Officers & Executive Committee

President	**Kristie Daniel-DiGregorio**	VP Finance & Special Projects	**Josh Troesh**
VP Academic Technology	**Pete Marcoux**	VP Instructional Effectiveness	**Russell Serr**
VP Compton Center	**Paul Flor**	Curriculum Chair	**Allison Carr**
VP Educational Policies	**Chris Gold**	Secretary	**Traci Granger**
VP Faculty Development	**Stacey Allen**	Parliamentarian	**Pete Marcoux**

Adjunct (One-year terms)

Dustin Black (BSS)	16/17
Karl Striepe (BSS)	16/17

Behavioral & Social Sciences

Stacey Allen	16/17
Kristie Daniel-DiGregorio	17/18
Chris Gold	16/17
Renee Galbavy	17/18
Michael Wynne*	17/18

Business

Kurt Hull	18/19
Phillip Lau*	18/19
Nic McGrue	16/17
Josh Troesh	18/19

Compton Educational Center

Paul Flor	16/17
Chris Halligan	16/17

Counseling

Anna Brochet	18/19
Yamonte Cooper	17/18
Rene Lozano*	16/17

Library Learning Resources

Mary McMillan	18/19
Noreth Men	18/19
Claudia Striepe*	18/19

Fine Arts

Ali Ahmadpour	18/19
Daniel Berney	17/18
Diana Crossman	18/19
Russell McMillin	18/19
Chris Wells*	18/19

Health Sciences & Athletics/Nursing

Andy Alvillar*	16/17
Traci Granger	16/17
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Humanities

Rose Ann Cerofeci	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Christina Nagao	18/19
Adrienne Sharp	18/19

Industry & Technology

Ross Durand	18/19
Mark Fields	18/19
Lee MacPherson*	18/19
Jack Selph	18/19
Charlene Brewer-Smith	16/17

Mathematical Sciences

Megan Granich*	16/17
Matthew Mata	17/18
Jasmine Ng*	16/17
Benjamin Mitchell	16/17
Catherine Schult-Roman	18/19

Natural Sciences

Mohamad Abbani	16/17
Sara Di Fiori*	18/19
Troy Moore	18/19
Ryan Turner	16/17
Anne Valle	18/19

Academic Affairs & SCA

Jean Shankweiler
Jeanie Nishime
Linda Clowers

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Division Personnel

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 16/17 = 2016/2017.
Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator").

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following "10+1" areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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."

The Academic Senate is committed to supporting the college's Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult ECC Academic Senate Handbook or Local Senates Handbook.

ECC ACADEMIC SENATE MEETINGS:
1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).
FALL 2017: September 5 & 19, October 3 & 17, November 7 & 21, December 5 & 12 (tentative).
SPRING 2018: February 20, March 6 & 20, April 3 & 17, May 1 & 15, June 5 (tentative).

CEC ACADEMIC SENATE MEETINGS:
Thursdays following ECC Senate meetings [*unless otherwise noted], 1-2 p.m., Compton Center Board Room.
FALL 2016: September 8 & 22, October 6 & 22, November 3 & 17, December 1* & 15*.
SPRING 2017: February 2 & 16, March 7* & 16, April 6 & 20, May 4.

SENATE COMMITTEES:
Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.
Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Fall: 2nd Mondays & 11/28, 2:30-4, Admin 131.
Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays (Fall only), 12:30-2, Admin 127.
College Curriculum. Chair: Allison Carr. 2nd & 4th Tuesdays, 2:30-4:30, Admin 131.
Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2, Social Sciences 123.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jeanie Nishime. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.
Board of Trustees. Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, East Dining Room/Alondra.
Calendar. Chair: Jeanie Nishime. Senate Reps: Vince Palacios, Vacant. Meets annually or as needed.
College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Admin 131.
College Technology Committee. Chair: Art Leible. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.
Council of Deans. Chair: Jean Shankweiler. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thursdays, 8:30-10, Admin 131.
Distance Education Advisory Committee (DEAC). Chair: Howard Story. 4th Thursdays.
Enrollment Management. Chairs: J. Shankweiler & J. Nishime. Senate reps: Sara Di Fiori & Chris Jeffries, 4th Thurs., 1-2, LIB 202.
Facilities Steering Committee. Chair: Dena Maloney. Senate Rep: Claudia Striepe, 9/20, 11/7, 3/6, 5/1, 2:30-4, Admin 131.
Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh and vacant, 1st & 3rd Thurs, 1-2, Library 202.
Process Improvement. Chair: Dena Maloney. Senate rep: K. Daniel-DiGregorio.
Student Success Advisory. Chair: Idania Reyes. Faculty reps: Cynthia Mosqueda & Janice Pon-Ishikawa, 2nd Thurs., 1-2, LIB 202.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2016-2017 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

1. **Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)**

   Measures:
   - Arrange faculty representation on campus committees and periodic updates,
   - Recruit and elect executive and committee chairs according to Senate by-laws,
   - Ensure divisions have required number of senators and that elections are held accordingly,
   - Review and begin revising Faculty Handbook,
   - Maintain communication and effective collaboration with ECC Federation of Teachers.

2. **Strengthen faculty involvement in the activities of the Academic Senate**

   Measures:
   - Provide an orientation at the start of the academic year,
   - Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees,
   - Encourage greater participation of senators in meetings and other activities of Senate,
   - Execute Senate Office relocation while maintaining a strong physical presence on campus,
   - Establish initiatives to recognize faculty who achieve tenure.

3. **Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.**

   Measures:
   - Support Enrollment Management initiatives through ongoing communication and faculty involvement,
   - Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
   - Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CEC	Compton Educational Center (El Camino College Compton Center)
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.

Academic Senate of El Camino College 2016-17

May 30, 2017

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda and Table of Contents: Tuesday May 30th, 2017 in Distance Education Room 166

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: http://www.elcamino.edu/academics/academicsenate/agenda.asp.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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 a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

Adjunct (1 Year)
☒ Dustin Black
☒ Karl Striepe

Behavioral & Social Sciences
☒ Stacey Allen
☒ Kristie Daniel-DiGregorio
☒ Renee Galbavy
☒ Christina Gold
☒ Michael Wynne

Business
☒ Kurt Hull
☒ Phillip Lau
☒ Nic McGrue
☒ Josh Troesh

Counseling
☒ Anna Brochet
☒ Yamonte Cooper
☒ Rene Lozano

Fine Arts
☐ Ali Ahmadpour
☐ Daniel Berney
☐ Diana Crossman
☐ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☐ Andrew Alvillar
☒ Traci Granger
☐ Yuko Kawasaki
☒ Colleen McFaul
☒ Russell Serr

Humanities
☒ Rose Ann Cerofeci
☒ Ashley Gallagher
☒ Pete Marcoux
☐ Christina Nagao
☐ Adrienne Sharp

Industry & Technology
☐ Ross Durand
☒ Mark Fields
☒ Lee MacPherson
☒ Jack Selph
☒ Charlene Brewer-Smith

Library Learning Resources
☒ Mary McMillan
☒ Noreth Men
☒ Claudia Striepe

Mathematical Sciences
☐ Megan Granich
☒ Matthew Mata
☒ Ben Mitchell
☐ Jasmine Ng
☒ Catherine Schult-Roman

Natural Sciences
☒ Mohamad Abbani
☒ Sara Di Fiori
☒ Troy Moore
☒ Ryan Turner
☒ Ann Valle

President/Superintendent
☐ Dena Maloney

Academic Affairs & SCA
☐ Linda Clowers
☐ Jeanie Nishime
☒ Jean Shankweiler

Assoc. Students Org.
☐ Patrick McDermott

Compton Education Center
☐ Paul Flor
☒ Chris Halligan

ECC Federation
☒ Carolee Vakil-Jessop

Curriculum Chair
☒ Allison Carr

Dean's Reps.; Guests/Other Officers:
☒ Carolyn Pineda
☐
☐

Excused: D. Berney, C. Nagao, A. Sharp,
M. Granich, J. Ng, P. Flor

May 16, 2017

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

A.CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the seventh Academic Senate meeting of the spring 2017 semester to order on May 16, 2017 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-15 of packet for minutes from the May 2 meeting. There was unanimous approval of minutes. P. Marcoux motioned, C. Wells seconded.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 16-25)

Our last meeting was tentatively scheduled for May 30th. We have business we need to get through between now and the end of the semester. Thank you so much for hanging in there and planning on coming to our last meeting of the semester on May 30th.

Please help us get the word out for our recruiting for adjunct senators. The deadline is Monday, 5/22. I will send another reminder out to the listserv on Friday. We are looking for folks who want to serve and get involved. They need to send a 100 word statement of introduction and then they will be on the ballot.

We hit double digits with the senate packet for the first time this year. I know you are excited about that.

We are following along with our normal order of business. I know we have moved things around lately, thank you for your patience. We are now going back to our normal order of business, which includes a brief introduction of our division personnel. Today it is Elise Geraghty, our Interim Dean of Humanities. E. Geraghty: Thank you, I am Elise, the Interim Dean of Humanities. I was hired in 2007 as a full-time English instructor. Four years later, Tom Lew asked me if I would be the Interim Associate Dean. What do I do as the dean? A little bit of everything. I am excited about returning to the classroom. I am in a unique situation, and honored that I had the opportunity to be the dean. I think now I will be a better teacher, because I have done a little bit of everything. That is my goal and I miss being in the classroom. I will be back in the classroom in 2018, because there will be a new Associate Dean of Humanities. If anyone has questions about what it is like to be a dean, please stop by my office and I will tell you all about it, as Dr. Shankweiler knows. I have done a few different things here at ECC. KDD: Thank you, your students will love having you back.

Our Board of Trustees Resolution of Support for all students is going to the Board for its second reading. On Monday, think about coming to lend your support. As you remember, this is the document, the principles of which were endorsed by the Academic Senate. I may be invited to provide some information about why faculty supported this resolution. I went back over our minutes, and conversations that I've had with people from the Senate. I've tried to summarize those thoughts, and I want to share those with you to see if I've missed anything. I may not be given this opportunity, but I want to be prepared. We had some senators who said they felt like this offered a powerful message of support for our students and community at a time when our students are expressing concern and uncertainty. It echoes statements that have been made by a number of larger bodies (Board of Governors, Cal States, Chancellors Office, and UC's). Approximately 35 other districts have issued resolutions. It aligns with our mission, which is in part to promote student learning and success in collaboration with our diverse communities. It also reaffirms our current practices and our commitment to continue practices of providing financial aid to undocumented students. It offers students' protection of privacy. We are not going to detain or question people based on their suspected immigration status. Is there something I'm missing that I need to include? Is there something that the board needs to hear about or

why faculty were so supportive of this effort? If you think of anything, please let me know before Monday, so I can represent the faculty.

There are quite a few things going on around campus I thought you should be aware of. In the packet pages 16-25, you have minutes from two of our collegial consultation groups. The College Council, which has been working on a number of BP's and AP's. Those minutes are on the website. Also our Facilities Steering Committee, thanks to Claudia for being our senate rep to that body. Thank you again, to Claudia for being sure that planning for the future home for the Senate is on the table in that planning process. Until now, I don't think that had quite made it onto the agenda. We appreciate her advocacy there!

On May 22nd, you will be getting an EEO survey. This is an important way for you to provide input so that your perspective can be taken into consideration for future programming. This is all related to our EO Plan. This came through the senate last year.

Jeanie Nishime mentioned a recent letter from Chancellor Oakley. That letter is also in your packet. It expresses concern about our completion rates, which for many years have remained stagnant. We are hoping that the initiatives, SEP, SSSP, and BSI will eventually move the needle. It was encouraging to see that several of the initiatives and innovations the Chancellors Office was encouraging colleges to consider, ECC already has underway. Including our College Promise Program. I wanted to be sure that you were informed there.

Watch for a call for volunteers for the Code Alignment Project. This is where we are going to review the alphabet soup combination of codes for CTE and Program awards so that we can make sure that our reporting is accurate and our degree audit programs are more effective. This will be a faculty-lead initiative so please consider volunteering to help. If you have any questions about those initiatives, please let Jean Shankweiler know.

b. VP – Compton Education Center – Paul Flor

Paul Flor was unable to attend, due to an Accreditation 101 workshop.

c. Chair – Curriculum – Allison Carr

Our last meeting was on the 9th. Our minutes can be found on the ECC website:

http://www.elcamino.edu/academics/ccc/

The bigger news is that we will be hiring a curriculum advisor. We won't be able to replace Quajuana. There is a 10 page white paper going around with some revisions for Title 5. This is a first reading. There will be some changes happening, technically they are positive changes. The Chancellors Office is giving us back some local control in terms of approval credit courses. Their bigger goal is to streamline the curriculum approval process. There have been complaints that curriculum is getting bottlenecked at the Chancellors Office. To alleviate that, they are giving some control to us. It doesn't mean we are going to go "hog-wild" and approve crazy courses. If you look at section 3.1 and read that carefully, you will see that several people (curriculum chair, curriculum advisor, etc.) have to sign a document once everything is in compliance. We are fortunate that at our campus we have a solid curriculum process. Things get looked at thoroughly. This is a positive change and gives us a little more control over the curriculum process.   Read through and if you have questions or concerns, feel free to email me. There is some controversy with this, because not all parties that needed to be consulted with the changes at the state level have been consulted. It may be a while before it is approved. June 17th is when they are set to vote on it. KDD: Thank you Allison for monitoring the process and making sure that faculty have a voice.

Full Course Review Approvals
ESL 09A, ESL 09B, ESL 10, NURS 145, NURS 150B, PE 277, PSYC 19, PSY 25

Consent Agenda Approvals
CDEV 126, CIS 26, ITAL 1, 2, 24, JOUR 6, 7AB

Academic Program Approvals

Political Science A.A. Degree

Political Science AA-T Degree

ESL for Childhood Educators Certificate of Competency

ESL for Healthcare Certificate of Competency

ESL for Healthcare II Certificate of Competency

ESL for Math Certificate of Competency

d. VP – Educational Policies –Chris Gold (pgs. 26-27)

Our minutes are on pages 26 & 27 in the senate packet. We talked about minimum qualifications, Faculty Service Areas (FSA's), and Equivalencies again. We talked about them so much, we decided that we needed a task force representing the Senate, the Federation, HR, and the Council of Deans. The first meeting to determine the leadership will be next Tuesday. I will come back with that information. C. Wells: Are you changing the policy or min quals? C. Gold: The goal is to make sure our min quals list is up-to-date that includes all minimum quals that we are using for hiring right now. We want to create a good, clean list posted online. The FSA'S haven't been updated since they were created in the 1990's. We will be working with the disciplines and the union really spearheads that. C. Wells: So is there a possibility of changing; because we can have min quals that are above the state and I know that we do in some areas. Is there any discussion about doing that? C. Gold: In some areas they are. Our intention isn't to have the disciplines all change, it is more looking at our processes and making sure we are cleaning them up. That we are applying our equivalency processes consistently across campus. We don't have AP 7211 which is a legally required one for min quals. It really wouldn't be about changing things, it is more about clarifying things. I think a lot of faculty are unclear about min quals and how we use them. I think most of us have no idea about FSA's, because we haven't had layoffs. As a historian, I know a recession is down the road somewhere. So it is good that we are doing it now. KDD: There is a separate process if a department wants to change their min quals and raise their standards. All this is doing is saying, "Where do we stand right now?" So we can give an accurate accounting for departments on how to raise their standards. It has been so long since it has been updated. There is a training issue here. We may provide a workshop so that faculty understand this better. C. Gold: There might be flex training in the fall. Faculty can apply for other FSA's; so if I am teaching in History but I am qualified to teach in another area, I could apply to be under that FSA as well. If I was laid off in History, I could apply under another FSA. It is worth it for all of us to think about it. C. Wells: Do you have to apply? C. Gold: That is part of it. We are going to be working on that with AP 7211. I don't know if we have the current process. So now is the time to do it. Carolee Vakil-Jessop: I know it has happened. My husband went through this, his FSA was Astronomy, but he was also qualified to teach Mathematics. He went through a strange process at the time to get approval to teach Math. It has happened, but there should be a process that is followed. C. Gold: We want to avoid strange processes that are created on the spot.

e. VP – Faculty Development – Stacey Allen (pgs. 28-30)

Our minutes are on pages 28-30. I would like to welcome our newest member to the Faculty Development Committee, Senator Anna Brochet. We comment at every meeting how much we enjoy working together. If you would like to join in on the fun, our next meeting is next Tuesday, at 1:00. You can help us plan Fall Professional Development Day.

Just a reminder, we have the 2nd component of our May series of Informed and Inspired. You can see a photo here and it's hard to catch candid photos because people are in the middle of talking and I don't want to interrupt our speakers. We took a great tour to the Math Study Center, Writing Center, Reading Success Center, and Learning Resource Center. I have been at El Camino for 18 ½ years, and it is interesting to get out of my space and see places where I send my students that I've never been. On Thursday of this week, from 1-2 in the library basement, we will have these folks present to facilitate a roundtable discussion on how we can best utilize these services to help our students be successful.

