially higher in completions. Faculty can come to trainings and bring data so we can submit data together. Karen Whitney recapped program reviews in spring. These are from spring semester (see slides). Repeatability led to curriculum changes. New facilities and software have improved the quality of several programs.

4. SPECIAL COMMITTEE REPORTS

A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Jean Shankweiler and Jeanie Nishime

J. Shankweiler. Look at CANVAS so people can discuss. Regarding the student equity plan, in December we aim to identify students disproportionately affected, and to bring up the lowest performing groups on campus. We need proposals by Oct. 14. It’s not much time but Idania Reyes or I can work with your proposal. The faculty ID process is in full force. We hope for six new faculty hired for carryovers. Those are ongoing. I will meet with HR to find out what the number will be. It depends on retirement too. We’ll meet on Thursday. The last thing is the IR Sense survey. It’s like a student satisfactions survey, to evaluate the student experience. We didn’t too very well compared with the national cohort. Maybe senate could also look at this.

D. Patel: I’m sitting in for Dr. Nishime: I’ll add that the SSSP plan is due the end of this month, and 100 million dollars are added to it. We’ll find out what that means for Torrance in the next two weeks. The Chancellor’s office is specific to core services, not just student success, but at risk students specifically. Triple S-P has limits. We’re opening a RISE center to survey probation, pre-probation, and dismissals.. The early alert is in implementation.

5.UNFINISHED BUSINESS

A. Election of Officers and Senators – Claudia Striepe (35 – 36)

CS. This semester we need to elect the next president(s). These slides lay out the process. We need a senator to act as the election committee chair. Do we have a volunteer? They won’t be working alone. Pete: It’s not that bad a job.

B. A/P 5520 – Student Discipline Procedures – C. Gold (pgs. 37 – 63)

This is the 2nd reading of the procedure and will be voted on. The changes reflect changes in state law, and title names. Under college district (first page) you’ll find how this applies to Compton Center, and on p. 1 and 10, the role of the attorney for students was clarified. We’re lucky to have Dr. Toya here too. Dr. Toya: Please bring me questions and feedback. This is a second reading. C. Well: So moved. P. Marcoux: Seconded. CS: Why are we putting in Compton? Will we need to revise it in 5 years? J. Troesh: Can’t we word it “all campuses”? P. Flor: All instructional sites? C. Wells: Does that include high schools? C. Wells: We teach all over. Dr. Toya: Students who enroll are our students. Dr. Toya: I can’t speak for the

high school, but if they're enrolled in our college then they are accountable to our code of conduct. C. Wells: I amend to move to reflect that change. P. Marcoux: Seconded. C. Gold: Any questions or feedback? K. Daniel –DiGregorio: And the part we removed, what's happening with those? Dr. Toya; This form is not part of the AP, but the report is on the website, eventually we'll be fully electronic. R. Cerofeci: Is there anything to give to the student if it's electronic? Dr. Toya; Yes, you can submit it to students. C. Gold: Print out a hardcopy for students. Dr. Toya: Forms A,B, and C are still in circulation. Please get us information. C. Wells. On page five, this seems like a civil matter (probation and restitution.) How is it determined? Dr. Toya: I've used it before. When a student is found responsible for damaging school property, there could be sanctions if it's expensive to the institution. C. Wells: How are you determining the dollar amount? Dr. Toya: Facilities, etc., would help determine cost. R. Natividad: We do this with equipment and uniforms every year. We put a hold on student records, etc. until they visit the cashier.

CJ called for a vote to approve AP5520 with changes. No opposed votes or abstentions. Unanimous approval. See attendance for voters.

C. B/P&A/P 3540 Sexual Misconduct – C. Gold (pgs. 64 – 69)

C. Wells moved to discuss the board policy. P. Marcoux: Has the union seen it? Then yes, I second it. CJ: Any discussion? R. McMillan: The last meeting's discussion included required reporting from faculty, and the counselor's role as prosecutor, etc. It's not part of the BP. C. Gold: It's in procedures. But in the policy is a briefer statement; it's spelled out in procedures. N. McGrue: What is the definition of gender based misconduct? C. Gold: p. 66 in procedure. J. Troesh: California law defines Rape. The wording should be changed for clarity. These terms all have legal definitions. The others are requirements. C. Wells: They are all defined by law. I think we should clarify. It's legal. C. Wells: I move suggesting we table this and send it back to committee. CJ: For legal reasons she wanted to get this to the board. Can we come to a resolution of this? C. Wells: The intent is fine; this is typographical. C. Gold: The template moved the clause. It would be ok to vote on it. C. Wells: Motion to amend. P. Marcoux: Seconded. P. Lau: What are the consequences of not reporting? CJ: There are disciplinary consequences, like with not reporting child abuse. Maybe a personnel mark on record. R. Natividad: You could lose federal funding under the Clery Act, perhaps sanctions to the institution. J. Schaefer. Concerns about reporting need not jeopardize the relationship with the student. J. Schaeffer: I'd be happy to share on this. R. McMillan: What about flex day? CJ: Jaynie Ishikawa had a breakout at flex. C. Wells. A mandate shouldn't be optional. K. Daniel –DiGregorio: Jaynie is working on mandatory training, and we plan to tailor the planning to different departments. CJ: I'm closing discussion and calling a vote.

Opposed: R. McMillan and P. Lau.
No abstentions.
Please see roll for votes.

C. Wells moved to review the procedure: P. Marcoux: Second. C. Wells: Amend motion to make sure language in motion is parallel to procedure. CJ. All in favor?

Opposed: R. McMillan and P. Lau.
Abstentions: C. Halligan.

6. NEW BUSINESS

A. A/P 4040 – Library Services – Chris Gold (pgs. 70 – 72)

C. Gold: This revision updates the AP to reflect current practice by deleting the Library Advisory Committee, which the librarians feel is a duplication of the already long existing library liaison service where most library/faculty collaboration occurs. Attendance at the LAC is low and lacks participation from all divisions.

CJ: Tabled in interest of time.

7. INFORMATION ITEMS –DISCUSSION

A. ECC Scholarships – Andrea Salas

A. Salas: I'm the new Katie Gleason. I've been here for eight months. We want to share information on scholarships. Encourage students to go online and apply. We have the money and we want to give it out. Faculty is the closest link to students. Encourage them to apply. If they have problems, have the student contact me or the scholarship office or foundation office. This is Susan Warshaw assisting me today. By the way, I had two daughters that went here. They both have graduated and are employed. We want to talk about our dorms. The foundation has a dormitory project, thirty-eight units on Cabrillo Ave. in Torrance. It's a short bus ride. It's for international students, but they don't want to take the bus. It's now open to all students. We'd like to keep them filled. P. Marcoux: Any requirements? A. Salas: Nope, even CSUDH students can enroll. J. Troesh. A Company out of Wisconsin provides this kind of housing, collegiate housing incorporated. R. McMillan: The international students, with some mentoring, could take a bus. A. Salas: That's a good idea. C. Halligan: Are these scholarships open to Compton Center? A. Salas: Yes.

B. AIMS Team – Chief Trevis and Janet Schaeffer

Chief Trevis: We have a behavioral intervention team on campus (AIMS), an advisory group. We make recommendations. Dr. Schaeffer has spoken to faculty about these issues. We try to get ahead of issues before they get out of hand. We have lawyers for advice and someone from the county, from mental health. If you have students that concern you for strange behavior, suicide threats, depression, etc. Call campus police. Fill out the form. We follow up around campus. Some behavior is disciplinary. We arrange mental health evaluations. We are data driven, so help us by completing forms, but call if you need too. Dr. Schaeffer: Call me too. In light of recent events, we ask you to report. Error on the side of caution. R. McMillan: I've called the police, and your people are amazing. And they are well trained.

8. FUTURE AGENDA ITEMS

A. Mary Beth Barrios – presentation on SSSP plan

B. Sabra Sabio and Bernadette Flameno – presentation on Ed Planning Initiative (EPI)

9. PUBLIC COMMENT

10. ADJOURN

The meeting adjourned at 2:05 p.m.

SD/ECCFall15

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – October 12, 2015

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Present: Linda Beam, Paul Flor, Irene Graff, Vishu Gupta, Jo Ann Higdon, Chris Jeffries, David Mc Patchell, Jeanie Nishime, Susan Pickens, Susana Prieto, Jean Shankweiler, Luukia Smith, Erika Solorzano, Claudia Striepe.

