



Officers & Executive Committee

President	Christina Gold	Co-VPs Faculty Development	Claudia Striepe & Moon Ichinaga
VP Compton Educ'l Center	Michael Odanaka	VP Finance & Special Projects	Lance Widman
Curriculum Chair	Jenny Simon	VP Academic Technology	Pete Marcoux
VP Educational Policies	Merriel Winfree	Secretary	Chris Jeffries
		VP Instructional Effectiveness	Vacant

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
Nicholas Sean Bonness	12	Tom Hazell* 13/14	(vacant)
Kathryn Hall (excused fall '12)	12	vacant 13/14	Miguel Jimenez* 11/12
		Mina Colunga (excused fall '12) 12/13	(vacant)
<u>Behavior & Social Sciences</u>		Kim Baily 13/14	Pete Doucette 12/13
Randy Firestone	11/12	Tom Hicks (spring only) 13/14	Sara Di Fiori 13/14
Christina Gold	13/14		
Michelle Moen	11/12	<u>Humanities</u>	<u>Academic Affairs & SCA</u>
Lance Widman*	13/14	Brent Isaacs 11/12	Francisco Arce
Michael Wynne	14/15	Peter Marcoux* 11/12	Karen Lam
<u>Business</u>		Kate McLaughlin 11/12	Jeanie Nishime
Phillip Lau	11/12	Vacant*	Claudia Lee
Jay Siddiqui*	11/12	Jenny Simon 11/12	<u>Associated Students Org.</u>
Gabriella Fernandez	14/15		Rebekka Asher
		<u>Industry & Technology</u>	Brooke Matson
<u>Compton Educational Center</u>		Patty Gebert 12/13	<u>President/Superintendent</u>
Darwin Smith	12/13	Harold Hofmann 12/13	Thomas Fallo
Chris Halligan	12/13	Lee Macpherson 12/13	
Eddie French-Preston	12/13	Douglas Marston* 12/13	<u>The Union</u> Editor
Michael Odanaka	13/14	Merriel Winfree 12/13	
Estina Pratt	12/13		<u>Division Personnel</u>
<u>Counseling</u>		<u>Learning Resource Unit</u>	Jean Shankweiler
Griselda Castro	14/15	Moon Ichinaga 13/14	Don Goldberg
Chris Jeffries*	14/15	Claudia Striepe* 13/14	Tom Lew
Dexter Vaughn	13/14		<u>Counseling</u> Ken Key
<u>Fine Arts</u>		<u>Mathematical Sciences</u>	<u>Ex-officio positions</u>
Ali Ahmadpour	14/15	Michael Bateman 12/13	ECCFT President
Chris Wells*	14/15	Hamza Hamza 13/14	Sean Donnell
Russell McMillin	14/15	Arkadiy Sheynshteyn 13/14	Nina Velasquez
Vince Palacios	14/15	Alice Martinez 14/15	Curriculum Chair
Vacant	14/15	Eduardo Barajas 13/14	Jenny Simon
			CEC VP Elect
			Vacant
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012.

*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)

FALL 2012

September 6	Alondra Room (Canceled)
September 18	Alondra Room
October 2	Alondra Room
October 16	Alondra Room
November 6	Alondra Room
November 20	Alondra Room
December 4	Alondra Room

SPRING 2013

February 19	Alondra Room
March 5	Alondra Room
March 19	Alondra Room
April 2	Alondra Room
April 16	Alondra Room
May 7	Compton Educational Center
May 21	Alondra Room
June 4	Alondra Room

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

FALL 2012

September 6	Board Room
September 20	Board Room
October 4	Board Room
October 18	Board Room
November 1	Board Room
November 15	Board Room
December 6	Board Room

SPRING 2013

Feb. 21	Board Room
March 7	Board Room
March 21	Board Room
April 4	Board Room
April 18	Board Room
May 2	Board Room
May 16	Board Room
May 30	Board Room



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES		6-10
C. OFFICER REPORTS	<p>A. President – Christina Gold</p> <p>B. VP – Compton Education Center – Michael Odanaka</p> <p>C. Chair – Curriculum – Jenny Simon</p> <p>D. VP – Educational Policies – Merriel Winfree</p> <p>E. Co-VPs – Faculty Development – Moon Ichinaga and Claudia Striepe</p> <p>F. VP – Finance – Lance Widman</p> <p>G. VP – Academic Technology – Pete Marcoux</p> <p>H. VP – Instructional Effectiveness – Christina Gold, Acting</p>	<p>11-22</p> <p>23</p> <p>24-25</p> <p>26-27</p> <p>28-30</p> <p>31-32</p>
D. SPECIAL COMMITTEE REPORTS	<p>A. Associated Students Organization – Simone Jackson</p> <p>B. VP Student and Community Advancement – Jeanie Nishime</p> <p>C. Academic Senate for California Community Colleges – Plenary session resolutions follow-up – Chris Gold and Chris Wells</p>	33
E. UNFINISHED BUSINESS		
F. NEW BUSINESS	<p>A. Board Policy and Academic Procedure 4025 Philosophy for Associate Degree and General Education. The Academic Senate passed a revised version of BP/AP 4025 last spring. After review, the Deans suggested revisions which appear in this draft. We need to have another first and second reading.</p>	34-42



	B. “Distance Education Instructor Contact Guidelines” and “Visitation Policy” This is a first reading of guidelines created by the Distance Education Advisory Committee. They would like us to review, discuss, and potentially vote on the documents.	43-44
G. INFORMATION ITEMS – DISCUSSION	A. On-line Instruction: Etudes and Publisher websites	
B. FUTURE AGENDA ITEMS C. PUBLIC COMMENT D. ADJOURN		



Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp	Sept. 25, Oct. 23, Nov. 13	12:45-2:15	
Assessment of Learning Comm.	Kaysa Laureano-Ribas, Chris Mello	2 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Christina Gold			
Compton Academic Senate	Saul Panski	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Saul Panski	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 nd & 4 th Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Moon Ichinaga, Claudia Striepe	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vacant			
Campus Technology Comm.	John Wagstaff	Pete Marcoux			
College Council	Tom Fallo	Christina Gold Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Arvid Spor	Christina Gold Chris Wells Sara Blake Cynthia Mosqueda Juli Soden	2 nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Insurance Benefits Comm.			4 th Tues	1-2:30	
Planning & Budgeting Comm.	Arvid Spor	Lance Widman Emily Rader (alt)	1 st & 3 rd Thurs.	1-2:30	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.

ACADEMIC SENATE ATTENDANCE

6th, November 2012

Name: Initials

Adjunct (1year)

Bonness, Nicholas Sean X
Hall, Kathryn EXC

Behavioral & Social Sciences

Firestone, Randy
Gold, Christina X
Moen, Michelle X
Widman, Lance X
Wynne, Michael X

Business

Fernandez, Gabriella X
Philip, S. Lau X
Siddiqui, Jay X

Counseling

Castro, Griselda X
Jeffries, Chris X
Vaughn, Dexter X

Fine Arts

Ahmadpour, Ali X
McMillin, Russell X
Palacios, Vince X
Wells, Chris EXC
VACANT

Health Sciences & Athletics

Baily, Kim X
Colunga, Mina EXC
Hazell, Tom
Hicks, Tom
VACANT

Humanities

Isaacs, Brent
Marcoux, Pete X
McLaughlin, Kate X
Simon, Jenny X
VACANT

Industry & Technology

Gebert, Pat
Hoffmann, Ed X
MacPherson, Lee X
Marston, Doug
Winfrey, Merriel X

Name: Initials

Learning Resources Unit

Ichinaga, Moon X
Striepe, Claudia X

Mathematical Sciences

Barajas, Eduardo
Bateman, Michael X
Hamza, Hamza X
Martinez, Alice X
Sheynshteyn, Arkadiy X

Natural Sciences

Doucette, Pete X
DiFiori, Sara X
Jimenez, Miguel X
VACANT
VACANT

Academic Affairs & SCA

Arce, Francisco
Nishime, Jeanie
Lam, Karen

Assoc. Students Org.

Matson, Brooke
Montague-Jackson, Simone

Compton Education Center

French-Preston, Essie X
Halligan, Chris
Odanak, Michael X
Pratt, Estina
Smith, Darwin

Ex-officio Positions

Shadish, Elizabeth (ECCFT)
Velasquez, Nina (ECCFT)
VACANT (CEC-VP)
Simon, Jenny (CCC Chair)

Deans' Reps.; Guests/Other Officers:

Thomas Schmit
Carolyn Pineda
Mark Lipe

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

The forth meeting of the Academic Senate was called to order by Chris Gold (CG) at 12:36pm on Tuesday, November 6, 2012. The meeting was held in the Alondra Room.