I know KDD talked about PRIDE two weeks ago. I want you to look at that photo again and raise your hand if you see anyone in there you know. You should all have your hand up. (Lots of laughter at this point). If you know someone you see in that photo, ask them about the PRIDE leadership academy. It has been a fantastic experience to be on the design

team. You may recall that Dr. Maloney came to speak to us at the beginning of fall semester to talk about this new leadership development academy she wanted to put in place. We put it into place. Friday is that last day of our first cohort. It is also the last day to apply to be in our second cohort. Who should apply? We are looking for faculty, staff or managers. It doesn't matter if you are at the beginning of your career, or later stages or somewhere in the middle. We are looking for anyone who wants to be a part of an exciting change on campus. Dr. Maloney's motto from the beginning has been to "Lead from where you are." That means we are all leaders in our various capacities on campus. It's not necessarily about how you advance your career, it is how to be a leader to learn about the college and serve our students. If you have any questions, please send me an email.

f. VP – Finance – Josh Troesh (pgs. 31-32)

The PRIDE program is interesting, and you learn a lot about campus. Our last PBC meeting was cancelled on May 4th. There weren't a lot of updates since the last time we've met. We are still looking for an alternate on the PBC Committee, and it doesn't have to be anyone from the senate. It would be helpful to have another faculty member on the committee for the purpose of getting to know the processes. But if I'm not there to represent the faculty, they could fill-in. If you know anyone who might be interested, I'll reach out to them.

g. VP – Academic Technology – Pete Marcoux (pgs.

We have a College Technology meeting right after this one. We will get some updates on current projects. I'm curious to hear about the Wi-Fi being updated. We will also be talking about the master scheduling system, and the plan to be a paperless college. Some new business...we will be talking about G Suite from Google, and I'm hopeful that is good news. And Mobile Pay so students can pay fees on their phones.

h. VP – Instructional Effectiveness/ALC & SLO's Update – R. Serr (pgs. 33-36)

KDD: Russ thought maybe he wouldn't be here on time. On pages 33-36, we have the minutes from the Assessment of Learning Committee on 4/17. We are continuing to make progress on ILO #3 – Community and Personal Development. We are planning for ILO #4 – Information Literacy (similar methodology to 2013 allows us to compare results over time). From a review, the last day to submit data or survey requests to Institutional Research is June 16.

Assessment Status: Russ is doing a great job of keeping us posted as we make progress towards our goal of 100%.

SLO – 95%

PLO – 74%

You can start entering your Spring Assessments now. There are a couple of workshops coming up and the flyers are in your packet. Wednesday, May 31, from 2:00 – 3:00 and Thursday, June 1, from 1:00 – 2:00.

Thanks to Russ for doing a great job.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I'm coming to the front so you don't have to stretch your necks. Just a few things to follow up on. I wanted to reassure people that the curriculum paper that Allison handed out, the State-wide Academic Senate had a big hand in writing this. There was a lot of faculty input into the curriculum. Allison had mentioned that some constituents had been skipped.

I have been working on Guided Pathways, we had our first meeting last week. Just to introduce people to the idea of Guided Pathways. There is a workshop next Wednesday at Bakersfield College on implementing Guided Pathways. I think I am going to go so I can bring that back to the committee. All next year will be a planning process on how we can plan to make any of the changes that we are going to make to our campus.

The Strong Workforce is the $1.5 million that we received from the state. We are looking at equipment and Dr. Rapp is sending out emails to deans and people who have requested equipment from Strong Workforce money. So if anyone put in a request for their programs, get all your information ready for your purchases. That way, when July 1st comes along, we can push the button and buy everything.

We are looking at hiring a Director of Career and Technical Education. That person will coordinate the Perkins and the SWP funding so that all the different initiatives can be under one person. It is a lot of work, and Dr. Rapp has been doing this along with her "normal" job. She is gone two days a week to attend CTE meetings. It definitely is a lot of work and one person needs to be taking care of it. That job description should be on the board agenda.

We are also looking at expanding our public safety programs here at the college. I think I may have mentioned that we would like to develop a regional public safety training center similar to Santa Ana College and Alan Hancock College. Alan Hancock is the mecca! They have a beautiful facility on 80 acres - that will never happen. But, there was a meeting this morning with police chiefs, fire chiefs, and regional directors so that we can serve the police force and the fire academy with their training requirements. They are ongoing and never ending, here in the South Bay. That would be a win-win situation for both. They wouldn't have to drive to Santa Ana, College of the Desert or College of the Canyons, and we could collect FTES for El Camino. That is a long-term project, it could be years and years. The Director position will be some of that Strong Workforce money.

As you know, we are doing all kinds of hiring. I have 2 more faculty hiring committees to go.

We will have a VP of HR on the board agenda when it comes out. We have been working on that since October. I am really ecstatic and I think you will be too. Her name will be on the board agenda as well.

A lot of people will be wondering about SERP. The paperwork was due on Tuesday of last week. Keenen and Associates are working the numbers. As of yesterday, when we did board review, the numbers came out and it will all be on the board agenda. I am pretty sure it will move forward. With that being said, then we have more hiring to do. P. Marcoux: Can you tell us a number? Dr. Shankweiler: Our goal was 50, let's say we exceeded our goal. It wasn't really a number of people, it was how much money we will be saving. It would depend where people were on their salary schedule. You only had to work here 5 years to be vested in retirement and be able to take SERP.

All of the area managers will be developing our plans and timelines for hiring and replacing people. We will do it from the manager down. That isn't faculty hiring that goes through the process. For managers and classified staff, we'll hire the highest level first, so that they can hire people below them and have a say in who they hire. That will be on the board agenda as well. My message for today is read the board agenda.

The last thing, I want to follow up on what Pete said about the IT upgrades. We have been working on the portal upgrade. I know that is a really big project. Everything they are working on is sequenced. The sequel conversion had to be done before the portal. The portal has to be upgraded before they do the pay service on the apps and other things like master scheduling. I think we are going to propose, and this affects faculty greatly, to shut the portal down for 2 hours. They will do their work and then bring it back up. They want to shut it down on June 12th. Classes end the 9th, people will be putting in grades, but it will only be shut down for 2 hours on Monday night at 10:00 pm. Then it will be back up and running and grades aren't due until that Friday. I wanted you to be aware that it will be shut down for a period of time. I made him swear to me that it will work when he turns it back on. (Lots of laughter at this point) Sheryl has tested it 3 times. The trouble is the email, not the grade submissions. There are still testing it. When you go through the portal to get your email, the emails aren't loading properly. I think most people go directly to mail.elcamino.edu and that works. That is a minor problem. It will be down, and look for notices. My logic is, that there are 2 groups of people; those who have everything turned in by Friday night, and everyone else will be doing it the following Friday at the last minute. We should be safe on Monday. It needs to be done then, because that is kind of down time, if there is such a thing for ITS. P. Marcoux: Will registration be affected? Dr. Shankweiler: Yes, anything that uses the portal. Please let your students know. KDD: If few see Art and his hand is bandaged, we'll know why – from the blood oath he swore to Jean. Thank you Jean, for keeping the wheels spinning.

Dr. Jeanie Nishime - VP of Student and Community Advancement

Did not attend due to scheduling conflicts.

E. UNFINISHED BUSINESS

AP 5500 Standards of Student Conduct: 2nd Reading – Chris Gold (pgs. 37-44)

KDD: We need a motion to discuss the next item on our agenda, because we are going to have a vote.   Do I have a motion to approve? S. Di Fiori motioned, A. Carr seconded. C. Gold: This is the 3rd time we've talked about student conduct and recording in the classroom. We are going to start out by looking at the changes to the standards of student conduct. Then we'll move on and talk about the syllabus statement. I brought back answers to some questions that we had last time. There were four vague issues that we were discussing. The first one was the issue of fairness. The statement and Ed Code allows disabled students automatically to be able to record, but not others. The second one was questions about enforcement. Should we build that in? The third was about the library and whether or not it was a classroom, so would this apply to the library? The last we talked about quite a bit, faculty recording students, rather than students recording in the class.

Let's start off with the issue of **Fairness** and disabled students. On page 43-44, from the American Psychological Association website, is an overview of the American with Disabilities Act. Just as kind of a reminder, the issue of fairness with disabled students often comes up and sometimes that can hinder faculty from providing accommodations. Those students by law, have a right to accommodation. Just as a reminder, if you look at the bottom, there are some do's and don'ts that we should abide by and how to deal with this in the classroom. Do these accommodations violate your academic freedom? Legally, you have to do this according to The American Psychological Association. I know that no one is saying that we shouldn't allow disabled students to do it, but should we allow all students to do it? It comes back to the instructor, and those issues that we talked about for each classroom. The issues within a classroom will be different because of the audiences. In Communications classrooms, recording may be necessary. In History, when we are talking about race and ethnicity, we may not want to do it. Any questions about recording?

The second issue of **Enforcement.** How will this be enforced? Will the enforcement have any teeth? Should we take a look at our student discipline procedures? This lead to some larger conversations and emails back and forth about our student discipline procedures. Then we moved into talking about cheating and how we catch cheaters. The student discipline procedures, AP 5520, is 17 pages long. We talked about moving this to a possible agenda item in the fall. Because there were other larger issues concerning enforcement of discipline that we thought we might want to address. Are there any questions about enforcement?

This moves us onto the **Library as a Classroom**. I did some reading on this and it was really interesting. More and more libraries are recoding, from what I learned. It is generally viewed as a public space. The advice is to try your best to respect student privacy. Like positioning computers, so that everyone can't see what a student is doing. I am not a lawyer, but from what I read, it is not generally viewed as a classroom. The syllabus statement applies to audiences (our students) in a class. Out of curiosity, do we have a privacy policy for the library? That was something that was advised. M. McMillan: There were privacy laws passed statewide relating to police and records. C. Gold: Most of the privacy issues related to information. C. Wells: Aren't there study rooms in the library that could be considered private or public spaces? C. Gold: It could be. If your class is meeting, there was one minor change in the syllabus statement that I am recommending. Away from "recording in the classroom", to "recording of a class." We may move our class into a computer lab or one of those study spaces, and it's still your class. But you're not in your classroom.

The final question about **Faculty Recording of Students**.   We talked quite a bit about that, and much like with the discipline, it is a separate issue. This is dealing with student behavior, and what students are allowed and not allowed to do. What faculty can and can't do. I think we have to take a closer look at it   I would recommend that if we do want to develop some kind of statement; if Fine Arts and Health Sciences and Athletics recommend it, then Ed Policies can take it on and work with those divisions. It involves different issues with the faculty doing the recording depending on the department. The syllabus statement stands as it is. Are there any questions? C. McFaul: What if a disabled student shares that recording with others? C. Gold: They are not supposed to, it is just for themselves, private use. Any other questions? KDD: All those in favor of approving the changes to 5500? The changes passed unanimously.

Sample Syllabus Statement: Recording in the Classroom – Chris Gold (pg. 42)

C. Gold: Turn to page 42 for the Syllabus Statement. A slight change has been made to the proposed statement and is reflected in the version that appears in the packet. Instead of "in any class", it is "during class", to accommodate different spaces the class may go. We need a motion. C. Wells motioned, P. Marcoux seconded. C. Gold: Any questions or concerns about the syllabus statement? P. Marcoux: This isn't required to be put in a syllabus. It is just a recommendation by the senate. I think we just need to make that clear. C. Striepe: Would this statement be somewhere else if I choose not to put it in my syllabus? Could I say, "Well, it was in the catalogue so you should be aware of it"? C. Gold: You could point to AP 5500, student conduct. This goes into more detail. C. Wells: So we are basically saying that we support this statement. We are not saying that we require it. KDD: We are just encouraging faculty to be more proactive. By the time you pull out AP 5500, things have gone wrong. P: Marcoux: Once Wi-Fi becomes available, we are going to see a lot more devices. KDD: All those in favor of the recommended, amended statement on recording in the classroom. The motion passes for the syllabus statement. S. Di Fiori: Is there a place where faculty can see all the recommended supplementary stuff for the syllabus? KDD: That is a great question. The answer is no, but it should be yes. I think you should be in charge now. That is the new rule. If you have a suggestion, you are going to make it happen. Maybe we need to talk to Professional Development. Because where it has been posted, has been in a newsletter that has been sent to faculty on the listserv. But then how do you find that later when you go to look for it? That is a great suggestion. Stacey and I will talk, it should be posted on the senate website. P.Marcoux: Isn't someone creating a handbook? KDD: Yes, someone is – Chris Gold. S. Allen: We could definitely update our newsletter and get that out. Maybe there should be a link on the Professional Development website where there are resources for faculty.

F. NEW BUSINESS

Resolution of Commendation for Howard Story

C. Gold: I think I saw Mr. Story. He is in the house. Come on up, Mr. Story. We have a resolution of appreciation that we would like to present to you. It is long, because Howard is so accomplished and he has been with us for so long. Kristie has 2 versions, because she wants you to pick the font that you prefer. Because she is very thorough. H. Story: I better pick the one I can read.

- **Whereas**, for the past thirty years El Camino College and our surrounding community has benefitted enormously from Howard Story's work as a faculty member, media coordinator, and distance education coordinator; and
- **Whereas**, Mr. Story has excelled as a media coordinator, calmly and patiently helping often perplexed and befuddled faculty members; and
- **Whereas,** Mr. Story knowledgeably and skillfully helped the college navigate the profound technological changes in education, moving us from film projectors and record players to SMART boards, data projectors, and Canvas; and
- **Whereas,** As distance education coordinator, Mr. Story led the effort to create a growing distance program that provides excellent training to ECC faculty and high quality classes to ECC students; and
- **Whereas,** Mr. Story has served as a mentor in the ECC Project Success program for many years; and
- **Whereas**, Mr. Story has been an active participant on many campus committees, and provided strong leadership as Chair of the Distance Education Advisory Committee; and
- **Whereas,** Mr. Story served for many years as a board member for the Directors of Educational Technology in California Higher Education and is a regular speaker at statewide conferences and workshops; and
- **Whereas,** Mr. Story is a tireless volunteer in the community – mentoring young men in the community and frying hundreds of pounds of fish for Church fundraisers; and
- **Whereas,** Mr Story's inherent optimism, charm, and good cheer has brightened our campus and led him to show us opportunities, where formerly we saw obstacles;
- **Resolved**, that the ECC Academic Senate expresses its deepest appreciation to Howard Story for his outstanding contributions to the El Camino College community.

ALL were in favor for the Resolution of Commendation. H. Story: Every time I see this picture, it reminds me that it is tough becoming a celebrity on your way out. (Much laughter at this point) KDD: Don't forget there is going to be a fiesta

for Mr. Story this Thursday, from 1:00-3:00 on the second floor patio of the library. Let Gema know if you want to be involved.

Distance Education Advisory Committee Update: Distance Education Plan – Renee Galbavy (pgs. 45-84)

KDD: Now we come to the next item for new business, our Distance Education Plan. The cartoon up there says "Count yourself lucky, he used to shoot the messenger". At Academic Senate we don't shoot or shackle our messengers. Please be very kind to Rene Galbavy who is our "messenger" with the Distance Education Plan. She has agreed to step in and fill Lance Widman's very BIG shoes. She is doing an extraordinary job, launching herself into the Distance Education Advisory Committee. She is now coming to present some of the work from that group. Let's say thanks to Rene. R. Galbavy: This crowd is a little daunting to be in front of, I see what goes on up here. Fortunately, I have Howard here who was on the work group as well as Mark Fields. Mary and Chris are both on DEAC with me and they can help field any questions that you might have as we go through this. The plan actually starts on page 45. The initiatives that I am going over are on page 59 of your packet. The plan itself is about 20 pages long, but I am only talking about future initiatives. This is a strategic roadmap to expand and improve online and other distance education offerings. Between 17 and 22; the plan integrates with the education master plan and the technology master plan of 2017 and 2022. I am going to highlight the 5 initiatives that are in this plan. I actually had only 10 minutes, and that was up 2 minutes ago, so I really have minus 8 minutes now. (Much laughter here). I am going thorough each of these, and highlighting a few of the different points. If you have any questions, please feel free to ask and we'll get through it. **1) Enrollment growth:** We are basically talking about the increase in distance education offerings over the next 5 years. So the 10% of earned credit FTES is composed of online course offerings. You can obviously read through all these, I'm just hitting the highlights. We are talking about strategically increasing the number of courses, sections, and programs offered online. Promoting online programs and courses through marketing efforts. Exploring partnerships with local high schools, which is happening right now. Consulting with divisions to explore and plan expansion of online offerings. R. Cerofeci: If our goal is 10%, were are we now? H. Story: about 5-6%, which is pretty low compared to other districts. R. Galbavy: This is why I needed you here to answer questions. **2) Expand Online Opportunities:** I have taught a lot on online classes and I have had a lot of problems teaching them, so I think this is important for expansion to occur. We are talking about expanding opportunities to current and prospective students to complete courses and programs fully online. We are exploring re-organization and staffing needs to support expansion of distance education. We are looking to expand the number of certificates, degrees, or transfer pathways that can be completed online. Develop a system to monitoring which degrees/certificates can be obtained completely online. Provide complete and clear information to students about degrees and certificates offered online. P. Marcoux: Are hybrid classes part of this? H. Story: A hybrid class, per the Chancellors Office, is considered distance education. **3) High Quality Instructional Program:** There is a lot here, so I will abbreviate it. Hire an instructional designer; it needs to go through planning and budgeting. Formalize DEAC's governance to be a subcommittee of AS. Right now we have 4 senators who are also on DEAC. If you would like to look at all the committee members who are on the working group, you can look at page 65 of your packet. Insuring that online classes adhere to high standards of quality. Adopt the OEI Course Design Rubric, which Mark has been doing a lot of work on. We are looking at ways to provide more information, and reviewing current practices to promote high quality courses. **4) Improved Online Course Experience for all Students:** We need to complete the migration from Etudes to Canvas which should occur by the end of next spring. More hiring. Building a network infrastructure. Wi-Fi and portal access. **5) Comprehensive Academic and Support Services:** This one basically says to support our students. We have different elements of supporting them. How to allocate our resources. Great implementing of software. Implementing Counseling software (Cranium Café), to get students in to see Counselors. This provides great support for our students to ensure that they have support for these online classes. Right now we all have "MyECC." Ultimately, all of us will have Canvas, and all classes will be populated into Canvas. More support is needed for faculty to make courses 508 compliant, so staffing is needed in this area. C. Gold: I want to reiterate the importance on page 61, we need to hire additional staff for distance education. What we have now is already overworked, so if we are expanding we need additional support for us and the students. R. Galbavy: I have seen all the roadblocks, and we don't have the resources to do a lot of this, but it is in the plan. H. Story: Statewide, they want to beef up support in our programs. It is a slow process, because it equates to money. KDD: Thank you, Renee for doing a great job!