1. Minutes – September 28, 2015 minutes were approved as presented.
2. The 2015-16 College Council Goals were finalized as follows:
 1. Update and Review Board Policies and Administrative Procedures (*On 10/19/15 the Vice Presidents will provide number to be processed.)
 2. Have all Consultation Committees revise and post minutes, agendas, purpose and goals to their specific Committee webpage, and have a link to these pages from a central Administrative page.
 3. Review and endorse the Master Plan.
 4. ~~Continue discussions about accreditation issues.~~
 5. Support initiatives of the CEC to train staff/faculty/committees in preparation for accreditation through quarterly reports and discussion.
 6. Develop plans and procedures to orient new members to consultation committees.
3. The following policies and procedures were approved by College Council and will go to the Board in November.
 1. BP 3280 (Grants) – no recommended changes/review only.
 2. AP 3280 (Grants) – new procedure.
 3. AP 5013 (Students in the Military) – new procedure.
 4. BP 5150 (Extended Opportunity Programs and Services) – revision.
 5. AP 5150 (Extended Opportunity Programs and Services) – new procedure.
 6. BP 5200 (Student Health Services) – revision.
 7. BP 5210 (Communicable Disease) – no recommended changes/review only.
 8. AP 5210 (Communicable Disease) – new procedure.
 9. BP 5405.1 (Student Political Organizations) – recommended for deletion.
 10. BP 5800 (Prevention of Identity Theft in Student Financial Transactions) – new policy.
 11. AP 5800 (Prevention of Identity Theft in Student Financial Transactions) – new procedure.
4. The following policies and procedures need further consultation with faculty:
 1. BP 5110 (Counseling) – revision.
 2. AP 5110 (Counseling) – new procedure.
 3. BP 5120 (Transfer Center) – no recommended changes/review only.
 4. AP 5120 (Transfer Center) – new procedure.

5. Collegial Consultation Committee/s webpage template draft was reviewed and approved. The Academic Senate will report back to College Council how many of their subcommittees currently post minutes. The plan is to publish the new webpages in approximately two months. It was noted that this is also one of our goals.
6. Resolution regarding California Community Colleges Chancellor's Office Task Force Report on Accreditation (Draft) was reviewed. It was requested that a statement be added to reflect that ECCD acknowledges there is a need for improvement in the process.

**EL CAMINO COMMUNITY COLLEGE DISTRICT
RESOLUTION NO.**

**EL CAMINO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES
RESOLUTION REGARDING CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR’S OFFICE TASK FORCE REPORT ON ACCREDITATION**

WHEREAS, the El Camino Community College District (ECCCD) acknowledges and supports the work of the Accrediting Commission for Community and Junior Colleges (ACCJC) as the regional accrediting agency for California’s 113 community colleges; and

WHEREAS, El Camino College and its Center are continually improving because of the membership in the ACCJC and the dedicated work of faculty and staff who provide important services to students, visitors, and all employees of the El Camino Community College District; and

WHEREAS, the El Camino Community College District is strongly committed to the ACCJC’s peer evaluation process as it helps to ensure an informed and fair review of programs and services, and benefits all institutions by promoting and ensuring both quality and compliance; and

WHEREAS, the El Camino Community College District has participated in training opportunities offered by the ACCJC covering accreditation matters, which have been particularly significant in conjunction with the ECCCD’s unique accreditation circumstances with the El Camino College Compton Educational Center; and

WHEREAS, the ACCJC has been responsive and engaged throughout the accreditation process at El Camino College and its Center, especially regarding the partnership between the ECCCD and the Chancellor’s Office relative to the El Camino College Compton Educational Center; and

WHEREAS, accreditation mandates and regulations are established by the federal government, requiring all regional accreditation agencies to meet the same accreditation standards; and

WHEREAS, changing the accrediting agency for California’s 113 community colleges is a major undertaking and requires an all-inclusive dialogue between the ACCJC, its member institutions, and the governing boards of these colleges; NOW

THEREFORE BE IT RESOLVED, that the El Camino Community College District Board of Trustees hereby supports the work of the Accrediting Commission for Community and Junior Colleges.

ADOPTED, SIGNED AND APPROVED by the Board of Trustees of the El Camino Community College District this (date)

William Beverly, President of the Board for the
El Camino Community College District

Thomas M. Fallo, Superintendent/President of the
El Camino Community College District

El Camino College – Office of the President
Minutes of the Facilities Steering Committee May 4, 2015

Present: Linda Beam, Bob Bradshaw, Tom Brown, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Chris Jeffries, Rory Natividad, Jeanie Nishime, Susan Pickens, Angela Simon, Jean Shankweiler, Luukia Smith, Rick Yatman.

1. The minutes of March 9, 2015 were approved as presented.
2. Parking – During the duration of the Lot C Parking Structure and the Student Services Center Replacement Projects the three C parking lots will be taken out of commission. Fencing will be placed around the area on August 10th.
3. The May 2015 Facilities Master Plan report was presented by Tom Brown.
 - a. Channel Parking Lot F Improvement Project – all bids for this project were rejected due to errors.
 - a. Shops Building Replacement – the ITEC building, is not complete due to outstanding close-out issues. The CAT (shops) building has filed a notice of completion.
 - b. Marsee Auditorium – the costs for bringing the auditorium into compliance (Seismic, ADA/FLS, etc.) are rising and it may not be economically feasible to upgrade the building. More studies must be completed before a decision is made. Any changes must be taken to the Board for approval.
 - c. Sand Volleyball Court will be relocated to where one set of tennis courts are. It was noted that all of our tennis courts are not in use.
4. Statues – There may be funds available in several years that can be used for campus art. These funds would come from a large donation received to fund scholarships for “stage hands.” It is believed that the endowment could fund several small scholarships and campus art.
5. Purpose Statement – Ann Garten will draft this week.
6. Planning Summit Recap – the following items were included on the Planning Summit agenda.
 - a. Accreditation Update;
 - b. New Strategic Plan (BP 1200);
 - c. Institutional Effectiveness (IE) Outcomes;
 - d. New IE Framework from the Chancellor’s Office (Colleges must set goals);
 - e. Making Decisions document;
 - f. Group discussion on Communication and Collaboration;
 - g. Consultation survey distributed.
7. The Consultation Survey was distributed and completed.
8. Other Items

- a. ITS Security Cameras – There is a concern about some of security cameras placed in the ITS area. The cameras of concern are the ones pointing to employee work areas and one located in the break room. Linda Beam reported that she is working with Chief Trevis on this issue. A memo will be sent out regarding security camera findings.
- b. Transgender Restrooms – It was reported that there are no transgender restrooms on campus. Tom Brown reported that there are single use restrooms on campus. The signage on these restroom doors will be updated to show they are for male and female usage.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
September 22, 2015

CALL TO ORDER

Meeting called to order at 2:35 p.m. by Chair Carr.

Members:

Present: S. Bartiromo, T. Bui, A. Carr, A. Cornelio, E. French-Preston, A. Hockman,
L. Houske, K. Iino, V. Nemie, D. Pahl, S. Rodriguez, J. Shankweiler

Absent: S. Bosfield, W. Brownlee, A. Sharp

Ex-Officio Members:

Present: Q. Chapman, K. Whitney

Absent: A. Osanyinpeju, A. Flores-Linares, M. Lipe, L. Suekawa, L. Young

Guests: D. Mussaw, W. Melendez, P. Sorunke

VICE PRESIDENT'S REPORT

Vice President Academic Affairs – Dr. Shankweiler

The committee was informed that the associate transfer degree templates are available on the Chancellor's Office [web page](#).

APPROVAL OF MINUTES

The committee approved the minutes of the College Curriculum Committee of September 8, 2015.

CURRICULUM REVIEW

A. Full Program Review

The committee reviewed the following program proposals, which are ready for final action:

1. Paralegal Studies A.A. Degree
2. Paralegal Studies Certificate of Achievement

B. Full Course Review

The committee reviewed the following courses, which are ready for final action:

1. Fire and Emergency Technology 15 (FTEC 15)
2. Law 19 (LAW 19)
3. Paralegal 1 (PARA 1)

C. Standard Review/Consent Agenda Proposals

The committee reviewed the following courses, which are ready for final action:

1. Construction Technology 160 (CTEC 160)
2. Electronics and Computer Hardware Technology 11 (ECHT 11)
3. Geography 9 (GEOG 9)
4. History 112 (HIST 112)
5. Psychology 8 (PSYC 8)
6. Recreation 207 (RECR 207)

The committee reviewed the following course inactivations, which and are ready for final action:

1. Electronics and Computer Hardware Technology 64 (ECHT 64)
2. Law 6 (LAW 6)

CURRICULUM DISCUSSION

A. Full Program Review

Business Division

It was moved by L. Houske, seconded by V. Nemie, that the committee approve program proposals for Paralegal Studies A.A. Degree and Paralegal Studies Certificate of Achievement. Motion carried.

B. Full Course Review

The committee made the following recommendation to the course outline of records:

Business Division

Paralegal Studies 1 – Introduction to Paralegal Studies

Edit *Course Student Learning Outcomes* in the Course Checklist: Select a variety of assessment methods for the Student Learning Outcomes. Action: D. Pahl

It was moved by T. Bui, seconded by S. Bartiromo, that the committee approve the course proposals for Paralegal Studies I and Law 19. Motion carried.

Industry and Technology Division

Fire and Emergency Technology 15 – Fire Academy

Edit *Outline of Subject Matter* in the Course Checklist: Provide the number of laboratory hours for each subtopic listed in the Structural Fire Suppression section (topic IX).
Action: W. Melendez

It was moved by E. French-Preston, seconded by V. Nemie, that the committee approve the course proposal including conditions of enrollment changes. Motion carried.