Approval of Minutes

[See pp.6-10 of packet] for minutes of the October 16th meeting. As there were no corrections, the minutes were approved as written.

Academic Senate President's report – Christina Gold (henceforth CG)

Pgs 11-15. Minutes for the October 22nd and 29th College Council meetings were in the packet. M. Ichinaga and P. Marcoux attended during CG's medical leave. The Council is continuing to work on the Making Decisions document for collegial consultation. Some committees are wondering what happens with the work and decisions that were made in the committee, ie. Enrollment Management. The Council is also looking at several board policies that deal directly with the Board of Trustees. They are pretty straight forward and are not in the prevue of the Academic Senate.

CG also thanked the Executive Committee for all their hard work during her five week medical leave.

The Faculty Hiring Prioritization Committee was meeting today from 2-4:30pm. CG explained the background of the function of the committee in that it prioritizes positions that will be announced for hire, but it does not decide how many positions will be flown. This is still under the prevue of the president. Each division argues for their positions and is normally represented by the dean of the division and a faculty representative. The final ballots are to be forwarded to the office of the VP of Academic Affairs by Wednesday, November 14th with the final meeting to review the priority list on Tuesday, November 20th.

VP - Compton Educational Plan report – Michael Odanaka (MO)

MO handed out a timeline for the CEO search committee. This person is expected to be hired by April 2013.

An Accreditation Summit was held last week at the Center and was an overview of the accreditation process ran by Dr. Arce and Nishime. In the three hour meeting, discussion involved how to prepare the Center for accreditation. Basically the Center will be using ECC's accreditation and self-study report to develop its own application for candidacy.

Curriculum Committee report – Jenny Simon (JS)

JS deferred her report to later in the meeting when Mark Lipe would be reporting on the Repeatability Task Force.

VP - Educational Policies Committee report – Merriel Winfree (MW)

No report. CG explained that there were many complicated policies and procedures in the committee right now and that is why nothing has been brought to the Senate yet this year, but a few are almost ready to come forward.

CO-VPs – Faculty Development report – Moon Ichinaga and Claudia Striepe(MI and CS)

MI announced that they are still accepting enrollees into the Reading Apprenticeship program to be held this Friday, November 9th from 9am-4pm. Currently there are 28 enrollees from a variety of disciplines. M. Winfree asked for an overview of the program and MI read from the brochure which also included a quote from an ECC adjunct instructor of art history who took the course on-line and said it was “fantastic.”

VP – Finance report – Lance Widman (LW)

No report.

VP – Academic Technology report – Pete Marcoux (PM)

The next meeting of the Academic Technology Committee will be next Tuesday, November 13th at 12:45pm.

VP Instructional Effectiveness report – Vacant (Christina Gold reporting)

No report.

Special Committee Reports**VP Student and Community Advancement - Jeanie Nishime (JN)**

JN was not at the meeting to present in person, but had provided CG with a PowerPoint presentation regarding Accreditation Self-Evaluation which included the timeline for preparing the report for the Fall 2014 accreditation team visit. The accreditation committees have been formed and they hope to have populated all standards with team members by November 21st. By Spring 2013 a rough draft will be completed of the descriptive narratives of each section. Summer will be used for editing and Fall 2013 the meat of the report will be written. The draft will be completed by Spring 14 and will be posted on-line for feedback and consultation and final editing. The report will be presented to the Board in June 2014 and sent to the ACCJC in August 2014 with the final accreditation team visit happening October or November 2014. Standard II which is Student Learning Programs and Services headed by Dr. Arce will require the most for the Senate and JN would like interested faculty to consider joining this Standard. P. Marcoux feels with the use of Program Reviews and Plan Builder that the accreditation report won't be that bad to complete. A. Ahmadpour asked about the time commitment and it was stated that meetings could be weekly during the Spring 13 semester.

VP Academic Affairs – Francisco Arce (FA)

FA was also not at the meeting, but had information in the packet for discussion. Pgs. 21-27 included the Accreditation Planning Items from the last self-study that was sent to the Accreditation Commission. The Senate is responsible for working on some of these items and it looks like we have done a pretty good job on most of the items. Pg. 20 included the course schedule development priorities in the event Proposition 30 fails. (which we all know by now that thankfully, it did not!) 250 sections could be cut and FA is asking the Senate to give feedback. A. Martinez indicated that 80% of the students who take our math and English placement tests score into basic skills courses and wondered what would happen to those students should they move down the list. P. Marcoux distinguished between basic skills and remedial courses which for math include Math 12, 23, and 40. M. Ichinaga asked who developed these priority lists and it was answered that it was a combination of the

Administration and the State since these priorities basically mirrored the Student Success Task Force recommendations. MO expressed her concern that at the federal level even the President talks about community colleges being CTE institutions and not necessarily transfer schools, so questioned as to whether (d) should be moved up. M. Winfree said she did believe that (d) had been moved up to either (b) or (c). P. Marcoux stressed the need for a Program Discontinuous Policy on our campus to help address some of these issues. The policy and procedures had been approved by the Senate a couple years back, but was stopped by the deans and is currently being worked on by Deans Lew and Miranda. P. Lau expressed concern for remedial classes since if 80% of the students score below transfer level what will happen to the pipeline for transfer level classes? It was noted that about 95% of our classes fit into either (a), (b), (c), or (d) and that maybe it would be more equitable to just split those classes up evenly rather than prioritizing them.

Repeatability Task Force – Mark Lipe (ML) and Jenny Simon (JS)

JS reported for the College Curriculum Committee that the six year review cycle was going fine. The majority of the work in the CCC is being spent on repeatability and transfer degrees. As of this date, four have been approved, two are pending, five are being looked at by the CCC and others are in the works within the divisions.

Pgs. 28-30. ML indicated that repeatability restrictions go into effect for Fall 2013 and they must be ready for the catalog now. 300 courses are having to remove the abcd designation and be renumbered which is quite a task. Problems arise like in Journalism 3abcd which needs a new number, but Journalism 3 has already been deactivated, so a whole new number will have to be assigned. An example of a successful renumbering is Construction Tech 107abcd which has removed the abcd designation and now have created four new courses. An example of what kinds of courses are allowed repeatability can be found on page 28. An explanation of what is meant by a “family of courses” can be found on page 29. These specifically refer to physical education and performing and visual arts classes which can have up to four classes within the “family.” A. Martinez asked how this affects orchestra classes and since these are non-credit courses, they are not affected. V. Palacios asked if a student can still retake the class if they have previously taken it, but the number has now changed and the answer was no because they will be able to be tracked. P. Marcoux asked if the different “family” of classes can be offered at the same time and the answer was yes. R. McMillin expressed how detrimental this was for Fine Arts courses for example ceramics that will have to be divided into intermediate and advanced courses, but according to the priority list just discussed would have to be cut. ML stated that Fine Arts has been very diligent in working these new regulations out and understands their concerns. Pg. 30 lists ways courses can be repeated and the last section discusses the renumbering guidelines which can have many repercussions throughout the curriculum since many courses are listed as prerequisites for other courses.

Information Items – Discussion

CG announced that the State-wide Senate Plenary meetings would be held November 8-10th. The Elimination of CSU Service Area resolution found on page 31 will be up for vote at this meeting.

Pgs. 32-39 along with the revised Area C Resolution that was handed out at the meeting were discussed by Susan Taylor and Alice Martinez. These resolutions came out of the math department and similar resolutions from the Los Medanos District. ST gave an overview of the

resolutions by starting with an explanation of our current developmental math sequence which is long and includes four courses (Math 12, 23, 40, and 73). She stated that if a student starts at the lowest level, data shows that they have a 1% chance of passing the transfer level course in two years. Schools have reacted to this problem by instituting structural changes to their courses and developing accelerated courses. Currently El Camino has two new accelerated math courses for non-STEM students which allow a student to get through the four-course sequence in just two semesters with the completion of two new classes, Math 50D and 50C. Early evidence shows success on our campus and Los Medanos has show great success. The problem comes with the IGETC Math and Quantitative Reasoning area which requires for a course to be approved for this area must have intermediate algebra as a prerequisite with no exceptions. The accelerated courses aren't technically intermediate algebra courses since they combine lower levels of algebra with higher levels of algebra, so this jeopardizes the transferability of our courses. The Inter-segmental Committee of the Academic Senates (from community colleges, UC and CSU) was asked to write a "right" paper on prerequisites for transferability of statistic courses. The enclosed resolutions are requesting the Academic Senate to allow for these courses to run for a period to see if students can be successful for a shortened pathway to transferable math courses without jeopardizing the acceptance of the transfer level classes. Different state-wide Senate Areas which we are part of Area C haven't agreed on all the resolutions, so three did pass from Area B, but Area C submitted a revision to the fourth resolution and that is what is being used and voted on at the State-wide Plenary Session this week. ST asked for support for these resolutions since they end up affecting all of our students. P. Palacios felt the problem is with the high schools and what they teach their students and ST says there is a movement to try and address standards in the high schools, but in the meantime, we cannot wait.