Proposed Revisions to Senate Constitution: 1st Reading – Kristie Daniel-DiGregorio (pgs. 85-99)

This is our first reading. We will have a second reading at our next and final meeting. This is following up on a motion to approve by the Senate back in November. Remember, Mr. Story came in and made the call for us to formalize making DEAC a subcommittee of the AS. It is reflecting a long-term practice. We have consulted with DEAC, the Director of Library Learning Resources, Mr. Story, and Dr. Shankweiler. The other rational is that this is my chance to change "President" to "Her Highness, President of the Academic Senate and Protector of their Liberties." (Laughter at that comment.) I am going to highlight some of the key changes, so please turn to page 88 of your packet. One change that was recommended the last time we elected Adjunct Senators, was it would be useful to also have in place the option of having alternates. Just because of the mobility of our adjunct colleagues. That change is just a notation of having up to 2 alternates. The next change, Section 1.4, is just reflecting the fact that in practice, we sometimes need to use the most recent fall and spring semesters. This just means we would do our faculty census during the summer or winter. On page 89, add our Vice President of Student Services, Jeanie Nishime. As you know Jeanie is retiring, and her new position is being re-named to Vice President of Student Services. That change seems to make sense. Page 90, this is the DEAC component. We would need someone to be our liaison from DEAC to Senate. It would make sense if someone was already a senator. With Distance Ed growing, if will be easier to find someone who is both a senator and would like to serve on DEAC. The person who would be our connection between the senate and DEAC, I am calling the "Distance Education Liaison." P. Marcoux: Where it has the list of Parliamentarian and Sergeant of Arms, I'm wondering if we should put… Chris, what was your old position? C. Wells: Legislative action. P. Marcoux: Maybe put Vice President of Legislative Action on the list? We'll work on that for next time. C. Gold: How about Sergeant of Arms? Should we take that out? KDD: We might need one of those someday. What is happening on the next page (91) is just trying to reflect a fuller representation of what our officers are doing. For example, it includes some additional duties, it includes the names of the committees they oversee because not all of our VP's are chairing a committee. I will have the officers take a look at that and just provide feedback between now and our second reading. Page 92, is where we pick up again with Distance Ed. This will articulate the role of the Distance Education Liaison. Shall monitor and report on the actions, represent the Senate on and be the Senate's voting member for the Distance Education Advisory Committee. Mr. Story says that DEAC doesn't take a lot of votes, most of the decision-making is consensus-based. But this way we document that the senate has at least one vote on that. P. Marcoux: Will this position be part of the E Board? KDD: That is coming next, page 94. Yes, but it's ex officio. This is where you see that the distance education advisory committee (DEAC) becomes a subcommittee of the AS. On page 99, is where we will put the date the changes have been ratified. We will have a second reading at the next meeting. Then very quickly we will share this with the faculty. It will be ratified when the majority of those who vote approve the changes. P. Marcoux: We may need to look at the bylaws for the part-time faculty thing to clarify how we implement the votes. There is something about voting. We have to make it clear who votes. KDD: The bylaws don't have to go to the full faculty, can we do this in the fall? Do we leave the change off the constitution until we do both? We'll think about that. C. Striepe: On page 87, we no longer have units. KDD: This is right, very good. C. Gold: This fixes a lot of old things. It looks very good. KDD: Nothing like being obsessive-compulsive to fix a few things. Oh, did I say that out loud? So we'll come back to this next time. If you have any thoughts or questions, please let me know.

Proposal: Canvas Access for Face-to-Face Instruction – Pete Marcoux & Chris Gold (pg. 100)

KDD: On page 100 of the monstrous packet. A proposal was presented to provide Canvas access for all face-to-face classes, without a training requirement. It raised a question about training. I don't know if you have seen this matrix, but I would like to share it with you. P. Marcoux: If you went to this page, it is very confusing. It is also defeating what Chris and I set out to do when we were investigating Canvas. To make it simple, many people in the various meetings we went to didn't want to go through required training. Then this showed up. I was told that what happened was that Professional Development just took what was required for etudes and replaced it with Canvas. There are a lot of issues going on here. First of all, there are two types of users; Distance Education and Face-to-Face. I'm hopeful the Distance Ed Committee can come up with a recommendation for what type of training will be required for Distance Ed Professors. Chris Gold and I created a recommendation that is on page 100, that we would like the Senate to pass. KDD: To back up for just a second, part of the senate purview is policies and procedures related to faculty professional development. This clearly falls under the senate purview. We need to make sure the senate is guiding the process. Jean has been very helpful with that, just in making sure the conversations that should happen are now happening. P. Marcoux: I am also concerned with those making the decision, and if they are qualified or not. Are they faculty, supervisors, managers or deans? M. McMillan: Just from the time I've been on DEAC, this conversation has come up at just about every DEAC meeting. Back and forth, back and forth, wondering what the correct approach is. Some of the concerns that came

forward from Professional Development and Distance Ed was finding a way to make it as simple as possible for those faculty who don't need to go through as much training. But also finding a way, for example; Gema deals with issues of people coming in, saying they know how to use the platform, but then they come to her regularly because they really don't know how to use the platform. It is a support thing as well. We need to make sure that everyone can use it effectively, but also support those who don't. Those are the things that have been batted around quite a bit, in trying to find ways to simplify it.   C. Gold: On of the advantages of Canvas, is that they have their own support, you can call them directly and get your answers right away. That way we don't have to over-burden our own, local staff. On Sunday, I was trying to figure out how to re-open up a quiz for a student who submitted by mistake. It was Sunday morning, I called Canvas, I didn't get put on hold, and I got my questions answered. M. McMillan: That is encouraging to hear, because Gema says that many times they have told faculty to call Gema. C. Gold: We have it on the web page that faculty should contact Gema first and I don't know why. Canvas does have really good support and they are very helpful. P. Marcoux: I would like to differentiate, if it is a Distance Ed Faculty member, then they should call Gema. If it is Face-to-Face, then it is a Professional Development issue. C. Gold: This is probably something that is going to happen, shells will be created for all of our classes. Face-to-Face and online, they will automatically be generated. We are asking that faculty don't have to go to a 2-3 hour training to be able to use that shell. We should have access to them. We listed support and opposition to it. Here is a little background; 15-20 years ago, when I was teaching at UCLA, they were automatically generating blackboard sites for all their classes, no training necessary. If any of you have kids in the K-12 system, my kids have had websites for all their classes for the past 10 years. I can go online and see all my daughter's classes, materials are there, homework assignments are there and her grades are there. Our students are coming in with the experience of using websites for all their classes. KDD: They are going to populate all our sections with Canvas. P. Marcoux: Yes, once we get this tool up and running. C. Gold: It is the training that provides a real barrier for us. We are busy, it's difficult to fit in 2-3 hours of training, and some of us are savvy with software. We have basically taught ourselves. P. Marcoux: Another example is we were given course sites on MyECC, without having to go through training. And a lot of people don't want to use the Face-to-Face, they just want to use the Gradebook. Maybe they just want to use the discussion board. Why sit through all that training? We just want this to reflect the senate voice. Y. Cooper: I would recommend that something is available for Counselors as well. I recently did the training, it was 5-6 weeks and it was ridiculous. A lot of it had nothing to do with the platform. It was time consuming and not user friendly. H. Story: There are so many options available for training now. Between the CCC's and The Chancellors Office, through the OEI, they are trying to put as much support and training out there. There are a number of ways to get the training, from Canvas directly or from @One. It should be simple if you want to use it in your traditional class. Back around 2014, the Accreditation committee got us, because they said our Distance Ed courses weren't up to speed. That was traumatic. Since then, we are one of a number of colleges who have put training in for people who want to teach Distance Ed. P. Marcoux: It also affected face-to-face, because you had to get training for Etudes. H. Story: It did, because everyone had to be trained for Etudes. We had no choice, everyone had to be trained. That was an Etudes requirement. P. Marcoux: We will bring this back for a second reading and we'll vote on it then. Does anyone have any changes? C. Gold: Our contract speaks to this as well. Faculty have the control of use over technology. And decision making about technology. P. Marcoux: And professional development, which is a related issue.

G. INFORMATION ITEMS –DISCUSSION

Student Success Scorecard/IEPI Framework of Indicators – Marci Meyers

KDD: Thank you to Marci for channeling Irene Graff. M. Myers: This is piggybacking off Jeanie Nishime's presentation on the IE Outcomes. We update this every year and we have the 2019-20 goals that we are setting based on student achievement outcomes. A lot of the outcomes from the handout are from the student success scorecard. There is a handout coming around. This is showing two cohorts side by side. We have last year's measures with this year's measures so see if there are any differences. For this year's cohort, we are at 29% of students who come to ECC unprepared for college. That means they need to take a remedial Math or English course. Last year it was 30%. We are about the same for incoming students. There are three columns, but the far left is the overall rates, center column is college prepared, and the unprepared for college is the far right. They split up by columns to see differences in the rates. For completion rates across the board, we are down in completion rates from last year. When it comes to three-term persistence rates, we are showing improvement from last year and in 30-unit completion rates. On the back, are the basic skills completion rates. These are students who start in a basic skills, and complete a transfer level course in that same discipline within six years. English is slightly down, Math is slightly up, and ESL is up. There is transfer level

achievement now. This is for students who take a Math or English in their first year, it is the rate of those students who complete a transfer level course within 1-2 years. This could include someone who starts in transfer level. For English, with this last year's cohort, 70% of those students completed a transfer level course. For Math it is about 40%. That is the new metric of the year.

Moving on to the IEPI Framework, the Chancellors Office asks us every year to make a new short-term goal and a new long-term goal. Last year we came to the senate and asked what should we set our goals at? What do we want to shoot for? This year we are trying to maintain, we don't want to set our sights too high. We are doing a good job in most of our measures. The goals are what we update. Please give us any feedback by the end of this month. We set these goals trying to maintain our progress towards the IE outcomes goals. If we hit a goal, we bumped it up a little. All these are available on the institutional research and planning website. Any questions or comments? Please let us know, we are presenting these to the board next week.

H. FUTURE AGENDA ITEMS

Ed Policies: BP 4115/AP 4222 Remedial Coursework

Student Success Initiatives (SSSP, SEP, BSI, BSSOT, etc.)

Program Viability Task Force: Horticulture

I. PUBLIC COMMENT

P. Marcoux: I have a suggestion. I would like to discuss on the agenda, professional development. Who is determining if an activity is worthy or not. If you get flex credit for it. I am hearing a lot of complaints from faculty that have been turned down. It is a 10+1 item, and it is also in our contract. E. Geraghty: We may want to review this whole process. I think it is a good idea to very clearly show everything that is new and if something isn't pre-approved, it won't be approved even if the activity is done. That is a new change, I don't think it's great, but it's a change. I have been struggling with my faculty about this. I often scratch my head. I think this is really important. KDD: Let's have a presentation on what the current process is, so we can better understand it. Maybe we can make a suggestion or recommendation. P. Marcoux: It should be faculty approving or disproving. C. Gold: We have a procedure for Professional Development and it doesn't break apart the different processes for Managers, Classified Staff, and Faculty. It might be worth taking some time to look at other campuses are see what their procedures look like. The faculty should be different than the other. KDD: That was on our list for fall. P. Marcoux: We should start the conversation now, if there is time. C. Striepe: I'm sorry that Stacey isn't here anymore, because we did bring that up at our last meeting. We are coming up with some recommendations. Lisa hasn't been at all the meetings, and as you know, Professional Development now has responsibility for Managers, Staff and Faculty. Lisa pointed out that there are new state regulations that we have to contend with. We are coming out with recommendations that the faculty body is going to recommend what is applicable. We should merge efforts. KDD: Any other comments? See you all in two weeks.

J. ADJOURN

The meeting adjourned at 1:54 pm

TG/ECC Spring 17

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – May 1, 2017

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

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Kristie Daniel-DiGregorio, Chris Halligan, Jo Ann Higdon, Chris Jeffries, Dena Maloney, Jeanie Nishime, Susan Pickens, Jean Shankweiler, Luukia Smith, Erika Solorzano

Alternates/Support/Guest: Linda Clowers, Ann Garten, David McPatchell, Tiffany Ushijima

1. Minutes – April 17, 2017: Approved as presented.

2. Chancellor's Office Strategic Vision – The California Community Colleges Chancellor's Office is developing a long-term, strategic vision for the California Community College System. All are encouraged to participate in this important project. From now until May 31, all interested parties can provide input as directed on this webpage: https://foundationccc.org/Strategic-Vision-2017.

3. Equal Employment Opportunity (EEO) Survey – This is the first year implementing an EEO survey, which was designed in response to the development of the 2016-2019 Equal Employment Opportunity Plan. The survey aims to better understand the campus community members' experiences and to identify opportunities for creating a safer and even more inclusive environment. The survey responses will inform ECCCD's efforts to implement ongoing diversity programming that offers learning opportunities and personal growth in the area of diversity. The survey is voluntary and will be sent out in three weeks.

4. Institutional Effectiveness Outcomes and Scorecard Report
    a. Institutional Effectiveness Outcomes –Items noted with a "check mark" indicate that we are on target with the goal. Items noted with a "star" indicate we have already exceeded the goal. ECC has fallen below the target goal on Certificates Awarded, Overall Completion Rate, and Unprepared Completion Rate. A taskforce is being formed to determine the cause and possible strategies for getting back on track. Compton is on target for 10 out of 13 goals.
    b. Scorecard Report – These are State mandated accountability measures and there is a decline in completion rates Statewide.

5. Update on Website Design Project – It was reported that the contract with Kwall LLC will be voided due to the fact that they are unable to provide the coding/programming services agreed to within our timeline, and at the cost agreed to. We are working with other vendors to provide the coding/programming portion of the project. Staff has been working with College departments to clean up their webpages. We are looking at options for the homepage design mock-ups; staff members are developing the wireframes for the homepage. The site map is in process of being updated; ITS is also upgrading the portal.

6. Policies & Procedures
   a. AP 2710 (Conflict of Interest) – New Procedure - Legally required – A legal opinion will be sought on the last sentence in paragraph #5: *"This provision does not apply to an individual who is usually employed in an occupation other than teaching and who also is, at the time of election to the Board, employed part time by the District to teach no more than one course per semester or quarter in the subject matter of that individual's occupation (Education Code Section 71210(b))."* Once the language is clarified this procedure will come back to College Council.
   b. BP 7250 (Educational Administrators) – It was decided that paragraph # 8 needs additional language that addresses tenured faculty. Barbara Perez will make this revision.
   c. AP 7250 (Educational Administrative Reassignment Rights) – It was decided that paragraph # 3 needs additional language to clarify that administrators do not automatically acquire tenure. Jean Shankweiler and Kristie Daniel-DiGregorio will meet to discuss this language.

7. Future Meeting Dates:
   a. May 22, 2017, 1:30 p.m., Decathlon Room (Monday)
   b. June 19, 2017, 1:30 p.m., Library 202 (Monday)
   c. July 17, 2017, 1:30 p.m., Library 202 (Monday)
   d. August 21, 2017, 1:30 p.m., Library 202 (Monday)
   e. September 5, 2017, 1:30 p.m., Library 202 (Tuesday)

Upcoming College Council topics:

1. Continue the process of reviewing the list of legally required board policies and monitor the update of policies.

2

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
March 28, 2017

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

Recorder: Isabelle Peña

Members:
Present: Michael Anderson, Monica Chaban, Dia Eldanaf, Laurie Houske, Kelsey Iino, Jon Minei, Stephanie Rodriguez, Adrienne Sharp, Claudia Striepe
Absent: Sandra Bartiromo, Rebecca Donegan, Essie French-Preston, Jean Shankweiler,

Ex-Officio Members:
Present: Abiodun Osanyinpeju, Lori Suekawa, Janet Young
Absent: Linda Clowers, Syrah Navid, Nancy Ohia, LaShanta Young

Guests: David Mussaw, Matt Klein

I. APPROVAL OF MINUTES

It was moved by K. Iino to approve the February 28, 2017 meeting minutes. Motion was seconded by A. Sharp. Motion was carried.