C. Standard Review/Consent Agenda Proposals

It was moved by K. Iino, seconded by D. Pahl, that the committee approve the eight standard review/consent agenda proposals, including the new distance education hybrid courses for Construction Technology 160 and Recreation 207. Motion carried.

CHAIR'S REPORT

Chair Carr recommended the committee review the Course Review Manual posted on CurricUNET, which provides the details to look for when reviewing course proposals.

CURRICULUM ADVISOR REPORT

Curriculum Advisor – Q. Chapman

Earlier in the day, Q. Chapman emailed the committee with the status update for transfer degrees. A hyperlink to the state Chancellor's Office was also included in the email. Transfer degrees for Engineering, Computer Information Systems, and Nursing are being finalized at the state level. It was recommended the committee include division counselors in curriculum discussions involving transfer degrees and new courses. D. Pahl was informed that the Chancellor's Office has not yet approved Business 28 for C-ID status. Q. Chapman confirmed that the Chancellor's Office is asking for 100% compliance for all courses in associate degrees for transfer (ADTs) with C-ID descriptors. We do not know what is happening in practice with previously approved ADTs. More information will become available later.

ADJOURNMENT

Chair Carr called a motion to adjourn the meeting. T. Bui moved, V. Nemie seconded, and the motion carried. The meeting adjourned at 3:25 p.m.

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE

DRAFT - MINUTES

Tuesday, Oct. 13
1:00-2:00 Admin 127

Fall Meetings: 1-2:00 in Admin 127. Sept. 8 & 22; Oct. 13 & 27; Nov. 10 & 24

Members: Christina Gold (Chair), Mark Fields, Connie Fitzsimons, Vanessa Haynes, Chris Jeffries, Alice Martinez, Karl Striepe, Lori Suekawa, and Susan Taylor. (Excused: Alice Martinez. Absent: Connie Fitzsimons).

Visitors: William Garcia (Student Support Services Dean), Jean Shankweiler (VP of Academic Affairs), and David Mussaw (Academic Affairs Analyst)

I) New Member – Karl Striepe

- We welcomed Karl to our committee and said a hearty thanks for his willingness to serve. Karl is an adjunct Political Science Instructor.

II) AP 5530 Student Rights and Grievances

- This revision provides updates to include new administrative and staff job titles and new procedures. The appeal process was simplified.
- William Garcia walked the committee through the revisions to our current AP.
- The primary topic of discussion was the notification of faculty when a student files a grievance. William explained that most grievances are against processes or fees (such as enrollment or health fees) and that they are almost always solved at the informal stage through a conversation and explanation to the student. A formal grievance hearing has not been held in the past three years. Committee members expressed concerns that if students are complaining about them, faculty members would want to know. It was decided that faculty would be notified if a student requested a grievance hearing.
- After discussion, the committee and visitors agreed to the following changes:
 - Update the position title of “Title IX Coordinator” wherever it appears.
 - Under the definition of “party,” change “any persons claimed to have been responsible for the student’s alleged grievance” to simply “respondent” for clarification.
 - Under the definition “respondent,” change “grievance to wrongdoing.”
 - Add a sentence requiring that faculty be notified when an official grievance is filed (p. 3)
 - Under “Grievance Hearing Committee,” change “summer session” to “intersession.”
- Everyone agreed that after those changes AP 5530 is ready for a first reading at the Senate.

III) AP 5070 Attendance

- This is a new AP that is legally required. The committee has the CCLC template to review. Jean and David were present to answer questions. The draft contains everything required by the template.
- The committee reviewed and discussed the first 3 pages.
- David will be putting back in some portions that were previously deleted – i.e. the describe of flex time activities on p. 1.
- The primary topic of conversation was what happens after add codes are given to students and to what extent faculty members should be required to follow-up on student adds.
- The committee will continue reviewing this AP its next meeting.

III) BP/AP 4240 Academic Renewal

- There was not enough time to discuss this.
- Stephanie Rodriguez will be invited to answer questions.

Packet Materials

1. AP 5530 Student Rights and Grievances (Mark up)
2. AP 5530 CCLC Template
3. Ed Code 76224 (a)
4. BP 4240 Academic Renewal
5. BP 4240 CCLC Template
6. AP 4240 Academic Renewal
7. AP 4240 CCLC Template
8. Title 5 Section 55046

Handouts

1. AP 5070 Attendance (Draft)
2. AP 5070 Attendance (CCLC template)
3. Ed Code section 84040

Faculty Development Committee Meeting
Minutes for Tuesday, October 13, 2015, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

| <u>Name</u> | <u>Abbreviation</u> | <u>Division</u> |
|--------------------------------------|---------------------|-----------------------------------|
| Florence Baker (present) | (FB) | Behavioral & Social Sciences |
| Dustin Black (present) | (DB) | Behavioral & Social Sciences |
| Rose Ann Cerofeci (present) | (RC) | Humanities |
| Kristie Daniel-DiGregorio* (present) | (KDD) | Behavioral & Social Sciences |
| Ross Durand (absent) | (RD) | Industry & Technology |
| Briita Halonen (present) | (BH) | Humanities |
| Sheryl Kunisaki (present) | (SK) | Learning Resources |
| Sumino Otsuji (present) | (SO) | Humanities |
| Margaret Steinberg (present) | (MS) | Natural Sciences |
| Lisa Mednick Takami (present) | (LMT) | Professional Development |
| Evelyn Uyemura (present) | (EU) | Humanities |
| Andree Valdry (present) | (AV) | Learning Resources/Compton Center |

*Committee Chair

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.

Fall 2015 Meetings: September 8 & 22, October 13 & 27, November 10 & 24, December 8 (if needed).

Spring 2016 Meetings: January 26, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

AGENDA

1. Brief Status Reports on Fall FDC Initiatives

Faculty Book Club: (SO) reported that there was a strong showing – 14 faculty -- at the first meeting of the club on 9/25. The book on neuroscience was well-received. The club is designed like a graduate seminar with each participant taking responsibility to read and report on a section of the book. (KDD) commended (SO) and her co-chair Sue Ellen Warren for designing an engaging session, with thought-provoking discussion questions.

Outstanding Adjunct Faculty Award: (KDD) reminded the team that the deadline for nominations is Friday, 10/16. Five nominations have been received so far. The award program is designed to contribute to campus morale which was identified as an area in need of improvement in the 2010 Campus Climate Survey. Improving morale is also one of the 2015-2016 goals for the Academic Senate. Each of the nominees is recognized with an Achievement Award for Distinguished Teaching. (DB) was applauded for being recognized for distinguished teaching at ECC and at the Compton Center.

Getting the Job: The marketing materials for this event are being developed with assistance from the Professional Development Office. The team agreed that notices for the workshop should be posted to the listserv after the deadline for the Outstanding Adjunct Faculty Award.

Academic Technology: Meeting with Pete Marcoux: (KDD) and (LMT) met with Pete to discuss strategies for preparing faculty for future students who are currently in technologically rich learning environments in K-12. (LMT) applauded Pete's tireless efforts to raise the level of technological resources on campus. Several topics were discussed, including the migration of faculty websites from OU Educate to OU Campus. The migration will happen automatically for faculty already using OU Educate. Because OU Campus is a more complex platform, (LMT) anticipates faculty will benefit from additional training and require assistance troubleshooting once the migration is complete. She needs to coordinate with Public Relations, Human Resources and the Compton Center on the timing of the migration.

Pete has secured a grant to provide Chromebooks to students in a pilot program. Relatedly, the Professional Development Office will soon have 10 tablets available for training and a set of 30, with a charging station, for classroom use. A reservation and check-out process will be developed. (FB) suggested asking faculty how they might incorporate the tablets into their students' learning. (LMT) will add a question to the faculty needs assessment, a draft of which she will share with the FDC before the next meeting. (EU) suggested not all faculty are knowledgeable about the latest trends in educational technology and that it would be useful to survey faculty about the extent to which they feel prepared to teach the next generation of students. (EU) and (FB) noted that many classes enroll more than 30 students. (LMT) explained that there may be additional funds available to purchase another set of tablets. In the meantime, students would need to double up.

(EU) suggested that learning more about examples of best practices can encourage faculty to incorporate new technology into their teaching. (RC) suggested tablets could be used to connect to library resources and databases. (KDD) noted that tablets could encourage use of the new LibGuides program. (LMT) reported that Math effectively uses tablets to display problem-solving. Uses can vary by division.

(SO), (BH), and (SK) cautioned that the quality of student work completed using tablets or iPads can vary. Editing can be difficult and student work often lacks proofreading and/or spellchecking. In addition, it can be challenging to print from tablets.

(FB) explained that it can also be challenging to utilize tablets with existing projectors in smart classrooms. She suggested considering what technical skills students will learn from using tablets. The workplace requires keyboarding – how might tablets help students develop skills for the workplace? (LMT) suggested that the tablets would be tools to advance understanding of content and not technical skills like keyboarding.

(SO) shared her experience on another campus where iPads were provided for the Liberal Studies program. Because very little training was provided for faculty, the resources are underutilized. (KDD) suggested that any efforts to introduce technology need to address the range of technological skills of faculty.