Adjourn

The meeting adjourned at 1:45pm
CJ/ECCFall2012

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting November 5, 2012

Present: Francisco Arce, Thomas Fallo, Julio Farias, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, David Mc Patchell, Jeanie Nishime, Susan Pickens, Estina Pratt, and Luukia Smith.

1. The following Policies were distributed and will be reviewed in College Council on December 3, 2012.
 - a. BP 2365 – Recording. This revision is recommended by the Community College League of California (CCLC).
 - b. BP 2716 – Political Activity. This is a new policy recommended by CCLC. This policy pertains to Board members. Current BP 7370 – Political Activity is a separate policy that pertains to employees.
2. “Making Decisions at El Camino College” Draft was reviewed. Jeanie will make the following changes and distribute an updated version for further review.
 - a. Page 6 – changes were recommended to paragraph two.
 - b. Page 7 – no changes recommended.
 - c. Page 8 – formatting changes were recommended in the Role of Faculty section.
 - d. Page 9 – changes were recommended to paragraph three.
 - e. Page 10 – changes were recommended to the numbered listing.
 - f. Page 11 - no changes recommended.
 - g. Page 12 – Collegial Consultation Committees
- i. The Faculty Development, Academic Technology, and College Curriculum Committees will be deleted from College-wide committees.
- ii. The Academic Senate will be added to College-wide committees.
- iii. Human Resources will be added to Area Councils.
- iv. Human Resources Division Council will be removed from the Division Councils.
- v. It was recommended to have a subsection on Advisory, Task Force and Operational Committees.
 - h. Page 13 – keep chart.
 - i. Delete pages 14, 15, 16, 17, 18, 19 and 21

Agenda for the November 19, 2012 Meeting:

1. Minutes of November 5, 2012
2. Board Agenda
 1. “Making Decisions at El Camino College” Draft
 2. Policies and Procedures (Accreditation related) time line
 3. BP 2365 – Recording (CCLC update) 12-3-12
 4. BP 2716 – Political Activity (CCLC recommended policy) 12-3-12
- College Council Goals 2012-13

- 1) Finalize “Making Decisions at El Camino College” and distribute to all collegial consultation committees and college constituency groups.

- 2) Determine which committees are considered Collegial Consultation Committees, identify to whom recommendations are made and appropriate follow-up.
- 3) Complete a review of all policies and procedures relating to Accreditation and revise if necessary.
- 4) Develop a review cycle for all policies and procedures.

Policies Pending:

1. BP 2200 Board Duties and Responsibilities - Distributed 10-1-12
2. BP & AP 2430 Delegation of Authority to Superintendent/President - Distributed 10-1-12
3. BP 2365 Recording – Distributed 11-5-12
4. BP 2431 Superintendent/President Selection - Distributed 10-1-12
5. BP & AP 2435 Evaluation of Superintendent/President - Distributed 10-1-12
6. BP 2716 Political Activity – Distributed 11-5-12
7. BP 2740 Board Education - Distributed 10-1-12
8. BP 2745 Board of Trustees Self-Evaluation - Distributed 10-1-12
9. BP 4255- Course Repetition – Distributed at CC on 4/23/12 & 4/30/12 – not ready for Board.
10. BP 3570 – Restricted Smoking Areas – Jo Ann Higdon revising.
11. AP 4105 – Distance Education – Distributed at CC on 8/20/12 (no changes recommended)
12. BP 5400 – Associated Students Organization – Distributed at CC on 9/17/12 – ASO making recommended changes.
13. BP 5401 – On Campus Student Organizations – Distributed at CC on 9/17/12 – ASO making recommended changes.
14. BP 5420 – Associated Students Finance – Distributed at CC on 9/17/12 – ASO making recommended changes.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

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September 16, 2004

To: Superintendents and Presidents

From: Steven Bruckman
Interim General Counsel

Subject: Use of District Resources for Partisan Purposes
Legal Advisory 04-05

Synopsis: The upcoming November elections offer an opportunity for districts to review their practices regarding the use of public resources in relationship to matters before the electorate. This advisory discusses certain basic principles which apply to campaigns for or against ballot measures (including bond measures) and to campaigns of candidates for office, such as district board of trustee elections. Applying these principles in specific situations will require a careful analysis of the facts of the particular case as well as a thorough review of the law. The System Office does not interpret or enforce the laws discussed here. We provide this information to alert districts to the issues and provide a starting point for review of local practices. Districts should consult with their own legal counsel as specific questions arise.

Use of District Resources for Partisan Purposes.

The use of district resources to support or oppose ballot measures or candidates is restricted. The fundamental reason for the restriction is that public money cannot be used for partisan activities. Put another way, resources that have been obtained for the district's support from all taxpayers must not be used "to take sides." Therefore, district employee time, equipment, supplies, or other public resources may not be used in advocating for either side of a ballot measure or to support or defeat any candidate. These restrictions are largely set out in an article in the Education Code entitled "Political Activities of School Officers and Employees" that encompasses sections 7050 through 7058.

Districts must be mindful that employees retain their constitutional rights to engage in political activities. The Education Code includes the legislative declaration that "political activities of school employees are of significant statewide concern." (Ed. Code, §7050.)¹ Nevertheless, section 7055 allows districts to establish rules and regulations concerning political activities during employee working hours and on district premises.

¹ All statutory references are to the Education Code unless otherwise indicated.

This section confirms that a district may regulate political activities of its employees on its premises without violating employee rights.² Nothing in the provisions permits districts to require or to permit employees to use paid service time to engage in partisan political action.

What employees do on their own time and using their own funds or other resources in connection with elections is their own business. Employees should certainly be encouraged to exercise their rights of citizenship and to participate in elections.³ However, district resources are not available for employee advocacy activities.

Voter Registration Activities.

Making voter registration materials available to students is not only a significant step towards supporting democratic principles, but is also a requirement for educational institutions that participate in federal student aid programs. The Higher Education Act of 1998 requires most such institutions to make a:

"good faith effort to distribute a mail voter registration form . . . to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make such forms widely available to students at the institution."
(20 U.S.C. § 1094(a)(23)(A); 34 CFR § 668.14(d)(1).)

The System Office has also urged the expansion of the Automatic Voter Registration Project to provide students with a convenient way to register to vote when registering for classes. Whether this project or other means are used to encourage students to register to vote and to vote, district efforts to have students vote in particular ways could run afoul of the laws that restrict partisan activities.

Activities Regarding Statewide or Local Campaign Measures.

Districts may draft initiative or referendum measures on an area of legitimate interest to the district. Districts may take positions on ballot measures. Public resources may also be used for *informational* efforts regarding ballot measures. Beyond the use of public resources that might be associated with these activities, public resources cannot be used to promote or to oppose such measures.

² For example, a K-12 school district relied on section 7055 when an employee displayed a large campaign sign on a private vehicle and parked in the school parking lot where it was visible to her students while in their classroom and the public. The two-by-eight-foot sign indicated which school board candidates the union endorsed and was intended to influence voters in the upcoming election. The district's request that the sign be removed or the vehicle parked off of school property was challenged as an unfair labor practice and ultimately addressed by the California Public Employment Relations Board (PERB). Under the circumstances of the case, PERB found the school's actions were allowable under section 7055. (24 PERC ¶ 31053.) Although this was a K-12 situation where education is compulsory and the pupil-instructor relationship is not between adults, the PERB nevertheless declared that the purpose of "Education Code section 7050 et seq. is to insulate schools from involvement in political controversy."

³ Employees have the right to take brief time off from work, without loss of pay, if needed to permit them to vote. (Elec. Code, § 14000.) All employers, including districts, are required to post a notice setting forth the provisions of section 14000 not less than 10 days before every statewide election. (Elec. Code, § 14001.)

The general rule appears in section 7054:

"(a) No . . . community college district funds, services, supplies or equipment shall be used for the purpose of urging the support or defeat of any ballot measure. . . .

(b) Nothing in this section shall prohibit the use of any of the public resources . . . to provide information to the public about the possible effects of any bond measure or other ballot measure. . . ."

Expenditures are allowed for informational activities if they are otherwise authorized and "[t]he information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure." (Ed. Code, § 7054(b)(2).)

The potential penalties for improper use of public resources under section 7054 are severe: county jail imprisonment for up to a year and/or a fine not exceeding \$1000 or imprisonment in state prison for up to three years.