II. CURRICULUM REVIEW

A. Full Course Review
The committee reviewed the following courses, which are ready for final action:
1. Chinese 3 (CHIN 3)
2. Educational Development 32 (EDEV 32)
3. English 43 (ENG 43)
4. English 44 (ENG 44)
5. English as a Second Language 07A (ESL 07A)
6. English as a Second Language 07B (ESL 07B)
7. English as a Second Language 07C (ESL 07C)
8. English as a Second Language 08 (ESL 08)
9. French 1 (FREN 1)
10. French 2 (FREN 2)
11. Nursing 145 (NURS 145)
12. Nursing 151 (NURS 151)
13. Nursing 153 (NURS 153)
14. Psychology 9A (PSYC 9A)
15. Psychology 9B (PSYC 9B)
16. Sociology 109A (SOCI 109A)
17. Sociology 109B (SOCI 109B)

B. Consent Agenda Proposals

The committee reviewed the following courses, which are ready for final action:
1. Automotive Technology 81 (ATEC 81)
2. Business 25 (BUS 25)
3. Computer Information Systems 13 (CIS 13)
4. Dance 105 (DANC 105)
5. English 1A (ENGL 1A)
6. Physical Education 60abc (PE 60abc)
7. Political Science 5 (POLI 5)
8. Psychology 10 (PSYC 10)

C. Full Program Review
The committee reviewed the following program revision, which is ready for final action:
1. Psychology A.A. Degree for Transfer (AA-T)

CURRICULUM DISCUSSION

A. Full Course Review

<u>Behavioral and Social Sciences Division</u>

There were minor changes to PSYC 9B; Chair Carr will make the changes per C. Striepe's comments.

It was moved by A. Sharp to approve all Behavior and Social Sciences division full course reviews (#14 through #17). Motion was seconded by L. Linka. Motion was carried.

<u>Health Sciences and Athletics Division</u>

There were minor changes for NURS 151 (typographical error) and NURS 153 (changing the word "clients" to "patients"); Chair Carr will make the changes.

NURS 145: Will table this course since no one from the division was present to speak on behalf of NURS 145.

It was moved by K. Iino to approve the full course reviews for #2, #12, and #13. Motion was seconded by A. Sharp. Motion was carried.

<u>Humanities Division</u>

ENGL 43 and ENGL 44: No questions or concerns; only change is adding ENG 1A as prerequisite for these courses.

ESL 07A, ESL 07B, and ESL 07C: M. Klein spoke about the choice to break it up into 3 classes; he worked with Lars Kjeseth and the Math Department and they recommended splitting the course since they are the actual experts on the content; he stressed that the ESL instructor will not be teaching the content—only the language to be able to understand the content.

ESL 08: No questions; M. Klein stated that currently there is no grading policy for these courses; he is pushing for a Pass/No Pass grading policy; however, until the policy is changed, they will continue to have no grades.

FREN 1: No major changes; minor changes only to the course outline; Chair Carr will make the changes.

FREN 2: No major changes; minor changes only; Chair Carr will make the changes.

It was moved by M. Chaban to approve all Humanities full course reviews (#1, and #3 through #10). Motion was seconded by K. Iino. Motion was carried.

B.   Consent Agenda Proposals

Psychology A.A. Degree for Transfer (AA-T): This was just approved in January 2017 and there was a minor change—they wanted to add one more course as an option on the List B items and did not warrant a full review process.

It was moved by L. Houske to approve the Consent Agenda. Motion was seconded by A. Sharp. Motion was carried.

III.   VICE PRESIDENT'S REPORT

Vice President of Academic Affairs – Dr. Jean Shankweiler

No report. Dr. Shankweiler was not present.

IV.   CHAIR'S REPORT

College Curriculum Committee (CCC) Chair – A. Carr

- Things are going somewhat smoothly; not sure of the process once the course changes are approved by the Board of Trustees. D. Mussaw stated that once a course is Board-approved, it goes to Curriculum Inventory (Chancellor's Office). Once approved by the Chancellor's Office, he inputs it into the Master Course File in Colleague. Chair Carr will input dates in CurricUNET.
- In the summer, the Chancellor's Office is doing a data migration/conversion so Chair Carr is expecting delays and problems since we have no control once it goes to Curriculum Inventory. Chair Carr asked that faculty be patient with D. Mussaw.
- At the next CCC meeting, Chair Carr will ask for standard review committee volunteers.
- J. Minei asked about courses they want to offer in the fall and haven't heard back about yet. D. Mussaw stated that Quajuana Chapman already has the 2017-2018 Catalog finalized so if the course did not make it in the catalog, it cannot be offered in fall 2017. However, if the Chancellor's office has approved the course, it can still be offered in spring 2018 as long as it gets included in the catalog addendum. I. Peña stated that she was advised by Q. Chapman that it takes a year for the entire process; as an example, if a division wants to offer a course in Fall 2018, they would have to start on the process now so that it can be approved by the Chancellor's Office by December 2017.
- Chair Carr also stated that if divisions or departments know that they will be developing new certificate, new courses, or making major changes to courses, they can always start working on their plan way ahead of time.
- It was asked who enters the details of new certificates into CurricUNET. Quajuana Chapman used to do this task. Chair Carr stated that she is learning how to do this.
- Chair Carr stated she would update the CCC members as soon as she finds an answer regarding when the inputting in Curriculum Inventory (Chancellor's Office) will become more of a priority.

- Chair Carr asked the CCC members to remind their colleagues in their departments and divisions that Portia Sorunke no long works with curriculum. She is being responsive to people who are e-mailing and calling her directly with curriculum questions but she works in a different department now; if someone does not know how to do something, they need to e-mail Chair Carr.
- Chair Carr thanked everyone for being patient during this transitional period.

V. CURRICULUM ADVISOR REPORT

No report.

VI. ANNOUNCEMENTS

None.

VII. ADJOURNMENT

Chair Carr called for a motion to adjourn the meeting. M. Chaban moved to adjourn and L. Houske seconded the motion. Meeting was adjourned at 4:15 p.m.

BEHAVIORAL AND SOCIAL SCIENCES

New Course

1. Sociology 109B - Research Methods in the Behavioral Sciences
   Units: 4.0   Lecture hours: 3.0   Lab hours: 3.0   Faculty Load: 35.00%
   Recommended Preparation: Mathematics 150 or Mathematics 150H, Sociology 109A or
   Psychology 9A with a minimum grade of C in prerequisite
   Grading Method: Letter
   Credit Status: Associate Degree Credit
   CSU Transfer
   UC Transfer

   This course is centered on the philosophy of science in general and the scientific method in
   particular. Students develop individual research studies with these elements: literature
   review, hypothesis design and method, data collection and analysis, and discussion, oral
   presentations, and manuscript preparation (APA Publication Style).

Course Review; Changes in Course Number, Descriptive Title, Catalog Description, and Conditions of Enrollment

Current Status/Proposed Changes

1. Sociology ~~109~~109A - Introduction to ~~Elementary Statistical Methods~~ Statistics and Data
   Analysis for the ~~Study of Behavior~~Behavioral Sciences

   ~~This is a course in statistical methods and research design for the behavioral sciences. The course focuses on~~ Students are taught standard descriptive and inferential ~~statistical techniques~~ statistics for summarizing ~~research~~ sample data and ~~for making conclusions about the populations they represent. Students are introduced to the basic challenges and skills involved in successful undergraduate and graduate training in the behavioral sciences, including both reviewing and writing scientific research reports.~~ estimating population
   parameters. All aspects of significance testing are emphasized: hypotheses, models,
   calculations, interpretations, and criticisms. Students are also taught to review scientific
   articles critically and to write APA-style manuscripts.

   Prerequisite: Sociology 101 or Psychology 5 or Psychology 5H AND Mathematics 73 or
   Mathematics 80 with a minimum grade of C in prerequisite.

   Recommendation
   Sociology 109A - Introduction to Statistics and Data Analysis for the Behavioral Sciences

   Students are taught standard descriptive and inferential statistics for summarizing sample data
   and estimating population parameters. All aspects of significance testing are emphasized:

hypotheses, models, calculations, interpretations, and criticisms. Students are also taught to review scientific articles critically and to write APA-style manuscripts.

Prerequisite: Sociology 101 or Psychology 5 or Psychology 5H AND Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite.

Course Review; Changes in Descriptive Title, Catalog Description, and Conditions of Enrollment

Current Status/Proposed Changes
1. Psychology 9A - Introduction to ~~Elementary Statistical Methods~~ <u>Statistics and Data Analysis</u> for the ~~Study of Behavior~~<u>Behavioral Sciences</u>

    ~~This is a course in statistical methods and research design for the behavioral sciences. The course focuses on~~ <u>Students are taught standard</u> descriptive and inferential ~~statistical techniques~~ <u>statistics</u> for summarizing ~~research~~ <u>sample</u> data and ~~for making conclusions about the populations they represent. Students are introduced to the basic challenges and skills involved in successful undergraduate and graduate training in the behavioral sciences, including both reviewing and writing scientific research reports.~~ <u>estimating population parameters. All aspects of significance testing are emphasized: hypotheses, models, calculations, interpretations, and criticisms. Students are also taught to review scientific articles critically and to write APA-style manuscripts.</u>

    Note: Psychology 9A is the same course as Sociology ~~109~~<u>109A</u>.

    Prerequisite: Psychology 5 or <u>Psychology 5H or</u> Sociology 101 AND Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite.

    Recommendation
    Psychology 9A - Introduction to Statistics and Data Analysis for the Behavioral Sciences

    Students are taught standard descriptive and inferential statistics for summarizing sample data and estimating population parameters. All aspects of significance testing are emphasized: hypotheses, models, calculations, interpretations, and criticisms. Students are also taught to review scientific articles critically and to write APA-style manuscripts.

    Note: Psychology 9A is the same course as Sociology 109109A.

    Prerequisite: Psychology 5 or Psychology 5H or Sociology 101 AND Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite.

Course Review; Changes in Descriptive Title, Course Discipline, and Catalog Description

Current Status/Proposed Changes
1. Psychology 9B - ~~Experimental~~ <u>Research</u> Methods in the ~~Study of~~ Behavior Sciences

    Course Disciplines: Psychology <u>or Sociology</u>
    This course ~~continues the study of statistical methods and research design for the behavioral sciences. This course focuses on the application of the~~ <u>is centered on the</u> philosophy of

science in general and the scientific method in particular. Students ~~learn to design and conduct research, analyze data using descriptive and inferential statistics, and report results in the format of the American Psychological Association. Students are introduced to the basic challenges and skills involved in actively participating on a research team while conducting their own independent research projects. Note: This course is only offered in the spring semester.~~develop individual research studies with these elements: literature review, hypothesis, design & method, data collection & analysis, and discussion, oral presentation, and manuscript preparation (APA Publication Style).

Note: Psychology 9B is the same course as Sociology 109B.

Recommendation
Psychology 9B - Research Methods in the Behavior Sciences

Course Disciplines: Psychology or Sociology

This course is centered on the philosophy of science in general and the scientific method in particular. Students develop individual research studies with these elements: literature review, hypothesis, design & method, data collection & analysis, and discussion, oral presentation, and manuscript preparation (APA Publication Style).

Course Review

1. Political Science 5 - Ethnicity in the American Political Process
2. Psychology 10 - African American Psychology

Full Program Review

1. Psychology A.A. Degree for Transfer (AA-T)

BUSINESS

CTE Two-Year Course Review

1. Business 25 - Introduction to Business
2. Computer Information Systems 13 – Computer Information Systems

FINE ARTS

Course Review

1. Dance 105 - Music for Dance

HEALTH SCIENCES AND ATHLETICS

CTE Two-Year Course Review Course Review; Change in Catalog Description; Change in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation or Enrollment Limitation)

1. Nursing 153 - Intermediate Nursing Process I
   Current Status/Proposed Changes
   Prerequisite: Nursing ~~150~~150B and Nursing 151 and Nursing 152 with a minimum grade of C in ~~each~~ prerequisite ~~course~~

   This course will assist the student to meet the needs of adult ~~clients~~ patients with moderately severe disease states. Theory and utilization of the nursing process will focus on pathophysiological problems associated with the preoperative and postoperative periods. Students will examine problems associated with physical integrity, respiratory, activity-rest, ingestive, excretory, and ~~sexual~~ sexuality needs.

   Recommendation
   Prerequisite: Nursing 150B and Nursing 151 and Nursing 152 with a minimum grade of C in prerequisite

   This course will assist the student to meet the needs of adult patients with moderately severe disease states. Theory and utilization of the nursing process will focus on pathophysiological problems associated with the preoperative and postoperative periods. Students will examine problems associated with physical integrity, respiratory, activity-rest, ingestive, excretory, and sexuality needs.

CTE Two-Year Course Review

1. Nursing 151 Human Development and Health

Course Review

1. Educational Development 32 - Psychology of Affective Learning
2. Nursing 151 - Human Development and Health
3. Physical Education 60abc - Women's Intercollegiate Soccer Team

HUMANITIES

New Course

1. English as a Second Language 07A - ESL for Math I
   Units: 0   Lecture: 3.0   Lab: 0   Faculty Load: 20.00%
   Recommended Preparation: English as a Second Language 03D
   Grading Method: No Grade
   Credit Status: Non Credit

ESL for Math I helps students acquire the English necessary to do basic math. Students practice their listening, speaking, reading, and writing skills related to math concepts such as numbers, measurement, addition, subtraction, multiplication, and division. This course provides ESL support for students who plan to take or who concurrently take Math 12, Math 23, or Math 37.

2. English as a Second Language 07B - ESL for Math II
   Units: 0 Lecture: 3.0 Lab: 0 Faculty Load: 20.00%
   Recommended Preparation: English as a Second Language 03D
   Grading Method: No Grade
   Credit Status: Non Credit

   ESL for Math II helps students acquire the English necessary to succeed in algebra and geometry courses. Students practice their listening, speaking, reading, and writing skills related to algebra and geometry. This course provides ESL support for students who plan to take or who concurrently take Math 40, Math 60, Math 67, Math 73, and Math 80.

3. English as a Second Language 07C - ESL for Math III
   Units: 0 Lecture: 3.0 Lab: 0 Faculty Load: 20.00%
   Recommended Preparation: English as a Second Language 03D
   Grading Method: No Grade
   Credit Status: Non Credit

   ESL for Math III helps students acquire the English necessary for statistics courses offered at El Camino College. Students practice their listening, speaking, reading, and writing skills related to statistical concepts. This course provides ESL support for students who plan to take or who concurrently take Math 67 or Math 150.

4. English as a Second Language 08 - ESL for Medical Terminology
   Units: 0 Lecture: 3.0 Lab: 0 Faculty Load: 20.00%
   Recommended Preparation: English as a Second Language 52A
   Grading Method: No Grade
   Credit Status: Non Credit

   In this high-intermediate ESL course students study key medical terms in anatomy and physiology and vocabulary for diseases, symptoms, procedures, common medical tests, and abbreviations. Emphasis is placed on word parts (prefixes, roots, and suffixes), pronunciation, and spelling. Students practice listening to and reading medical terms as well as utilizing them in writing and in speech. This course provides ESL support for students who plan to take or who concurrently take Medical Terminology I.

Course Review; Change in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation or Enrollment Limitation)

1. English 43 African American Literature

   Conditions of Enrollment:
   ~~Recommended Preparation eligibility for English 1A~~
   <u>Prerequisite eligibility for English 1A</u>

Recommendation
Prerequisite eligibility for English 1A

Course Review; Change in Catalog Description and Conditions of Enrollment (Pre/Corequisite, Recommended Preparation or Enrollment Limitation)

1. English 44 - The Literature of American Ethnic Groups
    Current Status/Proposed Changes
    ~~Recommended Preparation: eligibility for English 1A~~
    Prerequisite: eligibility for English 1A

    This course provides a ~~chronological and thematic~~ broad survey of American ethnic ~~literature~~literatures. Students will ~~examine~~explore and ~~discuss~~analyze representative ~~works by members of the following groups: African~~ texts by Native Americans, ~~Asian Pacific~~ African Americans, Chicano ~~/~~and Latino Americans, ~~European, Middle Eastern, and Near Eastern Americans, Jewish Americans, and Native~~ Jewish Americans, Asian and Pacific Islander Americans, and Arab Americans. Emphasis will be on contemporary literature.

    Recommendation
    Prerequisite: eligibility for English 1A

    This course provides a broad survey of American ethnic literatures. Students will explore and analyze representative texts by Native Americans, African Americans, Chicano and Latino Americans, Jewish Americans, Asian and Pacific Islander Americans, and Arab Americans. Emphasis will be on contemporary literature.

Course Review

1. Chinese 3 Intermediate Chinese I
2. English 1A – Reading and Composition
3. French1 - Elementary French I
4. French 2 - Elementary French II

INDUSTRY AND TECHNOLOGY

CTE Two-Year Course Review; Change in Catalog Description

1. Automotive Technology 81 - Automotive Air Conditioning
    Current Status/Proposed Changes
    ~~In this course, students are introduced to~~ This course introduces refrigeration principles, system component functions and proper testing procedures as they apply to automotive air conditioning. The course stresses collecting data, resulting in accurate diagnosis, repair, and service.