Title IX Training: In a previous meeting, the team expressed a desire for additional training on the reporting requirements for gender-based and sexual misconduct for faculty. (KDD) explained that faculty responsibilities were discussed at recent Academic Senate meetings and faculty voiced concerns about a need for additional training about the requirements and strategies for proactively addressing the issue. (KDD) approached Jaynie Ishikawa who has a tremendous amount of responsibility communicating expectations, providing training, and investigating incidents for both ECC and the Compton Center. She has offered to visit the next FDC meeting and (KDD) asked the team to consider two questions: 1) what are the issues that need to be addressed? and 2) what format or forum would be most effective? Online training can be cost-effective and quickly reach a large population but Jaynie reported that most are quite general rather than tailored to the faculty context.

(EU) noted the need for clarification regarding which context is covered. For example, if a student writes about being molested as a child when she lived overseas, must it be reported? The team's understanding is that (EU) would be required to report. (BH) commented that a staff member suggested she invite the student to report the incident herself, so the student could feel a sense of ownership over the process. It would then be the faculty member's obligation to confirm that the student did, in fact, report. (FB) had recently needed to report a situation, which required the involvement of the division dean, the Office of Staff and Student Diversity, and the Student Development Office. (FB) appreciated that the Student Diversity and Staff Development professionals contacted (FB) before contacting the student, asking (FB) to request the student's permission to establish contact.

2. Making Decisions at El Camino College

(KDD) noted that the Academic and all other collegial consultation committees review the "Making Decisions at El Camino College 2015-2020" document each year. She explained that decisions on our campus are, by law, required to be made in collegial and consultative way. She provided information regarding the "Role of Faculty"

from the document. Title 5 dictates that the Academic Senate has primary responsibility for decision making in the “10+1” areas which include policies for faculty professional development activities. This is the reason the FDC is chaired by a faculty member rather than an administrator. The FDC values and benefits from the support from the administration but the primary decision making is with the Academic Senate. (EU) shared that, in her experience as VP of Educational Policies for the Academic Senate, her understanding was that decisions were made by “mutual agreement,” rather than “relying primarily” on faculty. (KDD) will follow up with the Senate executive board and report back to the team. She thanked the team for their commitment to representing faculty interests. Members of the FDC are not elected yet the team is very effective in advocating for what is in the best interests of the faculty as a whole, regardless of their individual interests.

3. Additional Announcements:

(KDD) reported that Jason Suarez has been approached to help host a 3csn event on “Threshold Concepts” at ECC. The team expressed interest and (KDD) will liaise with Professor Suarez.

(AV) announced that Professor Hoa Pham has been developing some innovative programs, including an upcoming program for children and parents. FDC team members were invited to share information with their students and colleagues. (AV) will provide a copy of the flyer with details.

The meeting was adjourned at 1:55 p.m.

KDD/10.13.15

Administrative Procedure 4040 Library Services

Under the direction of the Director of Learning Resources, the Library and Learning Resources will offer a full range of library materials and information resources.

It is the aim of the library to provide a balanced collection of significant materials and information resources that will enrich and support the curriculum, aid the individual in the pursuit of information, provide a broad view of cultural heritage, promote aesthetic appreciation, present varied points of view concerning contemporary problems and issues, furnish intellectual stimulation, and invite the creative use of leisure time.

The selection and evaluation of library materials and information resources will be based on curricular demands, the recommendations of current professional review sources, plus the suggestions and requests of members of the campus community.

All faculty, staff, and currently enrolled students may borrow materials upon presentation of an El Camino College identification card. Area residents may borrow materials upon application for and purchase of a borrower's card through the Friends of the Library.

The following guidelines will be used in implementing the Library Policy.

1) Prioritization

A. To provide materials and information resources that meet direct curricular needs in the courses of study.

B. To include standard reference works in the major fields of knowledge.

C. To provide materials of current interest and concern.

D. To provide a well-rounded reading experience.

Library materials and information resources will be purchased that are appropriate to the diversity of backgrounds and skills in the student body and works written by authors from a wide variety of backgrounds and perspectives.

2) Selection Criteria. When selecting materials, the library considers the following:

A. Meeting the diverse needs of the campus community

B. Currency

C. Relevance

D. Overall balance of the collection and format of the material

Faculty members are encouraged to recommend titles in their areas of expertise; however librarians have the final responsibility for maintaining a well-balanced materials collection. Limitations will be applied as needed.

3. Donations

The same criteria will be utilized when adding donations to the collection as when selecting new titles. If the donor places special conditions on the donation, e.g., that the materials must be added to the collection, the donation will not be accepted. All donations will be acknowledged by the College Foundation.

4. Special Collections

Special browsing collections of books, placed in a separate location in the library, will be established only when there is a real and observable benefit to the students. Under no circumstances will a new special collection be established when the books under consideration are already placed together by subject on the shelves under the Library of Congress classification system.

5. Government Publications

The library is not a designated government depository library; therefore, government documents will be cataloged and added to the book collection.

6. Discarding

When withdrawing materials, the following factors will be considered: the physical condition, number of duplicate copies, contemporary relevance and previous usage.

7. Factors that will be considered when withdrawing materials are the physical condition, the number of duplicate copies, contemporary relevance, and previous usage.

8. Replacements

Missing lost or damaged materials that are paid for will not necessarily be replaced.

9. Controversial Materials

Library materials are selected within the framework of the American Library Association's "Freedom to Read Statement" and "The Library Bill of Rights" documents, which affirm both library users' right to read what they choose and the library's responsibility to "provide books and materials presenting all points of view concerning the problems and issues of our times."

If library materials are questioned, the concern must be addressed in writing to the Director of Learning Resources, signed by the person raising the question, and must indicate specific objections. The Director, the college librarians and related discipline faculty will review the matter. The Director will respond in writing and forward copies of the letters to the Vice President of Academic Affairs. The decision will abide by the Academic Freedom BP/AP 4030. The questioner may accept the review, or present an appeal to the College President and if not satisfied, to the Board of Trustees.

~~10. A Library Advisory Committee will be convened at least twice annually to discuss library issues and provide input in the development of policies and procedures.~~

10. Library policies and procedures are available on the library website.

References:

Education Code 78100

ACCJC Accreditation Standard II.B

May 2008/December 2014

AP 5530 Student Rights and Grievances

References:

Education Code Section 76224(a);
Title IX, Education Amendments of 1972;
ACCJC Accreditation Eligibility Requirement 20;
ACCJC Accreditation Standard IV.D

NOTE: *This procedure is **legally required**. Local practice may be inserted. The following is an illustrative example that meets legal requirements, especially for Title IX requirements.*

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972;
- Financial aid **[unless the District's financial aid policy contains an appeal procedure];**
- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college District, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to errors made by an instructor in calculating a student's grade and clerical errors.;
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

This procedure does not apply to:

- Student disciplinary actions, which are covered under separate Board policies and Administrative Procedures.
- Police citations (i.e. "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation.

Definitions:

Party – The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College Grievance Officer.

[CEO] – The **[CEO]** or a designated representative of the **[CEO]**.

Student – A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Respondent – Any person claimed by a grievant to be responsible for the alleged grievance.

Day – Unless otherwise provided, day shall mean a day during which the college is in session and regular classes are held, excluding Saturdays and Sundays.

Informal Resolution – Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration.

The **[CEO]** shall appoint an employee who shall assist students in seeking resolution by informal means. This person shall be called the Grievance Officer. The Grievance Officer and the student may also seek the assistance of the Associated Student Organization in attempting to resolve a grievance informally.

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Any student who believes he/she has a grievance shall file a Statement of Grievance with the Grievance Officer within **[number]** days of the incident on which the grievance is based, or **[number]** days after the student learns of the basis for the grievance, whichever is later. The Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Within two days following receipt of the Statement of Grievance Form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form.

If at the end of **[number]** days following the student's first meeting with the Grievance Officer, there is no informal resolution of the complaint which is satisfactory to the student, the student shall have the right to request a grievance hearing.

NOTE: *The following is optional.*

Grievance Hearing Committee: The [**CEO**] shall at the beginning of each semester, including any summer session, establish a standing panel of [**number**] members of the college community, including [**number**] students, [**number**] faculty members and [**number**] administrators, from which one or more Grievance Hearing Committees may be appointed. The panel will be established with the advice and assistance of the Associated Students Organization and the Academic Senate, who shall each submit [**number**] names to the [**CEO**] for inclusion on the panel. A Grievance Hearing Committee shall be constituted in accordance with the following:

- It shall include [**number**] students, [**number**] instructors, and [**number**] college administrator selected from the panel described above.
- No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the [**CEO**] who shall determine whether cause for disqualification has been shown. If the [**CEO**] feels that sufficient ground for removal of a member of the committee has been presented, the [**CEO**] shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below.
- The Grievance Officer shall sit with the Grievance Hearing Committee but shall not serve as a member nor vote. The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

Request for Grievance Hearing – Any request for a grievance hearing shall be filed on a Request for a Grievance Hearing within [**number**] days after filing the Statement of Grievance as described above.