A district may use public resources to provide a fair presentation of relevant information regarding a ballot measure; a district may not use public resources to campaign for or against a ballot measure. The boundary between "providing information" and "conducting a campaign" is not always easy to determine, and all of the facts and circumstances of the situation must be analyzed in order to reach an appropriate determination.

We believe the following language from the leading California case on the issue of the use of public resources for ballot measures is helpful:

"Problems may arise, of course, in attempting to distinguish improper 'campaign' expenditures from proper 'informational' activities. With respect to some activities, the distinction is rather clear; thus, the use of public funds to purchase such items as bumper stickers, posters, advertising 'floats,' or television and radio 'spots' unquestionably constitutes improper campaign activity [citations omitted], as does the dissemination, at public expense, of campaign literature prepared by private proponents of a ballot measure. [Citations omitted.] On the other hand, it is generally accepted that a public agency pursues a proper 'informational' role when it simply gives a 'fair presentation of the facts' in response to a citizen's request for information [citations omitted] or, when requested by a public or private organization, it authorizes an agency employee to present the department's view of a ballot proposal at a meeting of such organization. [Citations omitted, fn omitted.]

Frequently, however, the line between unauthorized campaign expenditures and authorized informational activities is not so clear. Thus, while past cases indicate that public agencies may generally publish a 'fair representation of facts' relevant to an election matter, in a number of instances publicly financed brochures or newspaper advertisements which have purported to contain only relevant factual

information, and which have refrained from exhorting voters to 'Vote Yes,' have nevertheless been found to constitute improper campaign literature. [Citations omitted.] In such cases, the determination of the propriety or impropriety of the expenditure depends on the careful consideration of such factors as the style, tenor, and time of the publication; [fn omitted] no hard and fast rule governs every case." (*Stanson v. Mott* (1976) 17 Cal.3d 206, 221-222.)

What sorts of activities are prohibited?

The above quotation from *Stanson v. Mott* lists several obviously improper uses of public funds, e.g., the purchase of bumper stickers, posters, or media spots to support or oppose a ballot measure.

Districts may not use public resources to print and distribute information that supports or opposes a measure in a districtwide newsletter.

Districts may not direct employees to spend their working time preparing materials to support or oppose a ballot measure. Districts should curtail such activities if they become aware that employees are using their work time for such activities.

Districts may not use public resources to distribute materials prepared by non-district organizations that support or oppose ballot measures.

Districts should not authorize district auxiliary organizations or other district affiliated organizations to use district mailing labels to send out literature advocating the passage or defeat of a ballot measure. (Another question would be whether political activities are even consistent with the purposes for which the organizations were established or with their tax exempt status.)

Districts should not solicit contributions from district vendors to support or oppose measures. It could appear that public money paid to the vendor is being passed through to campaign efforts.

What sorts of activities are authorized?

Districts may take positions on ballot measures and representatives may accept invitations from community or other organizations to attend their meetings and speak about the district's position on a measure. Participation during normal work hours is permitted to describe the reasons for the district's position.⁴

However, if the district representative initiates the request to appear on the organization's agenda during working hours, presentations would have to be more balanced and neutral, explaining the facts on both sides of the issue. On the other hand, a district representative

⁴ See section 7054.1: "Nothing in this article shall be construed as prohibiting any administrative officer or board member of a school district or community college district from appearing at any time before a citizens' group that requests the appearance of the officer or board member for purposes of discussing the reasons why the governing board of the district called an election to submit to the voters of the district a proposition for the issuance of bonds and for purposes of responding to inquiries from the citizens' group."

who takes time off (such as a lunch hour or vacation day) and acts in his/her private capacity is free to make public or private appearances or statements regarding a proposition. If there is any doubt that the participation is personal, it may be advisable to make clear that the position is not being taken on behalf of the district and that no district resources are being spent in connection with the presentation.

Of course, these restrictions apply to district officials. Thus, another option is to have members of the public who are not board members or district employees make presentations to such groups.

Fundraising on behalf of or in opposition to a measure away from campus during non-working hours is acceptable. Employees still cannot use district resources -- printing, paper, supplies, etc. to prepare promotional materials.

Districts may sponsor a forum on the measure, so long as the forum is accessible on an equitable basis to groups with an opposing point of view.⁵

Activities Regarding the Election of Trustees.

Just as section 7054(a) prohibits the use of district resources to urge the support or defeat of any ballot measure, it also prohibits the use of district resources to urge the support or defeat of any candidate. Thus, persons who are seeking election as a community college trustee must refrain from using district supplies, equipment, money or facilities in connection with that election effort. District employees may not use their work time or district resources to support or oppose candidates.

What sorts of activities are authorized?

In 2002, the California Attorney General was asked whether section 7054 allows community college districts to pay for the printing, handling, translating and mailing of trustee candidate statements contained in the voter pamphlet. Elections Code section 13307 allows local agencies, including community college districts, to charge a pro rata share to candidates for the cost of printing and distributing the candidate's statement in the voter's pamphlet. The collection of a pro rata share is not required, and, at first blush, it may appear that a district that fails to collect that pro rata share is providing public funds in support of the candidates. The Attorney General reconciled the sections by noting that costs associated with the voter's pamphlets are not spent "for the purpose of urging the support or defeat of any . . . candidate" as prohibited by Education Code section 7054. Rather, the Attorney General stated

"Simply put, paying the costs of distributing all trustee candidate statements included in the voter's pamphlet cannot be said to be 'campaigning' for any particular candidate in a 'partisan' manner so as to constitute a violation of Education Code section 7054." (85 Ops.Cal.Atty.Gen. 49 (2002).)

⁵ See section 7058: "Nothing in this article shall prohibit the use of a forum under the control of the governing board of a school district or community college district if the forum is made available to all sides on an equitable basis."

The Political Reform Act of 1974 was intended to prevent potential corruption of the political process. (Gov. Code, §§ 81000 et seq.) Public officers may not expend public money in their election efforts and candidates may not accept any public money towards their election efforts. (Gov. Code, § 85300.) However, the above-referenced Attorney General Opinion concludes that the payment by a community college district of the costs associated with candidate statements did not violate section 85300. "Again, no partisan campaigning on behalf of any particular candidate may be found where public funds are being used to reproduce and distribute all candidate statements as part of the voter's pamphlet." (85 Ops.Cal.Atty.Gen. 49, *supra*.) Thus, the Attorney General concluded that community college districts may pay for printing, handling, translating, and mailing trustee candidate statements contained in voter pamphlets, provided that this is done on an equitable basis for all candidates.

Districts may offer the use of a forum under its control to afford all candidates the opportunity to present themselves. For example, a district could sponsor a "candidates' night" where all persons who are running for membership on the board of trustees have equal opportunity to discuss their views. Candidates, and persons supporting or opposing their candidacy, could also use any public district bulletin boards or free speech areas that are available for use by all candidates on an equal basis (assuming any other applicable use conditions are met, e.g., size of poster).

What sorts of activities are not authorized?

Districts should not use district mail and printing services to distribute political materials. The general rule of section 7054 (that prohibits the use of district resources to support or oppose candidates) was assessed by PERB in connection with the use of the employee mail system at the San Diego Community College District (District) to distribute publications supporting particular candidates for the District's board of trustees. The District notified its mailroom staff not to distribute "clearly political flyers urging the support or defeat of any ballot measure or candidate for election" and to remove such materials from mailboxes even if they were placed there by others. The District also ceased printing political materials for the union, even if reimbursed. The faculty union challenged the restriction as an unfair labor practice because Government Code section 3543.1(b) grants organizations the right to use employer mail facilities. Thus, PERB faced the interaction of Education Code section 7054 and Government Code section 3543.1(b) in connection with a community college board of trustee election.

PERB noted that EERA does not "supersede other provisions of the Education Code." (Gov. Code, § 3540.) It further found that:

"the mandate of Education Code section 7054 removes the policies at issue from the scope of representation to the extent that the statutory language of Section 7054 clearly evidences an intent to set an inflexible standard or insure immutable provisions." (26 PERC ¶ 33014, November 28, 2001; Union's request for reconsideration denied April 18, 2003.)

After reviewing the legislative intent of section 7054, PERB found "the District's prohibition on use of the inter-site mail system – and photocopying services, falls squarely within, and is in fact mandated by, the plain words of Section 7054." (*Ibid.*)

It appears that the same principles would also apply to use of the district email system. Thus, districts should not distribute, and should not allow others to distribute, political material advocating the support or defeat of a ballot measure or candidate via its email system.

Persons who hold office, or who are seeking election to office, may not threaten adverse consequences to district employees if they fail to support them, or promise advantages or benefits to district employees who do support them. (Ed. Code, § 7053 and Gov. Code, § 3204.)