    Recommendation
    This course introduces refrigeration principles, system component functions and proper testing procedures as they apply to automotive air conditioning. The course stresses collecting data, resulting in accurate diagnosis, repair, and service.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
May 9, 2017

CALL TO ORDER
Meeting called to order at 2:33 p.m. by Chair Carr.

Members:
Present: Monica Chaban, Rebecca Donegan, Dia Eldanaf, Essie French-Preston, Laurie Houske, Jon Minei, Jean Shankweiler, Adrienne Sharp, Claudia Striepe
Absent: Michael Anderson, Sandra Bartiromo, Kelsey Iino, Stephanie Rodriguez

Ex-Officio Members:
Present: Janet Young
Absent: Linda Clowers, Abiodun Osanyinpeju, Lori Suekawa, LaShanta Young

Guests: Amy Himsel, Mike Kline, David Mussaw, Angela Simon

Recorder: Cindy Escutia

I. **APPROVAL OF MINUTES**

   Minutes for the March 14, March 20 and April 25 committee meetings are still being worked on and will be sent to the CCC once completed.

II. **CURRICULUM REVIEW**

   A. **Full Course Review**
      The committee reviewed the following courses, which are ready for final action:
      1. English as a Second Language (ESL) 09A(ESL 09A)
      2. English as a Second Language (ESL) 09B (ESL 09B)
      3. English as a Second Language (ESL) 10 (ESL 10)
      4. Nursing 145 (NURS 145)
      5. Nursing 150B (NURS 150B)
      6. Physical Education 277 (PE 277)
      7. Psychology 19 (PSYC 19)
      8. Psychology 25 (PSYC 25)

   B. **Full Program Review**
      The committee reviewed the following programs, which are ready for final action:
      1. English: ESL for Childhood Educators Certificate of Competency
      2. English: ESL for Healthcare Certificate of Competency
      3. English: ESL for Healthcare II Certificate of Competency
      4. English: ESL for Math Certificate of Competency
      5. Political Science AA Degree
      6. Political Science AA-T Degree

C. **Consent Agenda Proposals**

The committee reviewed the following courses, which are ready for final action:
1. Child Development 126 (CDEV 126)
2. Computer Information Systems 26 (CIS 26)
3. Italian 1 (ITAL 1)
4. Italian 2 (ITAL 2)
5. Italian 24 (ITAL 24)
6. Journalism 6 (JOUR 6)
7. Journalism 7AB (JOUR 7AB)

CURRICULUM DISCUSSION

A. **Full Course Review**

Humanities Division

Two new non-credit courses, ESL 09A - ESL for Anatomy and Physiology I and ESL - 09B ESL for Anatomy and Physiology II were discussed. M. Kline was in attendance to clarify concerns that had been raised in relation to who will teach the course and courses of this nature. M. Kline notes that these are ESL courses and will be taught by ESL faculty as they are aware and skilled in teaching English to ESL students. Faculty will be chosen from those who either have some experience in the topic or who are willing to learn about the topic or field. M. Kline confirmed that a grade in this class does not mean that a student has completed an Anatomy/Physiology class, but that they have been exposed to reading and writing terminology in this field. A. Carr reiterated that this course focused on understanding vocabulary and terminology to prepare students for credit courses. M. Kline pointed out that he met with M. Steinberg (faculty), A. Grant (Dean of Natural Sciences), and J. Shankweiler (VPAA) prior to developing the courses and garnered their support. He went on to explain that both San Diego Community College and Mount San Antonio College have large non-credit programs.

L. Suekawa sent a comment asking if the courses were sequential. A member asked if a non-ESL student could enroll in the class. The answer to both questions was yes.

A. Simon (guest) asked if there was a movement to bring back non-credit courses as she thought they had been eliminated in the past. A. Carr explained that there is a trend along with funding to develop non-credit courses to reach underserved populations.

A. Carr directed the Committee's attention to ESL 10 – ESL for Radiologic Technology. A minor edit was made to the subject matter.

Chair Carr asked for a motion to approve the ESL courses. L. Houske made the motion, C. Striepe seconded. Motion was carried.

Behavioral and Social Sciences Division

Psychology courses were reviewed. Psychology members A. Simon and A. Himsel were in attendance. A. Carr noted that the title for Psychology 19 had been changed to Psychology of Sexual Orientation and Gender Diversity to better reflect course content. There were no questions for the committee. In relation to Psychology 25 The Psychology of Gender, L. Clowers recommended revisions to the critical thinking assignment which A. Himsel provided. The CCC accepted the revisions.

A. Carr called for a motion to approve the courses. E. French-Preston made the motion, L. Houske seconded. Motion was carried.

Health Sciences and Athletics Divison

Nursing 145 Introduction and Preparation for Nursing had been tabled at last meeting as no nursing faculty was in attendance. There had been a question about the outline of subject matter in relation to dosing. Faculty reviewed it and stated that it was correct as written.

Nursing 150B Beginning Nursing Process and Fundamental Skills II was presented for a two-year review. There were no concerns.

PE 277 Intro to Kinesiology was next and there were no concerns stated. A minor edit was made.

A. Carr called for a motion to approve the courses. L. Houske made the motion, A. Sharp seconded. Motion was carried.

B. **Full Program Review**

Humanities Division

A. Carr introduced the ESL for Childhood Educators Certificate of Competency. There were no questions by the committee. J. Young commented that M. Kline had consulted with the Childhood Education Department and received input for the courses and the certificate early in the process.

A. Carr showed the committee the rationale that M. Kline had written for the certificates of competency and said that it served as an excellent model for future rationales.

Next, the ESL for Healthcare Certificate, the ESL for Healthcare II, and the ESL for Math Certificates of Competency were presented with no questions from the committee.

A. Carr called for a motion to approve the certificates. J. Minei made the motion, E. French-Preston seconded. Motion was carried.

Behavioral and Social Sciences Divison

Two Political Science degrees (AA and AT-S) were presented in order to include the newly developed honor's versions of Political Science 1.

A. Carr reminded the committee to bring in degrees and/or certificates at the same time if they are effected by curriculum changes.

A. Carr mentioned that a good way to review degrees, certificates, or courses is to use the "course comparison" feature in CurricUNET, as it clearly shows what has changed.

A. Carr called for a motion to approve the program revision proposals. L. Houske made the motion, M. Chaban seconded. Motion was carried.

C. **Consent Agenda Proposals**

Consent agenda proposals were presented. A. Carr mentioned that Articulation Officer, L. Suekawa recommended that Italian 1 – Elementary Italian 1 be forwarded for inclusion on the IGETC pattern. The Committee agreed.

Journalism 6 and 7AB Photo and Advanced Photo Journalism were presented. A. Carr mentioned that these courses were cross listed with Photography 6 and 7AB. She asked J. Minei to bring these courses forward for the next CCC meeting. J. Minei agreed to do so.

A. Carr asked for a motion to approve the courses listed on the Consent Agenda (CDEV 126, CIS 26, ITAL 1, ITAL 2, ITAL 24, JOUR 6, and JOUR 7AB. It was moved by L. Houske to approve the Consent Agenda, M. Chaban seconded. Motion was carried.

III. **VICE PRESIDENT'S REPORT**

Vice President of Academic Affairs – Dr. Jean Shankweiler

§ J. Shankweiler told the committee that there are changes being made by the Chancellor's Office to streamline the curriculum approval process and to give more local control to the Colleges for approving courses. She stated that she, A. Carr, L. Clowers, and J. Young had attended a workshop in Long Beach on the topic. She is expecting that we will learn more at the Curriculum Institute this summer. A. Carr stated that the fact that we are getting more local control is both a good and bad thing. She said that "with great power comes great responsibility." She said the CCC will need to be more diligent and become more familiar with Title 5 regulations and the Program Course and Approval Handbook. J. Shankweiler stated that she and Chair Elect Young will be required to "sign off" on curriculum and to make sure that all standards and regulations are met. We will no longer be able to rely on the Chancellor's office to catch errors.

§ J. Shankweiler provided information about the changes to the Curriculum Inventory being conducted by the Chancellor's Office. Since the contract with Governet is ending on June 30th, there is an expectation that the data transfer will be complete by then.

§ J. Shankweiler provided an update to the Curriculum Advisor hiring process stating that the applications are currently being reviewed with interviews scheduled for June 2nd. She hopes that the new advisor will be approved by the Board in June and will be able to the attend Curriculum Institute in July.

IV. CHAIR'S REPORT

College Curriculum Committee (CCC) Chair – A. Carr

§ A. Carr reminded the Committee, especially those who are new or are unsure about making comments, that they should go to the "Comments" section in CurricUNET to read the types of comments made by other CCC members to get a better understanding of the process.

§ A. Carr had another tip for CCC members if they believed a course was "stuck" in the process or if they were unsure as to the level. She said to go to "All Proposals", click on the course, and then click on "status" where the history and current level will be shown.

§ A. Carr introduced David Mussaw, an integral part of the curriculum team. She mentioned that David has been completing many of the important tasks previously completed by the former Curriculum Advisor. She thanked him for his service and hard work.

§ A. Carr presented a glitch in the approval system relating to Music 269 and Business 73. Although they had been approved by the CCC and the Board, they were inadvertently left out of the catalog and will not be offered in the Fall. The Chair and D. Mussaw are looking into including it in the addendum so that it can be offered in Spring. A. Carr stated that the fact that we lost the Curriculum Advisor and the Admin at the same time led to some things falling through the cracks.

§ A. Carr also reminded the committee that their Spring/Fall Curriculum Plans were due by the end of the semester. She said there was an error in the message sent out, and that the correct semesters are Spring 2017/Fall 2018.

V. ANNOUNCEMENTS

§ Chair Carr welcomed the new Academic Affairs Administrative Assistant, Cindy Escutia. A. Carr stated that, in addition to her work with Academic Affairs, Cindy will be taking on some of Portia's former duties in support of curriculum.

§ A. Carr stated that the final round of courses for this semester will be reviewed at Meeting #7. If it is not needed, the June 6th clean-up meeting will be cancelled.

§ J. Young briefly presented the changes to AP 4022, which addresses stand-alone courses. The only change is to #4 that reads "Students may count a "a limited amount of semester coursework approved under this procedure toward a certificate of associate degree" to "Students may count a maximum of 18 semester units of coursework approved under this procedure toward a certificate of associate degree." A. Carr said that this policy would be emailed to the committee prior to the next meeting.

§ CCC Meeting #7: 5/23/17 – 2:30-4:30 p.m., DE/Library 166

VI. ADJOURNMENT

Chair Carr called for a motion to adjourn the meeting. L. Houske moved to adjourn, R. Donegan seconded, and the motion carried. Meeting was adjourned at 3:17 p.m.

Academic Senate Educational Policies Committee – 2016/17

Policy/Procedure	Action
3540 BP Children and Visitors in the Classroom	Reviewed, consulted with child development faculty, and gave recommendations to VPAA.
3710 AP/BP Intellectual Property and Securing of Copyright	Revised and reviewed existing draft. Consulted with Deans Council and Federation. Passed the Senate.
4010 BP Calendar	Revised and reviewed. Passed the Senate.
4230 BP/AP Grading and Academic Record Symbols.	Revised and reviewed. Consulted with Deans Council, Curriculum Advisor, Matt Kline, and Admissions Director. Passed the Senate.
4235 BP/AP Credit by Exam	Revised and reviewed. Consulted with Deans Council and Admissions Director. Passed the Senate.
4236 AP Credit for Military Service	Authored, revised, and reviewed. Consulted with Director of Admissions, the veterans' services counselor; the Curriculum Advisor; and the Director of Nursing. Passed the Senate.
5010 BP/AP Admissions and 5011 AP Concurrent Enrollment	Reviewed, discussed, and participated in concurrent enrollment informational meeting.
5070 BP/AP Attendance Accounting	Revised and reviewed. Passed the Senate.
5500 AP Standards of Student Conduct	Revised and reviewed. Consulted with Deans Council, Director of Staff and Student Diversity, and the Director of Student Development. Passed the Senate.
7211 AP Faculty Service Areas, Minimum Qualifications, and Equivalencies.	Consulted with the Federation and Interim VP of HR. Discussed in EPC. Formed a task force to move forward.
7250 AP Educational Administrative Retreat Rights	Consulted with VPAA. Requested Senate consultation.
Issue/Project	Action
Advanced Placement	Discussed, consulted with discipline faculty, and voted to approve AP credit for Environmental Science test. Discussed AP unit limits and forwarded to the Curriculum Committee.
Combining No Show and Active Enrollment Reports	Consulted with Director of Admissions. Tabled because IT can't combine reports at this time.

Educational Master Plan	EPC attended a forum on the Educational Master Plan draft and provided feedback on issues such as distance education, dual enrollment, and student success services.
Faculty Service Areas	Reviewed FSAs. Consulted with Federation and Interim VP of HR. Formed a task force that will more forward with revisions.
Faculty Handbook	Discussed in EPC, Faculty Development Committee, and Senate. Decided on a format (online, printable pdf with links). Formed a task force. Put on hold for lack of time.
Minimum Qualifications	Reviewed current Chancellor's Office minimum qualification list and sent changes to relevant Deans and discipline faculty. Reviewed and edited local minimum qualifications list and requested posting on the HR webpage. Formed a task force that will move forward to review our existing process for efficiency, compliance, and consistency.
Plus/Minus Grading	Discussed, developed materials, and brought to the Academic Senate for its consideration. Conducted a vote and the Senate decided not to move forward with considering plus/minus grading.
Recommended Syllabus Statement: Student Recording in the Classroom.	Authored, discussed, and revised. Consulted with Faculty Development Committee, Deans Council, and the Director of Student Development. Passed the Senate.
Reports and Recommendations	Reported at Senate meetings. Senate presentation re: development, revision, and consultation on educational policies.

Faculty Development Committee Meeting
Minutes for Tuesday, May 23, 2017
Communications 109   1-1:50 pm

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

Name	Abbreviation	Division
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Dustin Black (Present)	(DB)	Behavioral & Social Sciences
Anna Brochet (Excused)	(AB)	Counseling
Ross Durand (Excused)	(RD)	Industry & Technology
Briita Halonen (Present)	(BH)	Humanities
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
Sumino Otsuji (Present)	(SO)	Humanities
Margaret Steinberg (Excused)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Excused)	(LMT)	Professional Development
Evelyn Uyemura (Present)	(EU)	Humanities
Carolee Vakil-Jessop (Excused)	(CVJ)	Federation
Andree Valdry (Excused)	(AV)	Learning Resources/Compton Center

*Committee Chair

Spring 2017 Meetings: ~~February 14~~, February 28, March 14 & 28, April 25, May 9 & 23, June 6.

AGENDA
1. Introduction of guests
The committee was pleased to welcome Pete Marcoux (PM), Professor of English, and Elana Azose (EA), Trainer/Instructional Technology Specialist – Professional Development & Learning, to the meeting.

2. Technology training needs
(EA) explained that because attendance at technology training classes has dipped somewhat, she was seeking feedback from the FDC on faculty training needs. (CS) noted that all technology workshops should be eligible for flex credit and inquired about the results of the technology needs assessment. (EA) indicated that as a result of the assessment, she is learning how to use green screen technology in order to train faculty.

(PM) expressed that many faculty are using Google products and would be interested in training specifically in these areas (i.e., Google Docs). (EA) concurred that Google offers excellent educational products and expressed an interest in offering this training but is limited because we are a Microsoft campus.

(CS) noted that faculty could benefit from a wider variety of training offerings that could be useful in the classroom. (EA) shared that she is currently taking a class that utilizes Flipgrid – which allows students to post videos. She has found it a positive way to build community and learn about other students in her class. (PM) noted this would be especially useful in online classes.

(EA) expressed concern that attendance at Canvas workshops has been surprisingly low, given that specific workshops have been designed in response to a poll completed by faculty to gauge interest and need. (PM) responded that attendance may be low for a number of reasons; for instance, some faculty are self-taught and don't see the need for workshops and others who may benefit most from the classes haven't yet transitioned to Canvas.

(CS) suggested that attendance could be enhanced in technology training classes by employing new marketing strategies. The committee concurred and offered a variety of suggestions. (BH) suggested including a list of all workshops in flex day folders. (EU) suggested emailed announcements could be enhanced by boldly stating the goal or intended outcome of each workshop. Faculty need to see how a

particular class will be beneficial to their teaching. Leading with "attention-grabbing" questions may spark more interest in the technology training workshops.

The committee discussed the benefits recording the training sessions and making the videos available online for faculty to view at a time that is more convenient to their teaching schedules. (PM) explained that this could be done using Canvas. Faculty could then earn flex credit by watching the videos.

The committee discussed the need for designated tech support specifically for Canvas users.

3. Faculty Book Club
(SO) noted the meetings have been well-attended and the book (*For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* by Christopher Emdin) has been very well-received. Idania Reyes (SEP) has offered to provide funding for learning teams to develop curriculum over the summer. The committee agreed the learning teams should consider presenting during a Fall PD Day breakout session.

4. Informed and Inspired: Lunchtime Faculty Development Series
(SO) and (SK) reported that the May series, "Getting to Know ECC Tutoring Services," was very successful. Approximately 10-12 faculty attended on May 11th and toured the KEAS Center, Math Study Center, the Writing Center, Reading Success Center, and the Learning Resource Center. Representatives from these centers served on a panel on May 18th, which was also a well-attended and engaging session.