Within [**number**] days following receipt of the request for grievance hearing, the [**CEO**] shall appoint a Grievance Hearing Committee as described above, and the Grievance Hearing Committee shall meet in private and without the parties present to select a chair and to determine on the basis of the Statement of Grievance whether it presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;

- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Hearing Committee chair shall notify the student in writing of the rejection of the Request for a Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within **[number]** days of the date the decision is made by the Grievance Hearing Committee.

If the Request for Grievance Hearing satisfies each of the requirements, the College Grievance Officer shall schedule a grievance hearing. The hearing will begin within **[number]** days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than **[number]** days notice of the date, time and place of the hearing.

NOTE: *A hearing must comply with principles of due process, including the right to confront and cross examine witnesses. The following procedure is **legally advised**.*

Hearing Procedure

The decision of the Grievance Hearing Committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.

The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent himself/herself, and may also have the right to be represented by a person of his/her choice; except that a party shall not be represented by an attorney unless, in the judgment of the Grievance Hearing

Committee, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented not less than **[number]** days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the **[CEO]**. Any legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than **[number]** days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.

The hearing shall be recorded by the Grievance Officer either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Grievance Hearing Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape recording shall remain in the custody of the District, either at the college or the District office, at all times, unless released to a professional transcribing service. Any party may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall be considered to be unavailable.

Within **[number]** days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the **[CEO]** a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

[CEO]'s Decision: Within **[number]** days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the **[CEO]** shall send to all parties his/her written decision, together with the Hearing Committee's decision and recommendations. The **[CEO]** may accept or reject the findings, decisions and recommendations of the Hearing Committee. The factual findings of the Hearing Committee shall be accorded great weight; and if the **[CEO]** does not accept the

decision or a finding or recommendation of the Hearing Committee, the **[CEO]** shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the **[CEO]** shall be final, subject only to appeal as provided below.

Appeal: Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the **[CEO]** within **[number]** days of that decision. The **[CEO]** shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The **[CEO]**'s decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

NOTE: *The following section applies only to multi-college Districts.*

Any party to the grievance may appeal the decision of the **[CEO]** after a hearing before a Grievance Hearing Committee by filing an appeal with the Chancellor. The Chancellor may designate a District administrator to review the appeal and make a recommendation.

Any such appeal shall be submitted in writing within five days following receipt of the **[CEO]**'s decision and shall state specifically the grounds for appeal.

The written appeal shall be sent to all concerned parties. All parties may submit written statements on the appeal.

The **[CEO or designee]** shall review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record. Following the review of the record and appeal statements, the **[CEO's designee]**, if any, shall make a written recommendation to the **[CEO]** regarding the outcome of the appeal.

The **[CEO]** may decide to sustain, reverse or modify the decision of the **[CEO's designee]**. The **[CEO]**'s decision shall be in writing and shall include a statement of reasons for the decision. The Chancellor's decision shall be final.

The decision on appeal shall be reached within five days after receipt of the appeal documents. Copies of the **[CEO]**'s appeal decision shall be sent to all parties.

Time Limits:

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Revised 8/07, 4/15

El Camino Community College District
Administrative Procedure 5530

Student Rights and Grievances

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights, or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

- Sex discrimination as prohibited by Title IX, Higher Education Amendments of 1972*
- Sexual harassment as defined in Board Policy 3430*
- Financial aid
- Illegal discrimination*
- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to, errors made by an instructor in calculating a student's grade and clerical errors.
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

*The District's **Title IX Coordinator** will be notified immediately upon the receipt of such grievances by the Student Grievance Officer.

This procedure does not apply to:

1. Student disciplinary actions, which are covered under a separate Board Policies ~~5500~~ and Administrative Procedures ~~5520~~.
2. Police citations (~~i.e.~~ e.g., "tickets"); ~~C~~complaints about citations must be directed to the District's Campus Police Department.
3. Course grades to the extent permitted by Education Code Section 76224(a). Grade appeals are addressed in Board Policy 4231 and Administrative Procedure 4231.

Definitions:

Party - The student or **respondent(s)** together with their representatives. "Party" shall not include the Grievance Hearing Committee or the ~~College~~ Student Grievance Officer.

Superintendent/President - The Superintendent/President or a designated representative of the Superintendent/President.

Student - A currently enrolled student, a person who has filed an application for admission to the College, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Respondent - Any person claimed by a grievant to be responsible for the alleged **wrongdoing**.

Business Day - Unless otherwise provided, business day shall mean a ~~Monday to Friday, excluding public holidays and weekends,~~ day during which the College is in session and regular classes are held, excluding Saturdays, Sundays, and public holidays.

Student Grievance Officer - Appointed by the Superintendent/President or designated representative to assist students in seeking resolution. ~~by informal means.~~

Informal Resolution - Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local College administration.

The Superintendent/President or designee shall appoint an employee who shall assist students in seeking resolution by informal means. This person shall be called the Grievance Officer. The Grievance Officer and the student may also seek the assistance of the Associated Student Organization President or designee in attempting to resolve a grievance informally.

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of ~~for~~ strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Any student who believes he/she has a grievance shall file a Statement of Grievance with the Grievance Officer within ten (10) business days of the incident on which the grievance is based, or ten (10) business days after the student learns of the basis for the grievance, whichever is later. The Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Within ten (10) business days following receipt of the Statement of Grievance Form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of

Grievance form. All parties to the grievance shall be given notice not less than seven (7) business days from the filing of the grievance form.

~~In an attempt to resolve a complaint informally, the student shall first request a meeting to discuss it with the Dean, Associate Dean or Director (hereinafter Administrator) of the division in which the matter in question resides. Upon such a request, the Administrator shall inform and confer with any staff members named by the student. In turn, the Administrator shall schedule a meeting with the student and, if requested, all involved parties not more than then (10) business days from the date of request.~~

~~If an informal resolution of the complaint is not reached, if at the end of ten (10) business days following the student's first meeting with the Grievance Officer, there is no informal resolution of the complaint which is satisfactory to the student, the student shall have the right to request a grievance hearing. The respondent(s) will be informed at this stage within two (2) business days.~~

This concludes the Informal Resolution Process.

Grievance Hearing Committee

The Superintendent/President or designee shall at the beginning of each semester, including any intersession, establish a standing panel of members of the College community, including students, classified staff, faculty members and administrators, from which one or more Grievance Hearing Committees may be appointed. The panel will be established with the advice and assistance of the Associated Students Organization, Classified Employees and the Academic Senate, who shall each submit names to the Superintendent/President or designee for inclusion on the panel. A Grievance Hearing Committee shall be constituted in accordance with the following:

- It shall include one student, one faculty member, one member of the classified service and one College administrator selected from the panel described above.
- No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the Superintendent/President or designee who shall determine whether cause for disqualification has been shown. If the Superintendent/President or designee feels that sufficient ground for removal of a member of the committee has been presented, the Superintendent/President or designee shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below.

- The Grievance Officer shall sit with the Grievance Hearing Committee but shall not serve as a member nor vote. The Student Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Grievance Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an ~~adversarial~~ adversary role.

Request for Student Grievance Hearing

~~The student may process any complaint not resolved by the Informal Process. As set forth above, the student can process a grievance as follows:~~

~~The student shall submit his or her written grievance, on a form provided by the College, to the Grievance Office (Dean of Enrollment Services or designee) within thirty (30) business days following the student's first meeting with an Administrator.~~

~~The grievance shall be signed and dated by the student and shall incorporate a statement that the student had first followed the provisions of the Informal Process.~~

Any request for a grievance hearing shall be filed on a Request for a Student Grievance Hearing Form within ten (10) business days after filing the Statement of Grievance as described above.

~~Within fifteen (15) business days following receipt of the request for a grievance hearing, the Dean of Enrollment Services Superintendent/President or designee shall appoint a Grievance Hearing Committee as described above, and ~~the~~ the Grievance Hearing Committee shall meet in private and, without the parties present, to select a chair and to determine on the basis of the Statement of Grievance. ~~whether it presents sufficient grounds for a hearing.~~~~

~~If the hearing is warranted,~~ The determination of whether the Statement of Grievance presents sufficient grounds for a hearing ~~it~~ shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner; and
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the ~~Hearing Committee Chair~~ Grievance Officer shall notify the student in writing of the rejection of the Request for a Grievance ~~H~~ Hearing, together with the specific reasons(s) for the rejection and the procedures for appeal. This notice will be provided within ten (10) business days of the date the decision is made by the Grievance Officer. ~~Hearing Committee.~~

~~Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the Vice President of Student and Community Advancement within five (5) business days of that decision. The Vice President of Student and Community Advancement shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The Vice President of Student and Community Advancement's decision on whether or not to grant a grievance hearing shall be final and not subject to further appeal.~~

If the Request for a Grievance Hearing satisfies each of the requirements, the Grievance Officer shall schedule a grievance hearing. The hearing will begin within fifteen (15) business days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than seven (7) business days' notice of the date, time and place of the hearing, a copy of the grievance and the opportunity to provide a written response.

Hearing Procedure

The decision of the Grievance Hearing Committee Chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.