Current district officers or employees may not solicit political contributions from other district officers or employees unless "the solicitation is part of a solicitation made to a significant segment of the public. . . ." It does not matter whether the solicitation is direct or indirect. (Gov. Code, § 3205.) An example of indirect solicitation would be supplying favored candidates with nonpublic employee lists that may then be used for the solicitation of support. Violation of the prohibition is punishable as a misdemeanor.

Candidates who are already in office are specifically restricted from using public resources for campaign activities. Civil penalties may result, up to \$1000 for each day that violations occur, plus three times the value of the public resources that were improperly used. (Gov. Code, § 8314.) Although some incidental or minimal use of public resources does not violate section 8314, the same may not be true for violations of Education Code section 7054, which does not include any express exception for incidental or minimal use.

Districts may not fund mass mailings that feature an incumbent board member.

The Political Reform Act of 1974 rejected laws and practices that unfairly favor incumbents. (Gov. Code, § 81002.) One means of preventing unfair advantages for incumbents is the prohibition on use of public funds for mass mailings that "feature" them. Thus, "no newsletter or other mass mailing shall be sent at public expense." (Gov. Code, § 89001.) A "mass mailing" consists of "over two hundred substantially similar pieces of mail" when the items feature an elected official and have not been solicited. (Gov. Code, § 82041.5; Cal Code Regs., tit 2, § 18901.)

The "mass mailing" restrictions are designed to prohibit "elected officials from using public moneys to perpetuate themselves in public office." (*Watson v. Fair Political Practices Commission* (1990) 217 Cal.App.3d 1059, 1074-75.) Section 18901 defines "mass mailings" in terms of the numbers of copies of an unsolicited mailed items, whether the items "feature" elected officers of the entity that produces or sends the mailing, and whether the mailing was prepared or sent in cooperation, consultation, coordination or concert with the elected officer. An elected officer is "featured" when:

"the item mailed includes the elected officer's photograph or signature, or singles out the elected officer by the manner of display of his or her name or office in the layout of the document, such as by headlines, captions, type size, typeface, or type color." (Cal. Code Regs., tit. 2, § 18901(c)(2).)

Regardless of whether an election is imminent, districts must be careful that they do not inadvertently use public funds to send mass mailings that feature their elected board members. The regulation is fairly complex, with numerous exceptions and conditions that take it beyond the scope of this general review (e.g., the officer's name may appear in letterhead, press releases to the media, ordinary business communications between a district and other agencies or within the district, essential program mailings to program recipients – without the official's photograph, district directories that list the name and title of district individuals – again, without the official's photograph, etc.). Districts are well advised to assess their mailing practices in light of this regulation to ensure ongoing compliance.

Recommendation: No action is required; this memorandum is advisory only. However, districts should anticipate that they may receive requests for actions related to elections and ensure that they understand their obligations regarding the use of public resources concerning those elections. Districts should consult their own legal counsel before acting upon this advisory or before undertaking any significant effort to campaign or fundraise for or against ballot propositions.

SB:RB:sj

EL CAMINO COLLEGE

ACCREDITATION SELF-EVALUATION 2014

Accreditation Liaison Officer (ALO): Dr. Jeanie Nishime

Accreditation Self-Evaluation Co-Chairs: Dr. Jean Shankweiler, Matt Cheung (ECC Humanities), Holly Schumacher (CEC Counseling)

SELF-EVALUATION TIMELINE

September 2012	Select team leaders for Accreditation Standards I, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, IV
Oct/Nov 2012	Provide Training for team leaders (Oct. 30 for CEC, Nov. 1 for ECC)
Nov. 21, 2012	Populate all standards with team members
Dec. 21, 2012	Each team will: <ul style="list-style-type: none"> • Assign sub-standards to team members • Outline the topics to be covered in the Descriptive Summary • Outline the evidence need to support the narrative
March 21, 2013	Complete the descriptive narrative for all parts of each standard
May 31, 2013	Complete the Findings and Evidence section
Summer 2013	Begin editing of Self-Evaluation
Fall 2013	Identify sources of evidence to link within document; identify Improvement Plans to include in report; finalize report
Spring 2014	Post draft online of the entire document and begin consultation process
April 30, 2014	Complete consultation of entire Self-Evaluation Report
May 30, 2014	Final editing of Self-Evaluation report
June 2014	Board Approves Self-Evaluation
July 2014	Self-Evaluation copied and bound

August 2014

Mail Self-Evaluation to ACCJC

September 2014

Prepare for team visit (reserve meeting rooms, make hotel reservations)

October/November 2014

Accreditation Team Visit

November 1, 2012

Minutes of Educational Policies Meeting - November 13, 2012

Present: Merriel Winfree, Jean Shankweiler, Silvia Arroyo, Chris Gold

I. Discussion/Actions

A. Reviewed AP/BP 4025 Philosophy for Associate Degree & General Education

- Jean Shankweiler (JS), Merriel Winfree (MW), Silvia Arroyo (SA), Chris Gold (CH) – Committee reviewed documents and agreed that BP/AP policies be sent forward to Academic Senate for first reading on November 20, 2012, and second reading on December 4, 2012.

B. Reviewed AP/BP 4260 Prerequisites and Co-Requisites

- Jean Shankweiler (JS), Merriel Winfree (MW), Silvia Arroyo (SA), Chris Gold (CH) – Committee reviewed documents and agreed to no changes to the Board Policy, however, the Administrative policy, the word **prerequisites** will be spelled without a hyphen and **Co-requisites** with a hyphen throughout the documents.

C. Reviewed AP/BP 4021 Program Discontinuance

- Jean Shankweiler (JS), Merriel Winfree (MW), Silvia Arroyo (SA), Chris Gold (CH) – Committee reviewed documents and agreed that the language did not mirror each other; JS will meet with Stephanie Rodriguez and Tom Lew to continue to work on language, present to the next Educational Policies meeting slated for November 27, 2012.

II. The meeting adjourned at 1:50 p.m.

III. Meeting Schedule:

The next Educational Policies meeting will be on November 27, 2012, from 1:00-2:00 in SSC, room 106.

Faculty Development Committee Meeting

AGENDA

Tuesday, November 13, 2012

Committee Members

Fazal Aasi (FA) EXC	Compton Center	Moon Ichinaga (MI)	Learning Res.**
Florence Baker (FB)	BSS	Donna Manno (DM)	Staff Dev.
Rose Cerofeci (RC)	Humanities	Margaret Steinberg (MS)	Natural Sci.
Kristie Daniel-DiGregorio (KD) EXC	BSS	Claudia Striepe (CS)	Learning Res.**
Ross Durand (RD)	Ind/Tech	Evelyn Uyemura (EU)	Humanities
Ashley Gallagher (AG)	Humanities	Sue Ellen Warren (SW) EXC	Ind/Tech
Briita Halonen (BH) EXC	Humanities	Rachel Williams (RW)	Humanities

**Committee Co-Chairs

Present: F. Baker, R. Durand, A. Gallagher, M. Ichinaga, D. Manno, M. Steinberg, C. Striepe, E. Uyemura,

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

Fall 2012 Meetings (1-2 p.m. in West Library Basement)

Sept. 11, Sept. 25, Oct. 9, Oct. 23, Nov. 13, Nov. 27

AGENDA

- I) Reading Apprenticeship Project Activities
 - A. Status Report on Nov. 9th Workshop: *MI reported a good turnout and mix of disciplines for Friday's workshop. The information and exercises of the 3 facilitators generated good discussion.*
 - B. Plans for Nov. 30th Session: *Nika Hogan will be the facilitator at the next workshop. Attendees will be asked to bring a text book and a copy of their syllabi. MI asked that the Committee spread the word on this event. CS noted that some areas had not received the notifications re: the first workshop – for instance the Learning Academy staff. AG noted that scholarships had seemed comparatively freely available for the 3 day “on site” workshop and the online course. MI will ask Ms. Hogan to discuss these options during the second workshop. Reminder emails will be sent to all who signed up for the*

2nd session. DM will also be sending evaluations via email to all those who attended the first session.