5. Approval of flex activities
(PM) expressed concern that activities that had been approved in previous semesters as eligible for flex credit are now being denied, regardless of dean approval. The committee agreed that faculty should be more involved in deciding which activities are eligible for flex credit; it was suggested that a structured appeals process involving faculty oversight be developed. (PM) noted that while the faculty contract and ed. codes indicate that faculty should be collegial consulted on matters such as this, the language is somewhat ambiguous and needs clarification.

(EU) noted that the use of "flexible calendar" on the matrix can be confusing and recommended that it be omitted. The committee agreed that for the sake of clarity and consistency, "flexible calendar" should be replaced with "flex" in all documents pertaining to flex activities.

6. Fall Professional Development Day – Thursday, August 24, 2017
(SA) reported that she and (LMT) are scheduled to meet with Dr. Shankweiler on 5/31 to discuss Fall PD Day. The committee reviewed a proposal for the theme and general session format that will be shared with Dr. Shankweiler. In addition, the committee provided feedback on the call for breakout session proposals which will be emailed to the listserv soon.

7. New initiatives for fall
(SA) inquired about suggestions for new initiatives for next semester and recommended the FDC work with others on campus to develop a wellness program, tentatively referred to as Wellness Warriors. (PM) announced that he is collaborating with others in Humanities to develop a creative arts journal and requested the FDC help to support and promote the endeavor. It was suggested that contributing faculty present their contribution to the journal at a flex workshop.

8. The committee voted to convene on June 6th for the last meeting of the semester.

Meeting adjourned at 1:57 pm

SA/5.24.17

Budgeting & Special Projects

Informational Items:

- The committee is beginning the multi-month process of reviewing the budget, and will begin with items which generally carry over from previous years.
- Enrollment and its impact on ECC being in stabilization next year continues to be a primary concern.
- VP Higdon estimates a large portion (possibly half) of the CCs in the state will be in stabilization the next year or two based on the her observations of conversations.

Upcoming Discussions & Votes:

- Initial budgeting conversations have begun in May and will continue through the summer.

Planning & Budgeting Committee Resources:

Committee Webpage:
http://www.elcamino.edu/administration/president/pbc/

Committee Meeting Agenda & Minutes:
http://www.elcamino.edu/administration/president/pbc/pbc_agenda%20minutes.asp

Constitution of the El Camino College Academic Senate

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El Camino College Academic Senate Constitution

PREAMBLE   In order to have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, we, the faculty of the El Camino Community College District, do hereby establish a representative organization, known as the Academic Senate of El Camino College. The Academic Senate shall be fully empowered to act as the representative and executive arm of the faculty, acting for all the members of the faculty on an elected basis.

ARTICLE I   **Name and Definitions**

Section 1.   <u>Name</u>

1.1   The name of this organization shall be the Academic Senate of El Camino College, hereinafter referred to as the Senate.

Section 2.   <u>Definitions</u>

2.1   The term "days," when used in this constitution, shall mean weekdays when classes are in session at the college.

2.2   The term "faculty" shall mean all personnel defined in the El Camino College Federation of Teachers Agreement and in the Compton Community College District Federation of Teachers Agreement

2.3   The term "adjunct faculty" shall mean part-time faculty members.

2.4   The term "senator" shall mean any member of the faculty elected to the Senate.

2.5   The term "division senator" is the individual who is elected by the full-time faculty of a division or educational center to represent such unit.

2.6   The term "senior senator" shall mean the division senator with the longest continuous service on the Senate.

2.7   The term "FTEF" shall mean Full-Time Equivalent Faculty.

2.8   The term "ex-officio member" shall mean a non-voting member of the Senate who serves as a resource person, advisor, and/or communication link with other campus decision-making bodies.

2.9   The term "educational center" shall mean a formally recognized El Camino College educational center as defined in Title 5.

2.10   The terms "faculty council" or "educational center council" shall mean a standing committee of the Senate located at each educational center. This committee will represent the needs and concerns of faculty at its educational center and will select its membership in accordance with locally developed bylaws that shall be approved by the Senate.

ARTICLE II   **Purposes**

Section 1.   Purpose

1.1   To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

     1. Curriculum, including establishing prerequisites and placing courses within disciplines
     2. Degree and certificate requirements
     3. Grading policies
     4. Educational program development
     5. Standards and policies regarding student preparation and success
     6. District and college governance structures, as related to faculty roles
     7. Faculty roles and involvement in accreditation process, including self-study and annual reports
     8. Policies for faculty professional development activities
     9. Processes for program review
     10. Processes for institutional planning and budget development, and
     11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

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

ARTICLE III   **Senate Membership**

Section 1.   Senators

1.1   The senators shall be elected from the faculty in each division. The Library Learning Resources Unit shall be treated as a division.

Commented [KD1]: Suggestion from 5.16 Senate meeting.

1.2   The composition of the Senate shall be one senator for each twelve Full-Time Equivalent Faculty (FTEF) members per division to be elected by full-time faculty. Each division shall have at least two senators. Adjunct faculty shall have two members-at-large and up to two alternates from the main campus and up to one from each educational center on the Senate, to be elected by the adjunct faculty of that campus/center.

> **Commented [KD2]:** This suggestion was made last year when several qualified, adjunct faculty expressed interest. Part-time faculty schedules can be unpredictable; if a senator is no longer able to serve, an alternate could step in.

1.3   Divisions having FTEF shall be entitled to senate members on the following basis: 1 through 24 - two (2) members
           25 through 36 - three (3) members
           37 through 48 - four (4) members
           49 or more - five (5) members

1.4   The computation of the number of faculty members in each division in any given year shall be based on the total FTEF for each division as determined by averaging division FTEF data from the most recent Spring and Fall semesters of the current calendar year.

> **Commented [KD3]:** If auditing representation during summer – to prepare for the upcoming academic year – "calendar year" calculations aren't possible since fall hasn't yet occurred. This change allows for the calculation to be completed in either winter or summer.

1.5   Eligibility of Senators

    1.5.1 Voting members of the Senate shall be the elected senators.

    1.5.2 The tenure of office for a senator shall cease when the senator no longer is a faculty member at El Camino College, or has been recalled or removed (see Bylaws Article III, Sections 4-5). In the event that a division decreases in size, each senator serves out the remainder of his or her term. No further division elections will be held until the number of division senators is in line with the current division FTEF figures.

1.6   Election of Full-Time Senators – See Bylaws Article III, Section 1.

1.7   Election of Adjunct Senators – See Bylaws Article III, Section 2

1.8   Full-Time Senator – Term of Office

    1.8.1 Full-time senators shall be elected for a term of three years. Also, see Bylaws Article III.

    1.8.2 The division or educational center represented may exercise recall of a full-time senator at any time. See Bylaws Article III.

    1.8.3 If a full-time senator cannot or does not choose to complete the term of office, the Senate president may, after consultation with the remaining senators from that division, appoint a replacement or hold

a special election under the procedures of Article III, Section 1 of the Bylaws.

1.8.4 The appointment shall be made within one month of the vacancy, or a special election shall be held as soon as possible after notification of the vacancy, and the term of office for the replacement shall be for the remainder of the vacating senator's term of office.

1.8.5 A senator on official leave for a period exceeding two months shall be replaced in accordance with the provisions of Section 1.8.3. The replacement shall serve for the duration of the leave or until the expiration of the term of office, whichever occurs first

1.9 Adjunct Senator – Term of Office

1.9.1 The term of office for adjunct senators shall be one year unless the senator no longer meets the requirements of Article III, Sections 1.5.

1.9.2 If an adjunct senator is unable to complete the term of office, the Senate president shall appoint a replacement for the remainder of the term.

1.10 A senator is expected to attend all regularly scheduled senate meetings. A senator may be removed for excessive absences. See Bylaws Article III, Section 4.

Section 2 Ex-Officio Senate Members

2.1 Designation of Ex-Officio Members of the Senate

2.1.1 One member of the El Camino College Board of Trustees, to be designated by the Board, shall be an ex-officio member of the Senate.

2.1.2 The college president, and Vice President of Academic Affairs, and Vice President for Student Services (or designees) shall be ex-officio members of the Senate.

2.1.3 The ECCFT president (or designee) shall be an ex-officio member of the Senate.

2.1.4 The chair of the Curriculum Committee shall be an ex-officio member of the Senate if not otherwise a member of the Senate.

ARTICLE IV   Officers

Section 1   Officers. The Senate shall elect from among its members:

1.1   President;.

1.2   President Elect, who may also hold another senate office, until beginning his or her term as president;

1.3   Vice Presidents: Vice President of Educational Policies, Vice President of Instructional Effectiveness, Vice President of Finance and Special Projects, Vice President of Faculty Development, Vice President of Academic Technology and Vice President of Educational Centers (an elected chair of an educational center council);

1.4   Secretary;

1.5   Distance Education Liaison;

1.6   Other Officers, as deemed necessary.

        Parliamentarian.: The president may appoint people to serve in positions such as parliamentarian, sergeant-at-arms, Vice President, Legislative

1.7   Action, and newsletter editor, and or others as deemed necessary;

        Elected Officers. The elected officers shall be members of the Senate
Section 2.   Executive Committee.

Section 3.   Election of Officers – See Bylaws Article IV.

3.1   Terms of Office

        The term of a senate officers shall be for two years or until a successor is elected, except the office of president-elect, which shall be for a term of one year, or until serving as president. In addition, co-officers may be nominated and elected at the discretion of the Senate and may serve either
3.2   jointly for 2 years or in staggered terms.

        An officer may be removed from office if there is a violation of the standards of Article XI, Section 2, and a motion to impeach is passed by a
3.3   two-thirds majority of the Senate.

        If an officer, other than the president, cannot or does not complete the term of office, the Senate president may appoint a replacement for the
3.4   remainder of the term.

Commented [KD5]: The Senate is being asked to consider making DEAC an official subcommittee of the Senate. DEAC has functioned an unofficial subcommittee of the Senate for some time. In addition to DEAC, the Director of the Library Learning Resources Unit, the Media Services Faculty Coordinator, and the Vice President for Academic Affairs have been consulted and support this change.

Commented [KD6]: Suggestion from 5.16 Senate meeting. Might "legislative liaison" be a better title since all other VPs are on the eboard and this position is not? If it is, it would be an ex officio member and the other ex officio members are not VPs: DE Liaison and Curriculum Chair. It might invite confusion to have two levels of VPs.

If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the Senate Executive Committee shall elect from its members a replacement for the remainder of the term.

Section 4.

4.1 Duties of Officers and Other. It shall be the duty of each officer to uphold the academic and professional matters as delineated in Title 5 of *The California Code of Regulations.*

4.2 Senate President: The president shall ~~preside over meetings of the Senate as outlined in *Robert's Rules of Order*;~~ chair the Executive Committee; represent the Senate to the administration, the Board of Trustees, and the State Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Committee, and campus committees; in consultation with Executive Committee, set agendas and prepare and post meeting materials in accordance with the Brown Act; preside over meetings of the Senate as outlined in *Robert's Rules of Order*; oversee the Senate's responsibilities as a collegial consultation committee, as outlined in Making Decisions at El Camino College; and appoint a distance education liaison, parliamentarian, newsletter editor and sergeant-at-arms, as deemed necessary.

4.3 President-Elect: The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend College Council, relevant ASCCC meetings (such as Area C meetings, ~~and the~~ plenary sessions, and Faculty Leadership Institute),~~,~~ and the El Camino College Academic Senate Executive Committee meetings.

Vice Presidents: The vice presidents shall preside over meetings of their respective standing committees, as outlined in *Robert's Rules*, report to the Senate, interface with the college administration in the appropriate areas, and bring proposals to the Senate for approval by the body.

4.3.1 Vice President of Educational Policies, in coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, ~~and~~ policies regarding student preparation and success, and minimum qualifications. Chair Educational Policies Committee.

4.3.2 Vice President of Instructional Effectiveness shall monitor and report on the actions of, ~~shall~~ represent the senate on, and serve as~~shall be~~ the senate's voting member for ~~all of~~ the following

Commented [KD4]: Note section numbers need to be aligned – this will be addressed in final edits.

campus-wide or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee, Academic Program Review Committee, instruction-related accreditation standards, and any campus--wide committees devoted to faculty evaluation processes or procedures. Co-chair Assessment of Learning and Program Review Committees.

4.3.3 Vice President of Finance and Special Projects shall be the Senate's voting member of the Planning and Budgeting Committee (PBC); report on the proposed actions of the PBC; represent the Senate position to the PBC; monitor and propose processes for institutional planning and budget development; and, handle special projects as assigned by the Senate president.

4.3.4 Vice President of Faculty Development, in coordination with the Vice President of Academic Affairs and the Professional Development Department, shall investigate, monitor and propose policies and programs for faculty professional development activities, and present proposals for use of faculty development funds to the Senate. Chair Faculty Development Committee.

4.4

4.3.5 Vice President of Educational Centers, in coordination with the Senate President, shall communicate the needs and concerns of faculty at educational center councils to the full senate. Chair Educational Center Faculty Council.

4.3.6 Vice President of Academic Technology shall be the Senate's voting member in the College Technology Committee (CTC) and

4.5 the Academic Technology Committee (ATC); report on the actions of the CTC and the ATC; represent the senate position; monitor and propose action for academic technology; and handle

4.6 special projects as assigned by the senate president. Co-chair Academic Technology Committee.

4.7 Secretary: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other senate matters; and maintain the list of all committees members, and see that the Senate website is updated.

Distance Education Liaison: Shall monitor and report on the actions, represent the Senate on and be the Senate's voting member for the Distance Education Advisory Committee.

Newsletter Editor: Edit and publish the Senate newsletter and maintain the Senate website.

Parliamentarian: Advise the president, officers, committees and members on matters of parliamentary procedure.

Sergeant-at-Arms: Assist in preserving order as the president may direct.

ARTICLE V   Meetings

Section 1.   Regular Meetings. The Senate shall hold regular meetings throughout the academic year.

Section 2.   Additional Meetings. With the consent of the Senate, the Senate president may call additional meetings.

Section 3   Faculty Meetings. Meetings of the faculty may be called by either a majority vote of the Senate or by a petition signed by one-fourth of the faculty. The Senate president shall notify the faculty at least five days in advance of a faculty meeting.

Section 4   Executive Session

4.1   In personnel matters, the Senate shall have the right to hold executive sessions at which only senators shall be present in accordance with the Brown Act.

4.2   Executive sessions may be called by the Senate president or by a majority vote of the Senate.

4.3   Any decision made by executive session of the Senate must be ratified in the next announced open session of the Senate before it becomes effective.

ARTICLE VI   **Executive Committee**

Section 1.   Voting Members: president, vice-presidents and secretary.

Ex-Officio Members: past president, president-elect, distance education liaison, newsletter editor, and parliamentarian, sergeant-at-arms, Vice President, Legislative Action, and others, as appointed.

Section 2.

> **Commented [KD7]:** Suggestion made at 5.16 meeting.

Powers: The Executive Committee may make agreements with the District on non-policy issues provided these agreements are approved by a majority of the Executive Committee. Agreements on policy issues (as listed in Article II, Section 1) require a majority vote of the Senate.

ARTICLE VII   **Committees**

Section 1.   Committees

1.1   Standing Committees: The following committees are deemed to be long-term in nature and dealing with substantive issues. (See Article IV Section 1.3)
a) College Curriculum
b) Educational Policies
c) Faculty Development
d) Finance and Special Projects (to represent the Senate as a voting delegate on the Planning and Budgeting Committee)
e) Educational Center Faculty Council
f)   Academic Technology Committee
f)g)Distance Education Advisory Committee

1.2

Special Committees: Short-term in nature and dealing with topical issues. Members are appointed and charge is determined by Senate president.

1.3

Election Committee: This committee conducts elections of Senate officers in compliance with the Constitution and Bylaws. The president shall appoint the chair. No member of the Election Committee may be a candidate for an elected office.

1.4

Campus-wide Committees: The Senate president shall appoint, with the approval of the college president, delegates to represent the Academic Senate on various campus-wide committees. Each representative shall report back to the Senate. Typical committees may include:
a) Calendar Committee
b)   Program ReviewAccreditation Committee
b)c)   Facilities Steering Committee

> **Commented [KD8]:** Program Review is already represented by the VP IE.

ARTICLE VIII **College Curriculum Committee**

Sections 1.3, 2.1, 2.4, 2.5, 5.2.2 (b), 5.2.3 and any Senate Bylaw referring to the same sections are subject to mutual agreement between the Senate and the Board of Trustees or its designee.

Section 1. College Curriculum Committee

1.1 Operating Policy: The CCC will operate under its Bylaws, relevant Board policies, and this Constitution and its Bylaws.

1.2 CCC Operational Procedures: All operational procedures not addressed in this Constitution are to be specified in the CCC Bylaws. Operational procedures do not include curriculum procedures addressed in Sections 5.2 of this Article.

1.3 Approval of CCC Bylaws: CCC Bylaws are subject to approval by the Academic Senate, according to standards of Article XI, Section 2.

Section 2. Chair of College Curriculum Committee

2.1 Chair: The CCC shall elect the Chair of the CCC from its membership, subject to approval by the Senate, according to Article XI, Section 2.