The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) and respondent(s) may present rebuttal evidence after the respondent(s)' evidence is presented. The burden shall be on the grievant or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent ~~him or herself~~ himself/herself, and may also have the right to be represented by a person of ~~his or her~~ his/her choice; except that ~~an attorney shall not represent a party shall not be represented by an attorney unless,~~ in the judgment of the Grievance Hearing Committee, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented not less than five (5) business days prior to the date of the hearing. If one party is permitted to be represented by an attorney, ~~any~~ the other party shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the Superintendent/President or designee ~~A any~~ legal

advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than five (5) business days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.

The hearing shall be recorded by the Grievance Officer by audio tape recording ~~or stenographic recording~~, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. The Grievance Hearing Committee Chair shall, At the beginning of the hearing ~~in the event the recording is by audio recording~~, ask each person present to identify ~~him or herself~~ themselves by name, and thereafter shall ask witnesses to identify themselves by name. The audio recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. Any party may request a copy of the audio recording.

All testimony shall be taken under oath. The Grievance Hearing Committee Chair shall administer the oath. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be audio recorded shall be considered to be unavailable.

Within ~~ten (10)~~ five (5) business days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the ~~Dean of Enrollment Services~~ Superintendent/President or designee a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

~~Dean of Enrollment Services or Designee's Decision:~~

Superintendent/President or Designee Decision

Within ~~fifteen (15)~~ five (5) business days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the ~~Dean of Enrollment Services~~ Superintendent/President or designee shall send to all parties ~~his or her~~ his/her written decision, together with the Grievance Hearing Committee's decision and recommendations. The ~~Dean of Enrollment Services~~ Superintendent/President or designee may accept or reject the findings, decisions and recommendations of the Grievance Hearing Committee. The factual

findings of the Grievance Hearing Committee shall be accorded great weight; ~~and if the Dean of Enrollment Services Superintendent/President or designee does not accept the decision or a finding or recommendation of the Grievance Hearing Committee, the Dean of Enrollment Services Superintendent/President or designee shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. ~~The grievant shall be given written notice of the decision.~~ The decision of the Superintendent/President or designee shall be final, subject only to appeal as provided below.~~

~~The grievant may seek review of the Dean of Enrollment Services or Designee's decision by delivering to the Vice President of Student and Community Advancement, no later than ten (10) business days after notice to the grievant of the Dean Enrollment Services or Designee's decision, a signed statement containing:~~

- ~~a. A statement that the grievant appeals the decision; and~~
- ~~b. A brief statement of why the grievant considers the decision to be in error.~~

Appeal

Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the Superintendent/President or designee within five (5) business days of that decision. The Superintendent/President or designee shall review the Statement of Grievance and Request for a Student Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The Superintendent/President or designee's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

- ~~1. The Vice President of Student and Community Advancement shall examine all documents received and shall grant review of the matter only if he or she determines from these documents that the decision of the Dean of Enrollment Services or Designee was in error.~~
- ~~2. If the Vice President of Student and Community Advancement determines that review is not appropriate, he or she shall, within ten (10) business days after receipt of the grievant's request for review, send written notice to the grievant denying review and affirming the decision of the Dean of Enrollment Services or Designee.~~
- ~~3. If the Vice President of Student and Community Advancement determines that review is appropriate, he or she shall, within ten (10) business days after receipt of the request schedule a meeting with the grievant and the Grievance Hearing Committee Chair, giving the grievant at least five (5) business days written notice. The grievant will be allowed to present his or her objections to the Dean of Enrollment Services or designee's decision, and the Grievance Hearing Committee Chair will be allowed to respond thereto.~~

4. ~~After such meeting, the Vice President of Student and Community Advancement may reverse, revise or modify the decision or the Vice President may let the decision stand.~~
5. ~~The Vice President's decision shall be in writing and shall include a statement of reasons for the decision. The Vice President's decision shall be final.~~

Time Limits

Any times specified in ~~these procedures~~ this administrative procedure may be shortened or lengthened if there is mutual concurrence by all parties.

References:

Education Code Section ~~76120 and~~ 76224(a);
Title IX of the Higher Education Amendments of 1972

El Camino College

Revised: January 19, 2010

ECC LOCAL MINIMUM QUALIFICATIONS – RECOMMENDED CHANGES

COMMUNICATION STUDIES

Recommended Changes to the Existing MQs: Master's in speech, ~~speech broadcasting, telecommunications, rhetoric, communication, communication studies, or speech communication, or organizational communication~~ OR Bachelors in any of the above AND Master's in drama/ theater arts, mass communication, or English OR the equivalent by analysis of coursework.

Clean copy of proposed new Communications Studies MQ: Master's in: Speech, Communication Studies or Speech Communication OR the equivalent.

Rationale: The Communication Studies Department believes that to insure the integrity of their program and their reputation for academic rigor, they need to establish local qualifications beyond the current minimum standards. They also believe that faculty need to be able to demonstrate competence in any course assigned. If we cannot find a qualified faculty member we should not offer the course. The State does not allow for single course equivalence.

ECONOMICS

Recommended Changes to the Existing MQs: Master's in economics, OR Bachelor's in economics AND Master's in ~~business, business administration, business management, business education, or finance~~ OR the equivalent.

Rationale: The faculty feels that the various business degrees do not provide sufficient background in economics.

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION

Recommended Change to existing MQs: Master's in child development, early childhood education, human development, family and consumer studies with a specialization in child development/early childhood OR Bachelor's in any of the above AND Master's in educational psychology with a specialization in child development, social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/~~home economics~~, family life studies, or family and consumer studies OR the equivalent.

Rationale: The department faculty wants to retain the local standard, which is quite broad but to exclude home economics, which is in the state MQs. Home economics is an older degree no longer used by colleges and universities. The department is cognizant that there are possible applicants who may hold that older degree but those applicants can qualify for consideration under equivalency. The MQ does, however, include a master's in educational psychology with a specialization in child development instead of general psychology, which is in the state standard.

CHEMISTRY

Currently the description reads:

Master's in chemistry OR Bachelor's in chemistry AND Master's in biochemistry, chemical engineering, chemical physics OR the equivalent.

Our proposed change to the current description is in bold:

*Master's in chemistry OR Bachelor's in chemistry **or biochemistry** AND Master's in biochemistry, chemical engineering, chemical physics OR the equivalent.*

Rationale: We feel this description (which does not explicitly state bachelors degree in biochemistry) may discourage qualified applicants who hold a bachelors degree in biochemistry from applying for a teaching position. Currently, two of our full time faculty members and at least one part-time faculty member hold bachelor degrees in biochemistry and are more than qualified to teach the chemistry courses that are offered at El Camino College. The following change, we feel, would better attract qualified candidates, who may otherwise choose not to apply as the current description is written.

This is the current Minimum Qualifications for California Community Colleges:

Music:

Local Minimum Qualifications:

Master's in Music **OR** the Equivalent

State Minimum Qualification:

Master's in Music **OR**

bachelor's in music **AND** master's in humanities **OR** the equivalent.

The Music Department would like to see the qualification for El Camino College to be:

Master's in Music OR the equivalent.

The Music Department believes to ensure the integrity of our program and the reputation for academic and artistic rigor we have, we need to establish local qualifications beyond the current minimum standards. We also believe that instructors need to be able to demonstrate competence in any course assigned. If we cannot find a qualified instructor we should not offer the course. The State does not allow for single course equivalence.

This allows us to set higher standards:

Districts may establish local qualifications beyond the minimum standards defined in the Disciplines Lists, and they have flexibility in how they organize courses within disciplines, how to apply equivalency and how to develop criteria and employ processes to select administrators and instructors. Development of local processes for applying the minimum qualifications requires mutual agreement between the board of trustees and the academic senate.

**El Camino College Local Minimum Qualifications
Master's List**

Board Approved December 15, 2008
Revised May19, 2014

Discipline

Local Qualifications

Academic Strategy

Master's degree in educational development, education, English, reading, mathematics, educational psychology or closely related field, with extensive coursework in reading, study skills or learning theory; OR the equivalent.

Accounting

Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, taxation, or finance OR the equivalent.

(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

**Adapted Computer
Technology: Disabled
Students Programs and
Services**

*Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND fifteen semester units of upper division or graduate study in adapted computer technology

*This is a paraphrased version of title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Agriculture

Master's in agriculture, agriculture ~~sciences~~ science, ~~or~~ education with a specialization in agriculture ~~OR~~ or other agricultural area (including: agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture, or other agriculture science) ~~Bachelor's in any of the above AND Master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agricultural engineering, environmental horticulture, agronomy, viticulture or enology~~ OR the equivalent.

Anthropology

Master's in anthropology or archeology OR the equivalent.

Art

Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.

Art History

Master's in art history, history of art and architecture, or visual culture/visual studies OR Bachelor's in art history and master's in history OR master's in art with a recorded emphasis or concentration in art history OR the equivalent

Astronomy

Master's in astronomy or astrophysics OR Bachelor's in either of the above AND Master's in physics, math, geophysics, engineering OR the equivalent.