- II) Outstanding Adjunct Faculty Award:
 - A. *All of the applications (4) are in. Status Report on Selection Process: The selection Committee will be meeting this Thursday to make the final selection.*
 - B. *Discussion of Issues: Discussion followed on the difficulty of getting nominations, and also the fact that the application packets were all received late, after extending the deadline. To prevent a recurrence of this situation some ideas were put forward. FB suggested asking the Division Dean to personally notify the nominee (this would have an extra, positive psychological impact), following up with on-campus mails (which could be included in employment portfolios), as well as emails, and asking for a telephone contact number. The advisability of moving the award nominations to the Spring Semester was dismissed as there are fewer adjunct faculty working in Spring, and it is the end of the school year.*

- III) *Plans for "Getting the Job Part 1: The Application" Workshop on Friday, Dec. 7th, 12:30-2 p.m.: CS shared draft copies of the cover page for the packet that will be available to attendees at the workshop. The facilitator and panel are set, and the additional articles and materials are being collected. DM reported the enrollment at 14 to date. All 14 have indicated that they would like to remain for the CV workshop to be hosted by BH immediately following the panel discussion. Recruits were sought for the Part 2 "The Interview Process" workshop panel slated for Spring, and AG volunteered.*

- IV) *Upcoming Professional Development Opportunities and Announcements: The DE (Distance Education) Institute Friday November 16th The On Course workshop, set for April 2013 - DM will begin sending out emails in January and getting the names of interested faculty. The FDC will sponsor 25 attendees.*

- V) *The next FDC meeting, scheduled for November 27, will be our last of the semester. Kaysa [Laureano](#) from the Assessment of Learning Committee (ALC) has been invited to give us an update on the assessment of core competencies so that we can integrate it into Spring Flex Day plans.*

Cs/ecc2012

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: November 1, 2012

MEMBERS PRESENT

- | | |
|--|--|
| <input checked="" type="checkbox"/> Michael DeSanto – Campus Police | <input type="checkbox"/> Cheryl Shenefield – Administrative Services |
| <input checked="" type="checkbox"/> Alice Grigsby – Mgmt./Supervisors | <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) |
| <input checked="" type="checkbox"/> Dipte Patel – Academic Affairs | <input checked="" type="checkbox"/> Derrick Moon – ASO |
| <input checked="" type="checkbox"/> Sean Donnell – ECCFT | <input type="checkbox"/> Gary Turner – ECCE |
| <input checked="" type="checkbox"/> Dawn Reid – Student & Community Adv. | <input type="checkbox"/> Lance Widman – Academic Senate |

OTHERS ATTENDING: Irene Graff, Ken Key, Jo Ann Higdon, Jeanie Nishime, and Emily Rader

The meeting was called to order at 1:07 p.m.

Approval of October 18, 2012 Minutes

Accreditation Planning Agenda and Self-Study

1. Page 1, 1. **After:** The **Delete:** self-study.
2. Page 1, 2. **After:** The **Delete:** next.
3. Page 1, 2. Third bullet, second sentence, **After:** “Accreditation **Add:** Self-.
4. Page 1, 2. Fifth bullet, first sentence, **After:** will have **Delete:** a.
second sentence, **Add:** s to substandard.

PBC Goals and Duties Review Revisit

5. Page 2, 2. Second sentence **Change:** requested **To:** request.

Planning Process

6. Page 2, **Delete:** the first sentence and **Replace to read:** Unit plans will be submitted to the vice president by February.

Move the third sentence to 2. and read as follows: The vice presidents will have their prioritized area plans (2012-2013) for the committee November 6.

Renumber all the items down through number 6.

7. Page 2, 3. **Delete:** the first sentence and **Replace to read:** It was clarified that the program plans should be submitted to the deans by December 3.

Accreditation Self-Evaluation Timeline – J. Nishime

1. New language is being implemented changing self-study to self-evaluation.
2. A detailed timeline was presented that for the self-evaluation timeline. This timeline will be presented and discussed with the accreditation co-chairs this afternoon in their training session.
3. Discussion ensued about the verbiage on the April 30, 2014 date with suggested revision reflecting campus wide consultation.
4. Some important dates are as follows:
 - November 2, 2012 – Populate all standards with team members.
 - A schedule will be sent out soon to the campus community so people can start deciding where they would like to serve. Each standard will need an outline of what will be included in the descriptive summary. Evidence needed to support what is put in the narrative will need to be outlined. The hope is to have the bulk of the writing in the spring.
 - March 21, 2013 – Complete the descriptive narrative for all parts of each standard. This talks about what we do to meet the standards.

- May 31, 2012 - Complete the findings and evidence section. We need to back up what we say with evidence.

Accreditation Planning Agenda – J. Nishime

1. The Accreditation Planning Agenda items from the 2008 self-study was presented, reviewed and discussed by the committee. The terminology will be changing to improvement plan on the 2012 self-study. The listing showed the status of each standard. Information presented in the status column showed that good progress has been made in many areas.
2. Discussion and information was given regarding the entire document.
3. Item 1 (IA.4) Not reflected on the planning agenda was to change our mission timeline from three years to five years.
4. The evaluation component associated with Plan Builder needs to be revisited. It needs to be strengthened and have more detail in the cycle.
5. A change was made to the status of number 12 on page three – changed from completed to in progress.
6. It was suggested the document be labeled with the date of 2008.

PBC Evaluation - R. Natividad

1. The committee was asked if they had any additional questions or comments in regards to the evaluation.
2. The committee discussed comparisons of the results compared to the prior year.

Purchasing of Items – J. Higdon

If there are items that individuals believe have been purchased outside of the planning process to please meet and discuss with Vice President Higdon. She would like to review any of these items that are presented. This should not reflect items that may have purchased due to emergency or safety.

Adjournment – R. Natividad

The meeting adjourned at 2:22 p.m. The next meeting is scheduled for **November 15, 2012** in Library 202.

RKN/lmo



Technology Committee Meeting

October 16, 2012
2:00pm – 3:00pm
MSC 105

Meeting Minutes

PRESENT:

Don Treat	Donna Manno	Dipte Patel	Will Warren
Virginia Rapp	Eric Mendoza	Peter Marcoux	Claudio Vilchis
Jean Shankweiler	Donna Post	Bill Mulrooney (Margaret Ramey)	Howard Story
Dave Murphy	Linda Detwiler	Noreth Men	Luis Mancina
Irene Graff	Idania Reyes	Francine Vasilomanolakis	John Wagstaff

1. Call to Order

2. Approval of the agenda

Agenda approved

3. Approval of the minutes

The last two months minutes are posted on the portal for review and comment at the November meeting.

4. Student representative

Pete Marcoux and Dave Murphy recommended that Richard Champa (sp??) be appointed to the technology committee. Dave will forward the contact information to the chair.

5. Technology Summit - (Pete M, Virginia R, Donna M)

Report

Pete Marcoux and Virginia Rapp are co-chairs of the Academic Technology Committee. The committee has discussed hosting a Technology Summit and drafting a student technology survey as a means of gauging student expectations as they approach the campus and what they are dealing with when they get here. The hope is to get the survey out to the students this semester. Developing new training for faculty is the next step. The whole effort culminates with a technology summit tentatively scheduled for March 29th. The purpose of the summit is to demonstrate to the ECC and Compton faculty what new technology is available and how students and faculty are using it. The student survey will help match the vendors with what the students are using. Vendors like Google, Apple, Etudes, Utelogy, Pearson publishing are being considered. The goal for inviting vendors is mid to late December. The committee is aware that wireless access in the east dining room and adjacent rooms could be an issue.

Action Items – The committee should forward their suggestions to Pete Marcoux. Dipte will send Pete some suggestions for assistive vendors.

6. Student Technology Surveys - (Irene G) Review and Discussion

Irene introduced the survey as a means of determining what technologies students are using. The data will help the college plan for its technology needs, and determine ways to use technology for delivering education and student services. The draft survey is an amalgam of surveys selected from other colleges and universities. There will be two surveys. One will be a paper in-class survey asking questions about comfort levels using all sorts of hardware and software technologies. The paper survey will also include a “QR” code for students who have cell phones to take a picture of which will launch an online survey to determine how they are using their smart phones and tablets for education and for fun. In order to avoid tedium dealing with the large number of options for each question, some students will see half the options and the other group will see the other half. Because the college is so large a random selection of class sections will get the survey. Demographic questions will help determine if the survey sample matched the overall demographics of the ECC / CEC campuses.

Both surveys are in the final phase of review and will be piloted before the end of the month. The committee is invited to pose as students and take the survey.

Action Item – Irene will send the committee an email version they can take next week. Notify Dean’s Council so they can ask their faculty to participate.

7. MCS Building Remodel – (John W) Information

As soon as the MBA building opens and the MCS faculty and staff leave their swing space. ITS will move out of MCS. In anticipation of that move, a new data center is being built at a permanent location in the bookstore. The facilities will be ready on November 26th. Student Services has agreed to suspend student registration for that entire week. All data and phone services will be momentarily interrupted. Colleague is the exception. It will be the last service to move and will be down for a day or two toward the end of the week. Lend Lease is lead on the project. Abtech Systems, Vector Resources, and PlanNet are subcontractors. Everyone is committed to minimizing the planned and unplanned service outages.