2.2 Chair as Member of the Senate: In the event the Chair of the CCC is not a member of the Senate, the Chair of the CCC shall be an ex-officio member of the Senate.

2.3 Term of Office: Term of office for the Chair of the CCC shall be two (2) years.

2.4 Duties of Chair: The Chair of the CCC shall preside at all meetings of the CCC and attend all meetings of the Senate to report all actions of the CCC, as well as perform all the duties specified in the Bylaws of the CCC.

2.5 Removal of the Chair: Following a simple majority vote of the CCC membership, the Senate may remove the CCC Chair following the same process for removing Senate officers. See Article IV, Section 3.2.

Section 3. CCC Representatives

3.1 Membership

3.1.1 Faculty – The faculty shall elect the representatives to the CCC. The

senior senator or designee in consultation with the appropriate dean or director shall initiate an election process for division representation in accordance with the CCC Bylaws.

     3.1.2 Other Voting Members – The Vice-President of Academic Affairs or a designee shall be a member of the CCC. The Council of Academic Deans and Directors may select representation to the CCC in accordance with CCC Bylaws.

     3.1.3 Ex-Officio Members – The CCC may designate others as ex-officio members.

3.2 Term of Office: The term of office for CCC representatives shall be set in the CCC Bylaws.

Section 4. Responsibility of the College Curriculum Committee

4.1 Curriculum Review: The CCC shall review all curriculum proposals to assure compliance with all Board policy requirements and Title 5 regulations. Approved proposals shall be sent to the college president via the Vice President of Academic Affairs for submission to the Board as specified in Board Policy 6123. Aspects of curriculum falling under the authority of the CCC include the establishment and revision of course outlines of record, conditions of enrollment, programs, degree and certificate requirements, CSU or UC transfer and articulation agreements; the inactivation of courses, certificates and programs; and other areas of curriculum as mutually agreed upon by the Senate and the Board or its designee. Other areas of CCC responsibility include scheduling the periodic review of both courses and conditions of enrollment. These areas of responsibility will be subject to the oversight provisions of Section 5 of this Article.

4.2 Review Procedures: The CCC shall develop curriculum review procedures, subject to the oversight provisions of Section 5 of this article.

Section 5. Curriculum Responsibility and Authority of the Senate

5.1 Oversight Responsibilities: As per Title 5 and Board Policy 2510, the Senate has primary responsibility for reviewing and recommending to the Board curriculum policies and procedures.

5.2 Review of Curriculum Procedures:

     5.2.1 Any curriculum procedure is subject to immediate review upon the filing of a written request by a member of the student body, faculty, administration, staff or the community.

5.2.2 Review requests shall, at a minimum:
  a) Describe the procedure(s) to be reviewed and any associated form(s), and
  b) Provide written documentation that the procedure violates one of the standards of Article XI, Section 2 or infringes on other areas, as defined in the Senate Bylaws and agreed to by the Board or its designee.

5.2.3 A Senate committee together with the Vice President of Academic Affairs or designee and the Chair of the CCC or designee shall determine, in a timely manner, whether the review request is valid under Section 5.2.2, and
  a) If found invalid, the request shall be denied in writing, or
  b) If found valid, the committee shall consult with the CCC, the filer and other appropriate parties in order to eliminate the objection documented under Section 5.2.2. (b) and, if that is not possible, the procedure shall be rescinded.

5.3 Review of Curriculum Decisions: Any curriculum decision of the CCC may be referred to the Senate for review, in accordance with the procedures in the CCC Bylaws. Following a review, the Senate may make recommendations to the CCC. However, only the CCC can approve curriculum proposals for recommendation to the Board.

ARTICLE IX   Bylaws and Rules of Order

Section 1.   Bylaws and Rules of Order

1.1 The Senate may adopt bylaws not inconsistent with this Constitution, provide for committees, and establish its own rules of procedure.

1.2 Bylaws drawn up by the Senate shall be approved by majority vote of the Senate.

Section 2.   Rules of Order

2.1 Unless provided in this Constitution, in the bylaws, or standing rules, the rules contained in the current edition of *Robert's Rules of Order* shall govern the proceedings and the conduct of meetings of the Senate and its committees.

ARTICLE X   Amendments to the Constitution

Section 1.   Amendments of the Constitution

1.1 Amendments to the Constitution may be proposed by:
    a) A motion approved by a majority vote of the Senate, or
    b) A petition signed by one-quarter of the faculty
The motion or petition must be presented in writing to the Senate president accompanied by a statement of the purpose and effect of the proposed amendment.

1.2 Upon receipt of a valid proposal for amendment, the Senate president shall submit the proposal to the Senate for a first reading. At the meeting following the first reading, there shall be a discussion, debate and vote on the proposed amendment.

1.3 If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail or other secure means including internet, phone, or other technology.

1.4 Proposed amendments of the Constitution must be ratified by a majority vote of the faculty members voting. The amendment shall become effective immediately upon ratification.

Section 2.   Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

ARTICLE XI   Professional Standards and Ethics

Section 1.   Professional Standards and Ethics

1.1 The Academic Senate may consider matters of professional standards and ethics as may apply to academic institutional concerns. The Senate may also consider such other matters that concern the academic well-being and management of the institution.

1.2 The Senate may, upon its findings, pass:
    a) Resolutions of Commendation
    b) Resolutions of Confidence
    c) Resolutions of No Confidence, or
    d) Resolutions of Censure, as well as other measures as it may deem appropriate and lawful.

Section 2.   Standards of Operation and Conduct of the Senate, its Committees and its Officers

The operation and conduct of the Senate, its committees and its officers may not
    a) Violate state law, or
    b) Violate ECC Board of Trustees policies, or

    c) Violate ECCFT agreement, or
    d) Subject the district to serious legal or fiscal liability, or
    e) Overzealously interpret state regulations and/or ECC Board of Trustees policies, or
    f) Violate any provision of this Constitution or its Bylaws

ARTICLE XII Delegate to Academic Senate for California Community Colleges

<u>Delegate</u>

1.1 The delegate enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges.

1.2 The delegate shall be the president of the Senate. If the president is unable to attend, he or she may appoint a Senate member to represent El Camino College at the state level.

Amendments and Revisions

Revised	June 1982
Revised	June 1988
Revised	April 1989
Revised	March 16, 1990
Revised	December 1992
Revised	March 22, 1993
Revised	August 29, 1998
Ratified	May 1, 2000
Ratified	July 1, 2002
Ratified	Nov. 4, 2011
Ratified	????

Canvas Distribution & Training Requirements

Chris Gold and Pete Marcoux

In order to encourage faculty to utilize the tools of Canvas in their face to face classes, the Academic Senate recommends that all traditional sections (non-distance education sections) be given a Canvas site without faculty having to request sites, go through any training, or have to fill out a waiver to qualify for using Canvas.

Support	Opposition
· Required training and confusing restrictions are an obstacle to many faculty who only want, initially, to use one or two tools within the system; therefore, time-consuming, complete training is unnecessary. · Many faculty have been trained in other LMSs; the differences between/among systems are minimal. · Canvas is an intuitive platform and many of our faculty are very tech-savvy, having mastered a variety of software without training. Faculty are professionals who should be trusted to seek training if they need it. · Students will benefit if more faculty use an LMS, especially tools like gradebook, syllabi, announcements, etc.	· Support staff are worried they will be inundated with calls if faculty aren't required to have training prior to being given Canvas accounts. · Faculty may make incomplete or ineffective use of Canvas.

Board Policy 2510   Participation in Local Decision Making

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent/President action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5, Sections 53200-53206.)
The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

The Board will normally accept the recommendations of the Academic Senate on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

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.

The Board of Trustees designates the Vice President-Academic Affairs as the liaison to the Academic Senate for the items listed above.

If the District Governing Board of Trustees disagrees with the recommendation of the Academic Senate, representatives of the two bodies shall have the

obligation to meet and reach mutual agreement by written resolution, regulation, or policy of the Governing Board.

Nothing in this policy shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between the Federation of Teachers and the District. Written notification shall be given to the El Camino College Federation of Teachers by the District at the beginning of discussions between the Academic Senate and the District on academic and professional matters.

Staff (Title 5, Section 51023.5)
Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Police Officers Association (POA), El Camino Classified Employees (ECCE) and confidential groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7)
The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

The Board of Trustees shall recognize the Associated Student Organization as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of the College and to the Board of Trustees with regard to District policies and procedures that have or will have a significant effect on students. The District policies and procedures that have or will have a "significant effect on students" include the following:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;

7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; and
10. Any other District and College policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

The Board of Trustees shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Reference:
    Education Code Section 70902(b)(7);
    Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students),
    Accreditation Standard IV.A and IV.D.7

Replaces Board Policy 3605

El Camino College
Adopted: 7/15/02
Amended: 11/19/07, 1/15/15

considered fulfilled upon completion of their examinations, office hours, and check-out procedures.

(b)   To advance the goal stated in (a), the District and the Federation will encourage Part-Time Faculty Members to attend graduation and extend to them the same opportunity to secure robes and school colors as is extended to Full-time Faculty Members.

(c)   In any year in which the total number of faculty in attendance at graduation ceremonies falls below 40% of the Full-Time Faculty Members, 40% of the Full-Time Faculty Members will be required to attend the following year's ceremonies.

(d)   The additional faculty chosen to attend, beyond the required one-third (1/3), will be picked by a random drawing in the office of Academic Affairs with Federation representation present.

Section 21. Flex Time Credit

Each 10-month Full-Time Faculty Member shall be responsible for 24 hours of Professional Development and each 12-month Full-Time Faculty member shall be responsible for 9 hours of Professional Development.

(a)   A total of four (4) days shall be identified for Faculty Development (Flex) on the academic calendar. A Flex day shall consist of six (6) hours.

(b)   The first day of the fall semester shall be a Flex day, with six (6) hours of scheduled activities mandatory for all Full-Time Faculty Members. The morning of the first day of the spring semester shall be three (3) hours of scheduled Flex activities mandatory for all Full-Time Faculty Members. The additional fifteen (15) hours of required Flex activities will be required of all 10-month Faculty and may be completed with activities selected at the Faculty Member's discretion. (1) If a Faculty Member misses a mandatory Flex day, he/she shall be charged under the appropriate leave account in proportion to the missed flex time and may not make up the absence. For the purposes of this Article, six hours of flex time shall be equal to one day of absence. Any portion of the six hours missed shall be considered a partial absence and shall be charged accordingly. (2) If a Faculty Member does not complete any portion of the additional 15 hours of required flex activities by May 15, his/her pay shall be deducted for any of the flex hours not completed.

(c)   Faculty Members on extended leave (e.g., sabbatical, study abroad, faculty exchange, catastrophic illness, etc.) shall have their twenty-four (24) hour Flex obligation proportionately reduced for that academic year.

(d)   The Flex requirements shall apply equally to Full-Time Temporary Faculty Members, with the twenty-four (24) hour requirement pro-rated if the assignment is less than 100%.

Section 22. New Faculty Learning Academy

Faculty Members, newly hired to a full time tenure track position, may be required by their Dean to attend the New Faculty Learning Academy. The New Faculty Learning Academy will consist of up to four (4) two (2) hour sessions in the first fall semester of their employment. The District shall provide Flex Time credit, hour for hour, for all new Full-Time Faculty Members who attend.

Section 23. Safety

(a)   The District shall provide work and workplaces that are safe and healthful. The District and employees will follow applicable job safety and health laws while conducting District business. The Federation will cooperate with the District in encouraging employees to maintain a safe and health work environment.

(b)   The Federation shall have a designated representative on the District Safety & Health Committee.

Administrative Procedure 7160   **Professional Development**

The District shall establish a professional development plan consistent with the Master Plan, District strategic priorities, and the mission of the ECC Professional Development Department, in consultation with college constituencies.

To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:
1. Institutional priorities, including student success
2. Results of needs assessment surveys
3. Input from the college constituent groups
4. Evaluations of previous professional development activities
5. Legal mandates

Professional development activities, guidelines and processes including information about the professional development program are published on the District website.

Professional development activities may include, but are not limited to:
1. Improvement of teaching
2. Improvement of services to students
3. Institutional effectiveness
4. Development and maintenance of current academic and technical knowledge and skills
5. Training to meet institutional needs and priorities
6. Development of innovations in instructional and administrative techniques and program effectiveness
7. Computer and technological proficiency programs
8. Instructional technology
9. Training required by laws, codes, and regulations

See the appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff. The Academic Senate will be consulted in the planning of faculty professional development activities.

See also BP 7340 Leaves of Absence

References:
Accreditation Standard III.A.5
Education Code Sections 87767, 88220, and 88227
Title 5 §53200

El Camino College
Adopted: March 17, 2014

Professional Development Categories & Activities List

Flexible Calendar (Flex Credit)

Activities approved for Flex credit by the Faculty Development Committee and the Professional Development & Learning department must fall into one of the nine Chancellor's Office categories listed below. Please use the table to determine how to submit an activity for Flex credit.

Legend

➡ **Sign-in Sheet:** Sign in at the activity. Sign-in sheets are returned to the Professional Development Office.

➡ **Professional Development Reporter (PDR) Conference:** Log into Professional Development Reporter. Click **"Manage FLEX Activities,"** then click **"Submit Conference Attendance/Off-Campus Workshop/Other."** (This is typically done after the conference attendance has taken place, unless the activity is after May 15).

➡ **Professional Development Reporter (PDR) Individual Project Proposal (IPP):** Before submitting in Professional Development Reporter, you must consult with your dean in advance of the activity date. Then, log into Professional Development Reporter, click **"Manage FLEX Activities,"** then click **"Submit an Individual Project Proposal."** After the activity is approved and completed, return to Professional Development Reporter, and under Manage FLEX Activities click **"Sign-Off on a Project Proposal."**

Category/Activities	Max. Hours	How to Submit
Category 1 – Course instruction and evaluation		
• Student Learning Outcomes workshops/training	6 hrs/day	Sign-in sheet, **or** PDR Conference
• Webinars	2 hrs/day	PDR Conference **&** Certificate of Completion
• Lynda.com	2 hrs/year	Dean's approval, PDR IPP
• Attending workshops on teaching methods or techniques	6 hrs/day	Sign-in sheet, **or** PDR Conference
• Graduate-level work related to teaching discipline provided coursework doesn't contribute to class or range increase	6 hrs/day	Dean's approval, PDR IPP
Category 2 – Staff development, in-service training and instructional improvement		
• Faculty mentoring	8 hrs/semester	Dean's approval, PDR IPP
• Conferences/workshops/trainings to enhance knowledge in discipline	6 hrs/day	PDR Conference
• Online (certification) conference	6 hrs/day	PDR Conference **&** Certificate of Completion
• District required training (safety, etc.)	6 hrs/day	Sign-in sheet, **or** Certificate of Completion
• Technology training	6 hrs/day	Sign-in sheet
• Off-campus site visits related to discipline (museums, historical sites, galleries)	6 hrs/day	PDR Conference
• Attending performances related to discipline	4 hrs/day (6 hrs with dean	PDR Conference
Category 3 – Program and course curriculum or learning resources development and evaluation		
• Course conversion (face-to-face to online)	15 hrs/activity	Dean's approval, PDR IPP
• New curriculum development	15 hrs/activity	Dean's approval, PDR IPP

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Category 3 – *Cont'd*		
• Scholarly writing and publication (unpaid)	15 hrs/activity	Dean's approval, PDR IPP
• Review of learning resources materials for new course	15 hrs/activity	Dean's approval, PDR IPP
• Grant writing to secure funds for improvement of instruction	15 hrs/activity	Dean's approval, PDR IPP
• Service on College Curriculum Committee (voting reps)	4 hrs/semester	PDR Conference
• Program Review Chair Person (one semester only)	8 hrs/semester	Dean's approval, PDR IPP
• ISLO & SLO meetings for post-assessment discussion & instructional improvement	6 hrs/day	Dean's approval , PDR IPP & sign-in sheet
• Annual Program Plan Review Leader	8 hrs/fall 4 hrs/spring	Dean's approval, PDR IPP
Category 4 – Student personnel services		
• Visiting/recruiting at area high schools or in the community	15 hrs/activity	Dean's approval, PDR IPP
• Serving at on-campus information table (Career Day, etc.)	6 hrs/day	Sign-in sheet
• Workshops on mentoring students	6 hrs/day	Sign-in sheet
• Conducting workshops for students (non-duty hours)	6 hrs/day	Dean's approval, PDR IPP
Category 5 – Learning resource services		
• Creating website to support course	15 hrs/activity	Dean's approval, PDR IPP
• Creating tutorial modules	15 hrs/activity	Dean's approval, PDR IPP
• Institutional research to improve service to students	15 hrs/activity	Dean's approval, PDR IPP
Category 6 – Student advising, guidance, orientation, matriculation services and student, faculty and staff diversity		
• Participation in New Student Welcome Day	6 hrs/day	Sign-in sheet
• Student Club Advisor	8 hrs/semester	PDR Conference
• Student Mentors	8 hrs/semester	PDR Conference
• Faculty involvement in student improvement activity (e.g. Black History Month, Fine Arts Open House)	6 hrs/activity	Dean's approval, PDR IPP
Category 7 – Departmental or division meetings, conferences and workshops, and institutional research		
• Workshops/Retreats/Seminars	6 hrs/day	Sign-in sheet
• Brown Bag meetings: Informal lunchtime meeting focused on improving teaching, enhancing disciplinary knowledge and/or skills in improving service to students.	2 hrs/day	Sign-in sheet
• Service on Accreditation Self-Evaluation committee	8 hrs/semester	PDR Conference
Category 8 – Other duties assigned by the district		
• Service on Interview committees during non-contract periods (summer & winter recesses)	8 hrs total for summer & winter recesses	PDR Conference
• Disaster Preparedness (e.g. CERT Training, Mental Health First Aid Certificate, Active Shooter Training)	1 hr activity = 1 hr of flex	PDR Conference
Category 9 – Necessary supporting activities for the above	15 hrs/activity	Dean's approval, PDR IPP

Revised 2/2/2017

El Camino College
Professional Development Office
Frequently Asked Questions (FAQ)
About Flex

The questions and answers below are a format for explaining the Flexible Calendar (Flex) Program at El Camino College.