Biological Sciences

Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.

Business

Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.

Business Education

Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR the equivalent.

Chemistry

Master's in chemistry OR Bachelor's in chemistry or biochemistry AND Master's in biochemistry, chemical engineering, chemical physics OR the equivalent.

Chicano Studies

Master's in Chicano Studies or ethnic studies OR the equivalent

Child Development/ Early Childhood Education

Master's in child development, early childhood education, human development, family and consumer studies with a specialization in child development/early childhood OR Bachelor's in any of the above AND Master's in educational psychology with a specialization in child development, social work, educational supervision, elementary education, special education, psychology,

bilingual/bicultural education, ~~life—management/home economics~~, family life studies, or family and consumer studies OR the equivalent.

Classics

Master's in classics OR bachelor's in classics AND master's in history (with a concentration in ancient Mediterranean areas), English literature, comparative literature, or classical archaeology OR the equivalent.

**Communications Studies
(Speech Communications)**

Master's in speech, ~~rhetoric,—communication,~~ communication studies, speech communication, or organizational communication ~~OR Bachelor's in any of the above AND Master's in mass communication~~ OR the equivalent.

Computer Science

Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in information science, computer information systems, information systems, mathematics, or engineering OR the equivalent.

Counseling

Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, OR the equivalent.

**Counseling: Disabled
Students Programs and
Services**

*Possession of a master's degree, or equivalent foreign degree, in rehabilitation counseling. OR Possession of a master's degree, or equivalent foreign degree, in special education, and twenty-four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; OR a master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upperdivision or graduate level course work specifically in counseling or rehabilitation or individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following: (A) counseling or guidance for students with disabilities; or (B) Counseling and /or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.

*This is a paraphrased version of title 5 §53414(a). If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Counseling: EOPS

*Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or the equivalent; AND EOPS counselors hired after October 24, 1987, shall:

(1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages OR (2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social, or economic disadvantages AND In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages.

*This is a paraphrased version of title 5 §56264. If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Dance

Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.

Deaf and Hearing Impaired: Disabled Students Programs and Services

*Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND fifteen semester units of upper division or graduate study in deaf and hearing impaired.

*This is a paraphrased version of title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Developmental Disabilities: Disabled Students Programs and Services

*Master's or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND fifteen semester units of upper division or graduate study in developmental disabilities.

*This is a paraphrased version of title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Dietetics

See Nutritional Sciences/Dietetics.

Drama/Theater Arts

Master's or Master of Fine Arts in drama/theater arts/performance OR the equivalent.

Earth Science

Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.

Ecology

Master's in ecology or environmental studies OR the equivalent OR See Interdisciplinary Studies.

Economics

Master's in economics OR Bachelor's in economics AND Master's in ~~business, business administration, business management, business education, or~~ finance OR the equivalent.

Education

Master's in education OR the equivalent.

Engineering

Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR the equivalent.

Engineering Technology

Master's in any field of engineering technology or engineering OR Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry, OR Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license OR the equivalent.

English

Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a

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| ESL | specialization in reading, creative writing, or journalism OR the equivalent. Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. |
| Ethnic Studies | Master's in the ethnic studies field <u>OR master's in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, or African-American Studies</u> OR the equivalent OR See Interdisciplinary Studies. |
| Family and Consumer Studies/ Home Economics | Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR the equivalent. |
| Film Studies | Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent. |
| Foreign Languages | Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another foreign language OR the equivalent. |
| Geography | Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR See Interdisciplinary Studies. |
| Gerontology | Master's in gerontology OR the equivalent OR See Interdisciplinary Studies. |
| Health | Master's in health science, health education, biology, |

nursing, physical education, kinesiology, exercise science, dietetics, ~~or~~ nutrition, or public health OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent.

**Health Services Director/
Heath Services
Coordinator/College Nurse**

*Master's in nursing and a California Public Health Nurse certificate; OR Bachelor's in nursing, a California Public Health certificate, and a master's in health education, sociology, psychology, counseling, health care administration, public health, or community health.

Note: Other health services personnel shall not be subject to statewide minimum qualifications; however, all personnel shall possess appropriate valid, current licensure or certification to practice in California when required by law. Ancillary personnel shall work under appropriate supervision when required by their license laws.

*This is a paraphrased version of title 5 §53411. If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail. ~~Minimum Qualifications for these faculty members specified in Title 5 Section 53411.~~

History

Master's in history OR the equivalent.

Humanities

Master's in humanities OR the equivalent OR See Interdisciplinary Studies.

**Instructional Design/
Technology**

Master's in instructional design/technology or educational technology OR the equivalent.

Interdisciplinary Studies

Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area, provided that the local faculty determine that the instructor's coursework was broad enough to provide an ample basis for offering such a course.

Journalism

Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.

Kinesiology

Master's in kinesiology, physical education, exercise science, education with an emphasis in physical education,

physiology of exercises or adaptive physical education OR bachelor's in any of the above AND master's in any life science, dance, physiology, health education, recreation administration or physical therapy OR the equivalent.

Law

JD or LLB plus admission to the California Bar and 2 years experience practicing law OR meet qualification in the discipline of the application OR the equivalent.

**Learning Assistance
Instructors**

~~Minimum Qualifications for these faculty members are specified in Title 5 Section 53415.*Any master's degree level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; OR a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.~~

Note: Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed.

*This is a paraphrased version of title 5 §53415. If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

**Learning Disabilities:
Disabled Students
Programs and Services**

*Master's, or equivalent foreign degree, in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND Fifteen semester units of upper division or graduate study in learning disabilities.

*This is a paraphrased version of title 5 §53414(d)(1) and (2). If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Library Science

Master's in library science, library and information science, OR the equivalent.

Linguistics

Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR the equivalent.

Management

Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the

above AND Master's in economics, accountancy, taxation, or law OR the equivalent.

Marketing

Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.

Mass Communication

Master's in radio, television, film, mass communication, or ~~communication~~, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication studies, business, telecommunications, or English the equivalent.

Mathematics

Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.

Music

Master's in music OR the equivalent.

Nursing

Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent. **OR** The minimum qualifications as set by the Board of Registered Nursing, whichever is higher.

**Nutritional Science/
Dietetics**

Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent (NOTE: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Peace Studies

Master's in peace studies, peace and conflict studies, peace and justice studies, **OR** the equivalent

Philosophy

Master's in philosophy OR the equivalent.

Photography

Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR the equivalent.

**Physical Disabilities:
Disabled Students
Programs and Services**

*Master's, or equivalent foreign degree, in the category of the disability, special education, education, psychology, educational psychology, or rehabilitation counseling; AND Fifteen semester units of upper division or graduate study in physical disabilities.

*This is a paraphrased version of title 5 §53414(d). If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Physical Education

Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent.

**Physical Education
(Adapted): Disabled
Students Program and
Services**

*Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent; AND fifteen semester units of upper division or graduate study in adapted physical education.

*This is a paraphrased version of title 5 §53414(b). If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Physical Science

See Interdisciplinary Studies.

Physics

Master's in physics OR Bachelor's in physics AND Master's in astronomy, astrophysics or engineering OR the equivalent.

Political Science

Master's in political science, government, ~~public administration~~ or international relations OR Bachelor's in any of the above AND Master's in economics, history, public administration, sociology or social science with an emphasis in political science, any ethnic studies, JD OR the equivalent.

Psychology

Master's in psychology OR the equivalent.

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| Reading | Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent. |
| Recreation Administration | Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR the equivalent. |
| Religious Studies | Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent. |
| Social Science | Master's in social science <u>OR the equivalent</u> OR See Interdisciplinary Studies. |
| Sociology | Master's degree in sociology OR bachelor's degree in sociology AND master's degree in anthropology, any ethnic studies, social work, or psychology OR the equivalent. |
| Special Education | Minimum Qualifications for these faculty members are specified in Title 5 Section 53414. |
| Speech Communication | See Communication Studies. |
| <u>Speech Language Pathology</u> | <u>Master's in speech pathology, speech language pathology, speech language and hearing sciences, communicative disorders and sciences, communication sciences and disorders, or education with a concentration in speech pathology; OR the equivalent.</u> |
| <u>Speech and Language Disabilities (Pathology): Disabled Students Programs and Services</u> | <p><u>*Master's, or equivalent foreign degree, in speech pathology ad audiology, or in communication disorders; AND Licensure or eligibility for licensure as a speech pathologist or audiologist by the Medical Board of California.</u></p> <p><u>*This is a paraphrased version of title 5 §53411(c). If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.</u></p> |
| Theater Arts | See Drama/Theater Arts. |

Women's Studies

Master's in women's studies OR the equivalent OR See Interdisciplinary Studies.

Work Experience Instructors or Coordinators

*The minimum qualifications in any discipline in which work experience may be provided at the college where the instructor or coordinator is employed.

*This is a paraphrased version of title 5 §53416. If there is any conflict between the paraphrased language and the title 5 language, the title 5 language shall prevail.

Non-Master's Disciplines List

Category 1 – Bachelor's Degrees Readily Available: List of disciplines in which a master's degree is not generally available but which requires a specific bachelor's or associate degree.