8. Google Apps – (John W) Discussion

The Chair distributed copies of the agreement between Google and the California Community Colleges Chancellor’s Office signed on August 21, 2012. North Orange CCD is the first community college to migrate student email under this agreement. A copy of the agreement is posted on the technology committee’s portal site. As with the Microsoft and Adobe agreements, the Google is yet another successful leveraging of community colleges public dollars to acquire secure and discounted private sector goods and services. Currently, we are all in “discovery” mode. We have issues. We want to maintain the full functionality of MyECC portal. Any email system we use must be fully compatible with the portal as it is. Finally there is the

“constituency redirect” issue that prevents new and returning students from logging onto the portal. The time it takes to add these students to Active Directory, so their logon will work is far exceeding the 48 hour wait period we “advertise” because of the time it take the system to check each of the over 170,000 active student email accounts for each and every one of these new and returning students. Whatever recommendations the committee makes, they must be based on collegial fact finding, analysis, dialogue, and consensus.

Adjournment – 3:03pm

DRAFT

ACADEMIC AFFAIRS PROGRAM REVIEW STATUS
Four-Year Cycle

Department/Program	Review Date	Year Completed
1. Air Conditioning and Refrigeration	2010-11	2011
2. Art Gallery	2010-11	2011
3. Center for the Arts	2010-11	2010
4. Construction Technology	2010-11	2011
5. English - Reading	2010-11	2011
6. Machine Tool Technology	2010-11	2011
7. Mathematics – prospective elementary teachers	2010-11	2011
Mathematics – GE & non-science students	2010-11	2011
Mathematics – engineering, science & math	2011-12	2012
8. Music	2010-11	2011
9. Real Estate	2010-11	2012
10. Architecture	2011-12	2011
11. Administration of Justice	2011-12	2012
12. Auto Collision Repair/Painting	2011-12	2012
13. Child Development	2011-12	2011
14. Computer Information Systems	2011-12	2012
15. Film/Video	2011-12	2012
16. Electronics & Computer Hardware Technology	2011-12	2012
17. Fire and Emergency Technology	2011-12	2012
18. History/Ethnic Studies	2011-12	2011
19. Life Sciences – Biology	2011-12	2011
Life Sciences – Health Sciences	2011-12	2011
20. Philosophy	2011-12	2011
21. Anthropology	2012-13	In progress
22. Art	2012-13	In progress
23. Business	2012-13	In progress
24. CADD	2012-13	In progress
25. Cosmetology	2012-13	In progress
26. English	2012-13	In progress
27. Environmental Horticulture	2012-13	In progress
28. Kinesiology	2012-13	In progress
29. Learning Resources Unit	2012-13	In progress
30. Mathematics - Developmental	2012-13	In progress
31. Photography	2012-13	In progress
32. Physical Education – Athletics Program	2012-13	In progress
33. Political Science	2012-13	In progress

ACADEMIC AFFAIRS PROGRAM REVIEW STATUS
Four-Year Cycle

34. Sign Language/ Interpreter Training	2012-13	In progress
35. Sociology	2012-13	In progress
36. Welding	2012-13	In progress
37. Academic Strategies	2013-14	
38. Automotive Technology	2013-14	
39. Chemistry	2013-14	
40. Communication Studies	2013-14	
41. Computer Science	2013-14	
42. Dance	2013-14	
43. Astronomy	2013-14	
44. Earth Sciences - Geology, Geography, Oceanography	2013-14	
45. Economics	2013-14	
46. Engineering Technology	2013-14	
47. English as a Second Language	2013-14	
48. Fashion	2013-14	
49. Foreign Language	2013-14	
50. Health Center	2013-14	
51. Human Development	2013-14	
52. Journalism	2013-14	
53. Physics	2013-14	
54. Psychology	2013-14	
55. Special Resource Center/APE	2013-14	
56. Theatre	2013-14	
57. Pre-Engineering	2013-14	
58. Distance Education	Annual	
59. Honors Transfer Program	Annual	
60. MESA & ASEM	Annual	
61. Nursing	Annual	
62. Paralegal Studies	Annual	
63. Radiological Technology	Annual	
64. Respiratory Care	Annual	
65. Study Abroad Program	Annual	
66. Teacher Education Program	Annual	

Academic Senate for California Community Colleges
Resolution 15.02 – Fall 2012

Concerns about CSU Local Service Areas and Priority Admission

Whereas, The recommendations from the Legislative Analyst’s Office (LAO) in their report *Guaranteed Regional Access Needed for State Universities* recognize the inequitable and discriminatory impact local area access priority to California State Universities (CSU) has on incoming students by acknowledging that “granting preference to local students over out-of-area students could be perceived as inequitable—particularly when the out-of-area student is better qualified, and given that CSU campuses differ in size, campus amenities, program offerings, student bodies, and other characteristics, there could be situations when particular students’ local service area campuses are not the best suited to these students’ needs”;

Whereas, The LAO report further suggests that CSUs still “believe that ensuring local access to all eligible students is more important than maintaining equal admissions criteria for all applicants to a given campus” despite evidence from the Chancellor’s Office for California Community College’s Datamart and CSU’s Institutional Research that this inequitable and discriminatory practice of local area access priority to CSU not only hurts many California community colleges (CCC), including Cerritos College, Cypress College, El Camino College (ECC) and ECC – Compton Center’s students ability to transfer, it also impacts these CCC’s ability to attract students, meet the expectations of the Student Success Taskforce recommendations, and give priority to students of non-protected classes over students of protected classes;

Whereas, Previous resolutions, 15.02 F09 (Re-Evaluate CSU Service Areas) and 15.03 S04 (CSU Service Areas), also describe the discriminatory practice of local area access priority to the CSU System and ask that this situation be examined and addressed, yet to date this practice continues and there is currently nothing being done to address this inequitable and discriminatory practice; and

Whereas, The CSU System and the CCC System both have new chancellors, providing for an optimal opportunity for this issue to be addressed and resolved;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office to initiate a discussion with the California State University Chancellor on ways to address concerns about local area access priority admission practices that may disadvantage California community college students.

Contact: R. Chris Wells, El Camino College

DRAFT**DRAFT****AP 4025****Philosophy and Criteria for Associate Degree and General Education****Philosophy**

The philosophy and criteria for the associate degree and general education references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including the ability to:

- a) think and communicate clearly and effectively orally and writing;
- b) use mathematics;
- c) understand the modes of inquiry of the major disciplines;
- d) be aware of other cultures and times;
- e) achieve insights gained through experience in thinking about ethical problems; and
- f) develop the capacity for self understanding.

This philosophy and criteria of the associate degree and general education shall be published in the College Catalog.

Associate Degree

Each associate degree offered by the College contains a pattern of general education and major courses. Through patterns of learning, students develop capabilities and insights, including the ECC core competencies of content knowledge; critical, creative, analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy. Each degree is published in the College Catalog with an explanation of the purpose of the degrees and their requirements.

Associate of Arts or Associate of Science degrees are developed by discipline faculty and approved by the College Curriculum Committee before approval by the Chancellor's Office. The procedure for Associate degree approval includes:

- a) identification by the discipline faculty of the appropriate majors courses, totaling 18-25 units,
- b) approval of the majors pattern by the Division Curriculum Committee,
- c) approval of the majors pattern by the College Curriculum Committee, and
- d) submission of the majors pattern, general education requirements, justifications and outcomes to the Chancellor's Office.

General Education

General Education is designed to introduce students to the variety of means through which people comprehend the world. Students who earn their degrees must possess certain basic principles, concepts and methodologies both unique to and shared by the various disciplines.

They must also be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

Courses approved by the College Curriculum Committee for inclusion into the general education requirements shall be evaluated by the College Curriculum Committee as meeting this philosophy.

The College Curriculum Committee evaluates courses for inclusion into the general education requirements based on the following criteria:

1. Natural Science: Courses in the natural sciences examine the physical universe, its life forms and its natural phenomena. These courses shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. These courses should emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning.
2. Social and Behavioral Sciences: These courses should promote an appreciation and understanding of how members of diverse societies operate as individuals and as social members. Courses should develop awareness of methods of inquiry and stimulate critical thinking about the way people act and interact within social and cultural contexts.
3. Humanities and Fine Arts: Humanities courses should promote an appreciation of the cultural activities and artistic expression of human beings. The courses should help the student develop an awareness of the ways people have artistically responded to themselves and the world around them and an aesthetic understanding and ability to make value judgments.
4. Language and Rationality: Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation.
 - a. English Composition courses focus primarily on expository and argumentative writing.
 - b. Communication and Analytical Thinking courses shall include oral communications, written communications, critical reasoning, mathematics, logics, statistics and computer languages and programming.
5. Health and Physical Science: These courses promote lifelong understanding of the of the basic human need for development and maintenance of good personal health and fitness. Course shall examine health-related social problems, potential preventative strategies and mediating activities and shall establish a foundation for regular life-long physical activity that promotes movement, reduced risk of disease and improved overall quality of life.
6. Mathematics Competency: Mathematics courses integrate numeric, symbolic functional and spatial reasoning concepts and enables students to apply their knowledge to solve mathematical problems and judge the reasonableness of their results. To satisfy this competency, the course must be at the level of intermediate algebra.