Each 10-month Full-Time Faculty Member shall be responsible for 24 hours of Professional Development and each 12-month Full-Time Faculty member shall be responsible for 9 hours of Professional Development. [Faculty Contract, Article 8, Section 21. Flex Time Credit]

1. What are Flex Days?

As allowed by Title 5, Flex days are days set aside in the calendar for professional development rather than for meeting with classes. *A total of four (4) days shall be identified for Faculty Development (Flex) on the academic calendar. A Flex day shall consist of six (6) hours. [Faculty Contract, Article 8, Section 21(a)].*

2. If we didn't have Flex Days, would we have more days of vacation?

No, we would have additional days of class.

3. What kinds of activities are considered "professional development" activities?

The term "Professional Development" includes activities which <u>increase knowledge</u> in the discipline or which directly <u>enhance teaching skills</u>, but also activities which <u>improve working relationships</u> with students and staff in and out of the classroom as well as activities which <u>enhance an individual's physical and mental ability</u> to perform his or her job.

4. Do all professional activities have to occur on certain days?

No, but for accountability purposes, certain days are labeled "Flex days" on the academic calendar. However, attendance on designated days, for which Flex credit is given, may be required by the district.

5. What is "Flex Credit"?

Flex credit is the state's way of insuring that faculty engage in professional development activities equivalent to the amount of time that they would be spending in class without a Flex program. One hour of time spent on professional development equals one hour of Flex credit.

6. How much Flex credit do I earn if I present or facilitate an activity?

Individual presenters of campus-wide Flex activities earn triple Flex credit. Presenters of division/department workshops, multiple presenters, and brown bag facilitators earn double credit.

7. Are any activities mandatory at ECC?

ECC requires attendance at the activities occurring all day **August 25, 2016** and three hours on **February 8, 2017**. A total of 9 hours of Flex credit are given for these days. The August 26 and February 9 days listed on the School Year Calendar are optional days. *The first day of the fall semester shall be a Flex day, with six (6) hours of scheduled activities mandatory for all Full-Time Faculty Members. The morning of the first day of the spring semester shall be three (3) hours of scheduled Flex activities mandatory for all Full-Time Faculty Members. [Faculty Contract, Article 8, Section 21(b)].*

8. What happens if I am sick or have a personal emergency on a mandatory day?

If a Faculty Member misses a mandatory Flex day, he/she shall be charged under the appropriate leave account in proportion to the missed Flex time and may not make up the absence. Six hours of Flex time shall be equal to one day of absence. Any portion of the 6 hours missed shall be considered a partial absence and shall be charged accordingly. [Faculty Contract, Article 8, Section 21(b)(1)].

9. What are my Flex obligations if I am on Sabbatical leave or pre-retirement?

Faculty members on extended leave (e.g. sabbatical, study abroad, faculty exchange, catastrophic illness, etc.) shall have their twenty-four (24) hour Flex obligation proportionately reduced for that academic year. [Faculty Contract, Article 8, Section 21(c)].

If you are participating in the Pre-Retirement Program, your Flex obligation is reduced proportionately based on the load you are teaching for the year. If you are teaching in the fall, your Flex obligation includes the mandatory fall Flex day. If you are teaching in the spring, your Flex obligation includes the mandatory spring Flex day.

10. What options are available for satisfying the remaining 15 hours of my Flex obligation?

The additional 15 hours of required Flex activities will be required of all 10-month Faculty and may be completed with activities selected at the Faculty Member's discretion. [Faculty Contract, Article 8, Section 21(b)]. Faculty may satisfy this obligation through a variety of professional activities:
- You can attend workshops or programs offered on campus throughout the academic year.
- You can attend off-campus workshops and conferences. The maximum Flex credit for a single day is 6 hours.
- You can design your own individual or group projects with the approval of your dean.

11. You mean we can design our own activities for Flex credit?

Yes. If you wish to receive credit for an individual project, complete an Individual Project Proposal using Professional Development Reporter and click on Submit for dean approval. Upon completion of an approved project, you must Sign-Off on the project in Professional Development Reporter by clicking the "Electronic Signature" check box, then clicking Submit. The hours are added to your Flex Summary at this point. Make a copy for your records.

12. What kinds of individual or group projects are acceptable for Flex credit?

Any projects that result in faculty, student, or instructional improvement are acceptable.
- Major design or redesign of courses
- Subject area research and course update
- New course/program development
- Development of new materials for use in course/program evaluation
- Exploration of alternate instructional methods
- Review of library and media holdings
- Assessment of community needs and preferences as they relate to instruction at the community college
- Academic projects involving student groups

13. How does the college keep track of faculty Flex credits?

Attendance is taken at the mandatory on-campus activities (Flex days). Sign-in sheets are used to track on-campus programs.

If you are doing an Individual Project Proposal, login to Professional Development Reporter, choose "Manage FLEX Activities," then select "Submit an Individual Project Proposal." Once you click on Submit, the proposal will route to your dean for approval. Upon completion of the project, go into Professional Development Reporter and Sign-Off on the Project by clicking the "Electronic Signature" check box. The hours are added to your Flex Summary at this point. Retain a copy for your files.

All Individual Project Proposals must be entered in Professional Development Reporter and approved by your dean prior to May 15, 2017. You have until June 30, 2017 to sign-off on your completed project.

All other Flex activities (e.g. conferences, off-campus workshops), are reported by logging into Professional Development Reporter, choosing "Manage Your FLEX Activities," then selecting "Submit Conference Attendance/Off-Campus Workshop/ Other." Complete the form and read the statement before checking the "Electronic Signature" check box, then click Submit.

Except for activities taking place after May 15, 2017, conferences, etc. should be entered *after* attendance. If you are attending an activity between May 16 and June 30, 2017, please enter the activity *before* May 15.

14. When can I earn Flex credit?

You may earn Flex credit during any non-duty hours (hours you are not scheduled to be in class or in your office) throughout the academic year (July 1-June 30).

15. What about Adjunct Faculty?

ECC has no Flex requirement for adjunct faculty members. However, they are welcome to attend any scheduled activities on Flex days and throughout the year.

16. What about classified staff and management personnel?

Classified and management employees do not have a Flex requirement; however, they are welcome to participate in any of the scheduled activities. Classified staff need to make prior arrangements with their supervisors in order to coordinate office/area coverage.

17. Do participants have to pre-register to attend an activity?

In order to assure space availability and enough handout materials, pre-registration is required for some programs. For activities requiring pre-registration a link is provided with the program announcement, or you can log into Professional Development Reporter to register for current activities/programs and technology training. Attendance reminders will be sent one week prior to the event.

18. What if I don't complete my Flex obligation?

Absences on the mandatory Flex days (9 hours) will be charged to leave and cannot be made up. *If a Faculty Member does not complete any portion of the additional 15 hours of required Flex activities by June 30, his/her pay will be deducted for any of the Flex hours not completed. [Faculty Contract, Article 8, Section 21(b)(2)].*

Starfish-ECC Connect Early Alert Implementation

Below is a summary report of the two Starfish-ECC Connect beta tests for Early Alert which were conducted during Fall 2016 and Spring 2017.

Fall 2016 Early Alert Beta Test

User groups	Number of Participants
Instructional Faculty	**19** *(12 Torrance, 7 Compton)*
Counselors	**9** *(3 Torrance, 6 Compton)*
Student Services leads	**2** *(1 Torrance, 1 Compton)*
Other student and academic support service staff	**7** *(5 Torrance, 2 Compton)*

Data from Fall 2016 beta test indicate that Starfish Early Alert system was used widely by participating students, faculty, and counseling and student services staff

- Tracking items initiated *during the 1st progress survey period* = **118 flags** and **79 kudos**
- Tracking items initiated *during the 2nd progress survey period* = **81 flags** and **175 kudos**

Spring 2017 Early Alert Beta Test

The implementation team identified sections for Spring 2017 beta testing based on proportion of students representing the targeted cohorts (EOPS, Athletes, FYE, Veterans, F1, MESA/ASEM). An effort was made to identify as many sections as possible with students representing each of the cohorts.

User groups	Number of Participants
Instructional Faculty	**26** *(20 Torrance, 6 Compton)*
Counselors	**20** *(11 Torrance, 9 Compton)*
Student Services leads	**8** *(5 Torrance, 3 Compton)*
Other student and academic support service staff	**16** *(14 Torrance, 2 Compton)*

In response to feedback from the Fall 2016 beta test, a more comprehensive approach to training was taken for Spring 2017. The following sessions were scheduled to introduce Starfish-ECC Connect and to facilitate training among faculty, staff, and students involved in the beta test:

- **Faculty/Staff training sessions**: Wednesday, 3/8/17, 1-5pm at Torrance; Friday, 3/10/17, 9:30am-1:30pm at CEC
- **Student information sessions:** Three info sessions (including one evening session) scheduled at Torrance during week of 3/13/17; at request of participating CEC faculty, a member of the Starfish implementation team provided in-class student log-in tutorials for participating CEC sections.

Data from Spring 2017 beta test indicated an increased level of participation by students, faculty, and counseling and student services staff compared to the Fall beta test.

- Tracking items initiated *during the 1st progress survey period* = **155 flags** and **129 kudos**
- Tracking items initiated *during the 2nd progress survey period* = **170 flags** and **360 kudos**

Faculty/staff debrief sessions were conducted following each beta test; also, faculty/staff and student surveys were administered to beta test participants at the end of each term.

Next steps

Starfish-ECC Connect implementation team will review all feedback from the Early Alert beta tests to inform planning for campus-wide roll-out of Starfish-ECC Connect.

If you have any questions regarding Starfish-ECC Connect, please feel free to contact Dipte Patel (dpatel@elcamino.edu) or Linda Clowers (lclowers@elcamino.edu).

SSSP/SE/BSI Integrated Plan Timeline

For 2017-2018, the Chancellor's Office has provided a new template and budget form for California Community Colleges to submit an integrated plan and budget for Student Success and Support Program (SSSP), Student Equity (SE), and Basic Skills Initiative (BSI). The following is a general timeline and brief overview of the initial goals for the Integrated Plan.

As noted in the following timeline, the Student Success Advisory Committee (SSAC) requests the Academic Senate to include the Integrated Plan on one of the October meetings' agenda to allow integrated plan representatives to present an overview of the integrated plan.

Tentative Timeline for Planning, Consultation and Submission

Activity	2017 Timeline
Initial draft deadline	September 29th
Student Success Advisory Committee	October 5th and October 19th
Academic Senate	October 3rd or 17th
ASO Senate	Oct. 5th and 19th (tentative)
Deadline for Board Agenda	November 8th
Board Meeting	November 20th
Integrated Plan Due to Chancellor's Office	December 15th

The integrated plan requires the college to report on five integrated goals. One of the goals must crossover all three areas – SSSP, Student Equity, and Basic Skills, whereas the remaining four must tie into at least two of the three areas. Student Success Advisory Committee has come to consensus with the areas of focus for the five (5) report goals as noted below with the relevance to funding areas and guiding principles:

1. Professional Development (SSSP/SE/BSI)
2. Basic Skills (SSSP/SE/BSI)
3. Early intervention and Probation(SSSP/SE/BSI)
4. Transition from High School to College (SSSP/BSI)
5. Academic Support Services (e.g. tutoring) (SE/BSI)

For more information on the integrated plan template, please reference the Chancellor's office Integrated Planning site: http://extranet.cccco.edu/Divisions/IntegratedPlanning.aspx
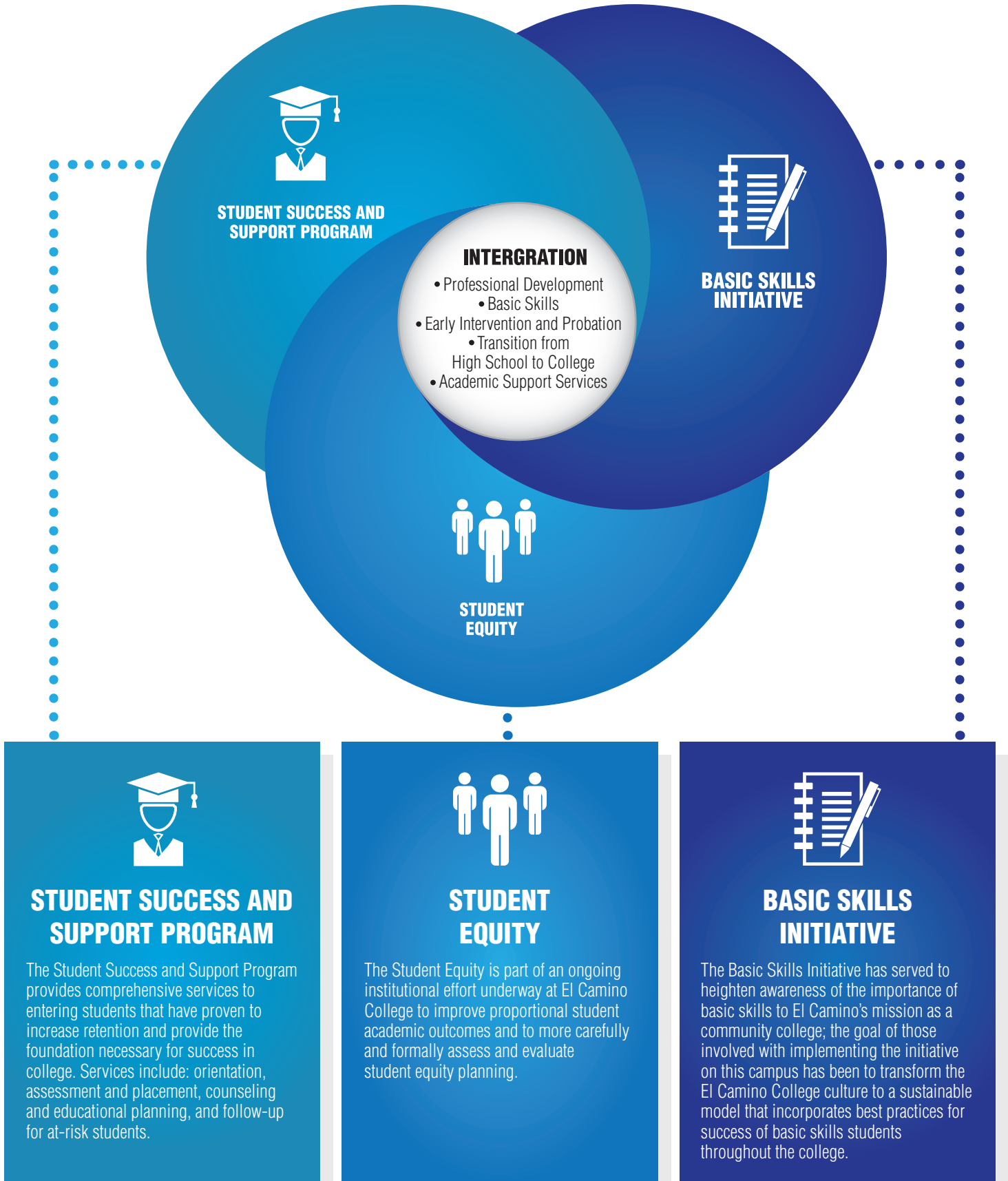
Please contact one of the following if you have any questions or feedback:
Basic Skills Initiative - Scott Kushigemachi or Art Martinez
Student Equity – Idania Reyes
Student Success and Support Program – Cesar Jimenez or Dipte Patel

INTEGRATED PLAN

STUDENT SUCCESS AND SUPPORT PROGRAM

BASIC SKILLS INITIATIVE

INTERGRATION
- Professional Development
- Basic Skills
- Early Intervention and Probation
- Transition from High School to College
- Academic Support Services

STUDENT EQUITY

STUDENT SUCCESS AND SUPPORT PROGRAM

The Student Success and Support Program provides comprehensive services to entering students that have proven to increase retention and provide the foundation necessary for success in college. Services include: orientation, assessment and placement, counseling and educational planning, and follow-up for at-risk students.

STUDENT EQUITY

The Student Equity is part of an ongoing institutional effort underway at El Camino College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning.

BASIC SKILLS INITIATIVE

The Basic Skills Initiative has served to heighten awareness of the importance of basic skills to El Camino's mission as a community college; the goal of those involved with implementing the initiative on this campus has been to transform the El Camino College culture to a sustainable model that incorporates best practices for success of basic skills students throughout the college.