Discipline

Local Minimum Qualifications

Biotechnology

Bachelor's degree in the biological sciences, chemistry, biochemistry, or engineering, and two years of full-time related professional experience.

Citizenship: Noncredit Instruction

For a noncredit course in citizenship a bachelor's degree in any discipline, and six semester units in American history and institutions.

Computer Information Systems

Master's in computer science, computer information systems or business administration with an emphasis in computer information systems OR Bachelor's in any of the above and 5 years of appropriate work experience OR the equivalent.

English as a second language (ESL): Noncredit Instruction

For a noncredit course in English as a second language (ESL) any of the following:
(1) A bachelor's degree in teaching English as a second language, or teaching English to speakers of other languages;
OR
(2) A bachelor's degree in education, English, linguistics, applied linguistics, any foreign language, composition, bilingual/bicultural studies, reading, or speech; and a certificate in teaching English as a second language, which may be completed concurrently during the first year of employment as a noncredit instructor;
OR

(3) A bachelor's degree with any of the majors specified in subparagraph (2) above; and one year of experience teaching ESL in an accredited institution; and a certificate in teaching English as a second language, which may be completed concurrently during the first two years of employment as a noncredit instructor;

OR

(4) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in ESL.

**Health and Safety:
Noncredit Instruction**

For a noncredit course in health and safety, a bachelor's degree in health science, health education, biology, nursing, dietetics, or nutrition; or an associate degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

**Home Economics:
Noncredit Instruction**

For a noncredit course in home economics a bachelor's degree in home economics, life management, family and consumer studies, dietetics, food management interior design, or clothing and textiles; or an associated degree in any of those subjects, and four years of professional experience related to the subject of the course taught.

**Interdisciplinary-Basic Skills:
Noncredit Instruction**

For an interdisciplinary noncredit basic skills course a bachelor's in any social science, humanities, mathematics, or natural science discipline or in liberal studies, as appropriate for the course.

**Mathematics- Basic Skills:
Noncredit Instruction**

For a noncredit basic skills course in mathematics a bachelor's degree in mathematics.

**Older Adults: Noncredit
Instruction**

For a noncredit course intended for older adults, either pattern (1) or pattern (2) following:
(1) A bachelor's degree with a major related to the subject of the course taught, and either: (A) Thirty hours or two semester units of course work or class work in understanding the needs of the older adult taken at an accredited institution of higher education or approved by the district. This requirement may be completed concurrently during the first year of employment as a noncredit instructor;

OR

(B) One year of professional experience working with older adults;

OR

(2) An associate degree with a major related to the subject

of the course taught; and two years of occupational experience related to the subject of the course taught; and sixty hours or four semester units of coursework or class work in understanding the needs of the older adult, taken at an accredited institution of higher education or approved by the district. This last requirement may be completed concurrently during the first year of employment as a noncredit instructor.

Ornamental Horticulture

Bachelor's in ornamental horticulture, plant science or botany AND 2 years experience in ornamental horticulture OR the equivalent.

Parent Education:
Noncredit Instruction

For a noncredit course in parent education a bachelor's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood education, educational psychology with a specialization in child development, elementary education, psychology, or family life studies; and two years of professional experience in early childhood programs or parenting education.

Pharmacy Technology

Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience, or any associate degree, and an accredited Pharmacy Technician Certification (CPhT), and four years of professional experience.

Reading – Basic Skills:
Noncredit Instruction

For a noncredit basic skills course in reading and/or writing either: Bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism; OR Bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.

Real Estate

Bachelor's in business or finance, CA ~~DRE-BRE~~ Broker license or CA ~~OREA-BREA~~ Certified Appraisal license AND 2 years experience as a broker or appraiser OR Associate's in business, real estate, finance or real estate appraisal, CA ~~DRE-BRE~~ Broker license or CA ~~OREA-BREA~~ Certified Appraisal license and 6 years experience as a broker or appraiser.

Specialized Instruction
(DSPS): Noncredit
Instruction

The minimum qualifications for service as a faculty member to provide noncredit specialized instruction for students with disabilities shall be any one of the

following: (1) The minimum qualifications for providing credit instruction for students with disabilities as specified in this section. **OR**

(2) A bachelor's degree with any of the following majors: education of students with specific or multiple disabilities; special education; psychology; physical education with an emphasis in adaptive physical education; communicative disorders; rehabilitation; computer-based education; other computer-related majors which include course work on adapted or assistive computer technology for students with disabilities; other majors related to providing specialized instruction or services to persons with disabilities. **OR**

(3) An associate degree with one of the majors specified in subparagraph (2) above; and four years of experience providing specialized instruction or services to persons in the disability category or categories being served.

Specialized Instruction (DSPS) – Vocational: Noncredit Instruction

For noncredit vocational courses an associate degree or certificate of training; and four years of occupational experience related to the subject of the course taught; and two years of experience providing specialized instruction or services to persons in the disability category being served.

Vocational (short-term): Noncredit Instruction

(i) For a short term noncredit vocational course, any one of the following:

(1) Bachelor's degree; and two years of occupational experience related to the subject of the course taught; **OR**

(2) Associate degree; and six years of occupational experience related to the subject of the course taught;

OR (3) Possession of a full-time, clear California Designated Subjects Adult Education Teaching Credential authorizing instruction in the subject matter;

OR (4) For courses in an occupation for which the district offers or has offered apprenticeship instruction, the minimum qualifications for noncredit apprenticeship instructors in that occupation, as specified in Section 53413.

Writing- Basic Skills: Noncredit Instruction

For a noncredit basic skills course in reading and/or writing either: a bachelor's degree in English, literature, comparative literature, composition, linguistics, speech, creative writing, or journalism;

OR

A bachelor's degree in any discipline and twelve semester units of coursework in teaching reading.

Category 2 - Bachelor's degree and five years professional experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years professional experience and any certificate or license required to do that work. The professional experience required must be directly related to the faculty member's teaching assignment.

Discipline:

Administration of Justice

Air Conditioning, Refrigeration, Heating

Architecture

Auto Body Technology

Automotive Technology

Cabinet Making

Carpentry

Construction Technology

Cosmetology

Drafting

Electricity

Electromechanical Technology

Electronics

Emergency Medical Technologies

Engineering Support

Environmental Technologies

Fire Technology

Industrial Technology

Machine Tool Technology

Manufacturing Technology

Robotics

Telecommunication Technology

Welding

Category 3 - Bachelor's degree and two years experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years experience and any certificate or license required to do that work.

Discipline:

Addiction Paraprofessional Training
Aeronautics
Agricultural Business and Related Services
Agricultural Engineering
Agricultural Production
Animal Training and Management
Appliance Repair
Archaeological Technology
Athletic Training
Aviation
Banking and Finance
Barbering
Bicycle Repair
Bookbinding
Broadcasting Technology
Building Codes and Regulations
Building Maintenance
Business Machine Technology
Cardiovascular Technology
Ceramic Technology
Coaching
Commercial Art
Commercial Music
Computer Service Technology
Construction Management
Court Interpreting
Court Reporting
Culinary Arts/Food Technology

Dental Technology
Diagnostic Medical Technology
Diesel Mechanics
Dietetic Technician
Electromicroscopy
Electronic Technology
Electroplating
Equine Science
Estimating
Fabric Care
Fashion and Related Technologies
Flight Attendant Training
Fluid Mechanics Technology
Folk Dance
Forestry/Natural Resources
Furniture Making
Graphic Arts
Gunsmithing
Health Care Ancillaries
Health Information Technology
Heavy Duty Equipment Mechanics
Hotel and Motel Services
Industrial Design
Industrial Maintenance
Industrial Relations
Industrial Safety
Insurance
Interior Design

Janitorial Services

Jewelry

Labor Relations

Legal Assisting

Library Technology

Licensed Vocational Nursing

Locksmithing

Marine Diving Technology

Martial Arts/Self Defense

Masonry

Materials Testing Technology

Media Production

Medical Instrument Repair

~~Military Studies~~

Mining and Metallurgy

Mortuary Science

Motorcycle Repair

Multimedia

Music Management

Music Merchandising

Musical Instrument Repair

Nursing Science/Clinical Practice

Occupational Therapy Assisting

Office Technologies

~~Ornamental Horticulture~~

~~Pharmacy Technology~~

Photographic Technology/Commercial

Photography

Physical Therapy Assisting

Piano Tuning and Repair

Plastics

Plumbing

Printing Technology

Private Security

Prosthetics and Orthotics

Psychiatric Technician

Public Relations

Radiation Therapy

Radiological Technology

~~Real Estate~~

Registered Veterinary Technician

Rehabilitation Technician

Respiratory Technician

Respiratory Technologies

Restaurant Management

Retailing

Sanitation and Public Health Technology

Search and Rescue

Sheet Metal

Ship and Boat Building and Repair

Shoe Rebuilding

Sign Language, American

Sign Language/English Interpreting

Small Business Development

Small Engine Mechanics

Stagecraft

Steamfitting

Surgical Technology

Transportation

Travel Services

Upholstering

Vision Care Technology

Watch and Clock Repair