Courses meeting the six areas for General Education shall be approved by the College Curriculum Committee. The general education pattern and units for an Associate Degree shall be submitted to and approved by the Chancellor's Office.

References:

Title 5 Section 55061;
Accreditation Standard II.A.3

Notes:

Began with meeting of Christina Gold, Merriel Winfree, Leah Pate and Claudia Striepe
Oct. 12, 2011 Discussed by Educational Policies Committee. Edited and sent on to the Senate.

Nov. 1, 2011 First reading of the Senate

March 20, 2012 Passed Senate.

Sept. 17, 2012 revisions, Dean's Council

Nov 13, 2012 revisions, Educational Policies

REVISED VERSION PASSED BY SENATE ON 3/20/12

(This version did not make it through consultation.)

AP4025**Philosophy for Associate Degree & General Education**

The programs of El Camino Community College (ECC) are consistent with the institutional mission, purposes, demographics and economics of our community. The processes for program review shall be included in the Curriculum Handbook.

The philosophy for Associate Degree and General Education shall be published in the College Catalog. In addition, each Associate Degree offered by the College shall be published in the College Catalog with an explanation of the purpose of the degrees and their requirements. Each degree will contain a pattern of general education and major courses. Through patterns of learning, student will develop capabilities and insights, including the ECC core competencies of content knowledge; critical, creative, and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy.

General Education is designed to introduce students to the variety of means through which people comprehend the world. Students who earn their degrees must possess certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. They must also be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding.

Courses approved by the Curriculum Committee for inclusion into the general education requirements shall be evaluated by the Curriculum Committee as meeting this philosophy.

References:

Title 5, Section 55061

Accreditation Standard II.A.3

Notes:

Began with meeting of Christina Gold, Merriel Winfree, Leah Pate and Claudia Striepe

Oct. 12, 2011 Discussed by Educational Policies Committee. Edited and sent on to the Senate.

Nov. 1, 2011 First reading of the Senate

March 20, 2012 Passed Senate.

DRAFT**DRAFT****BP 4025****Philosophy for Associate Degree & General Education**

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The College's associate degree requirements lead students through patterns of learning experiences designed to develop the following competencies through general education and sufficient depth in a specific field of knowledge:

- *Content Knowledge*
- *Critical, Creative, and Analytical Thinking*
- *Communication and Comprehension*
- *Professional and Personal Growth*
- *Community and Collaboration*
- *Information and Technology Literacy*

In emphasizing these core competencies, the College strives to stimulate greater individual knowledge and creativity, personal and social responsibility, and technological awareness.

El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to promote these core competencies. General education curriculum will enhance understanding of the scientific method and the relationships between science and other human activities. It will also provide instruction in methods of inquiry regarding human behavior, societal and social group operations, and world arts and cultures

The Superintendent/President shall, in consultation with the appropriate groups, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

Approved by the College Curriculum Committee: March 27, 2001

Approved by the Academic Senate: May 15, 2001

Reference:

Title 5, Section 55061

Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02

Ed.Policies revisions: 9/17/12; 11/13/12

Dean's Council: 10/4/12

VERSION PASSED BY THE SENATE ON 3/20/12
(This version did not make it through the consultation process)

BP4025 Philosophy for Associate Degree & General Education

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The College's associate degree requirements lead students through patterns of learning experiences designed to develop the following competencies through general education and sufficient depth in a specific field of knowledge:

- Content Knowledge
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- Communication and Comprehension
- Professional and Personal Growth
- Community and Collaboration
- Information and Technology Literacy

In emphasizing these core competencies, the College strives to stimulate greater individual knowledge and creativity, personal and social responsibility, and technological awareness.

El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to promote these core competencies. General education curriculum will enhance understanding of the scientific method and the relationships between science and other human activities. It will also provide instruction in methods of inquiry regarding human behavior, how societies and social groups operate, and world arts and cultures

The President/Superintendent shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards used in this policy. These procedures are developed through a collegial consultation process of mutual agreement between the Academic Senate and the designee of the President/Superintendent, the Vice President of Academic Affairs.

References:

Title 5 Section 55061

Accreditation Standard II.A.3

Senate: voted approval 3/20/12

This is the current, existing policy.

Board Policy 4025

Philosophy for Associate Degree & General Education

El Camino College recognizes the importance of the individual to the local, state, national, and international communities. The College, through the awarding of an associate degree, strives to create an environment which stimulates greater individual creativity and achievement, personal and social responsibility, as well as ethical and technological awareness. The degree requirements lead students through patterns of learning experiences designed to develop certain capabilities and insights through general education and sufficient depth in a specific field of knowledge.

El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health and self-understanding. General education curriculum will enhance appreciation and understanding of the scientific method and the relationships between science and other human activities. It will also develop an understanding of methods of inquiry regarding human behavior, foster an appreciation of how societies and social groups operate, and develop awareness of the ways people throughout the ages have responded to themselves and the world around them in artistic and cultural creations.

Approved by the College Curriculum Committee: March 27, 2001

Approved by the Academic Senate: May 15, 2001

Reference:

Title 5, Section 55805

Replaces Board Policy 6121

El Camino College

Policy

Adopted: 4/15/02

Draft El Camino College Distance Education Instructor Contact Guidelines

“Instructor-student contact is at the very heart of all college courses.”

(Guidelines for Good Practice: Effective Instructor- Student Contact in Distance Learning,

The Academic Senate for the California Community Colleges, p3, 1999)

To ensure a quality educational experience for students enrolled in Distance Education courses and to meet the requirements of Title 5 guidelines for “Instructor Contact”, the following standards will apply:

1. The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses.
2. All approved courses offered as distance education shall include regular effective contact between instructor and students.
3. Regular effective contact shall be defined as weekly communication/interaction between student and teacher through group or individual meetings, orientation and review sessions, threaded discussion forums, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. The number of instructor contact hours per week that would be available for face to face students, will also be available to students in DE courses.
4. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Following are some examples of how this contact may occur using current technology:
 - Real-Time Chat: Real-time interactive discussions between teacher and students.
 - Email: Individual conferences, questions, clarification of assignments, submission of assignments and other communications.
 - Listserve: Online discussions between students and faculty.
 - Telephone: Arrange regularly scheduled hours convenient for students to contact faculty to ask questions and clarify assignments.
5. A policy describing the frequency and timeliness of instructor initiated contact and instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially begins. A copy of this information shall be submitted to the Division and Distance Education office.
6. Students enrolling in online courses must use their MyECC Email account to contact the instructor and complete any requirements by the end of the first week (Sunday) of the semester or they may be dropped from the roster and their place may be given to a waiting student. This email contact does not eliminate the obligation to attend required face-to-face meetings on campus.

(DEAC 3-20-08, 5-18-10)

El Camino College

Classroom Visitation Protocol for Online Courses

Background: It is common practice for administrators to visit on-ground classes occasionally to offer support to instructors as well as to observe students in class settings on campus and to stay connected to the actual practice of instruction. Instructional Administrators also have the responsibility to ensure that classes are meeting as posted in the schedule of classes and that the administrator visits as on-ground class in session, the instructor is present in the room and aware of the visitation. It is appropriate to assume that the same situation should exist during visitations in the virtual classroom. Because it is possible for administrators to observe an online course without the instructor's knowledge, the following protocol has been prepared and will be followed by El Camino College instructional administrators.

This is not formal evaluation. Visitation of online courses by administrators may occur for the purposes listed below. The course instructor will be notified in a timely fashion via email and/or phone prior to the visitation.

Visitation of online courses may occur:

1. To ensure that the course is appropriately available to students in the course management system.
2. To ensure that regular effective contact is taking place according to the established *ECC Regular Effective Contact Policy* (see attached.) and compliance with *Section 508* of the Federal Rehabilitation Act (accessibility for disabled students).
3. In response to a request from the instructor in the course. (Questionable student conduct, technical problems, course development review and recommendations.)
4. In response to student complaints about the instructor, the course, or the course management system infrastructure.

At the conclusion of the visitation the Dean or designee will contact the instructor and share any recommendations or comments.