



**OFFICERS & EXECUTIVE COMMITTEE**

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

**Senate Mailing List**

<u>Adjunct</u>		<u>Humanities</u>		<u>Academic Affairs</u>
<b>Kate McLaughlin (Hum)</b>	08/09	<b>Lyman Hong</b>	6/07	<b>Quajuana Chapman</b>
<b>Jeremy Estrella (Fine Arts)</b>	08/09	<b>Peter Marcoux</b>	6/08	<b>Dr. Francisco Arce</b>
<u>Behavior &amp; Social Sciences</u>		<b>Evelyn Uyemura</b>	6/08	<u>Associated Students Org.</u>
<b>Christina Gold</b>		<b>Adrienne Sharp</b>	09/10	<b>Megan McLean</b>
<b>Lance Widman</b>	8/09	<b>Matt Kline</b>	09/10	<b>Joe Udeochu</b>
<b>Michael Wynne</b>	7/08	<u>Industry &amp; Technology</u>		<u>Board of Trustee, Area 5</u>
<b>Janet Young</b>		<b>Patty Gebert</b>		<b>Miss Maureen O'Donnell</b>
<u>Business</u>		<b>Ed Hofmann</b>	6/07	<u>President/Superintendent</u>
<b>Dagmar Halamka</b>		<b>Douglas Marston</b>		<b>Dr. Thomas Fallo</b>
<b>Jay Siddiqui</b>	09/10	<b>George Rodriguez</b>	6/07	<u>The Union</u>
<b>Philip Lau</b>		<b>Lee Macpherson</b>		
<u>Compton Educational Center</u>		<u>LRC</u>		<b>Editor</b>
<b>Saul Panski</b>	08/09	<b>Claudia Striepe</b>	6/08	<u>Dean of Math</u>
<b>Estina Pratt</b>	08/09	<b>Moon Ichinaga</b>		<b>Don Goldberg</b>
<b>Tom Norton</b>	08/09	<u>Mathematical Sciences</u>		<u>Counseling</u>
<b>Jerome Evans</b>	08/09	<b>John Boerger</b>	6/11	<b>Ken Key</b>
<b>Darwin Smith</b>	08/09	<b>Greg Fry</b>	6/11	
<u>Counseling</u>		<b>Marc Glucksman</b>	6/10	
<b>Kate Beley</b>		<b>Greg Scott</b>	6/09	
<b>Christina Pajo</b>		<b>Paul Yun</b>	6/11	
<b>Brenda Jackson</b>		<u>Natural Sciences</u>		
<b>Chris Jeffries</b>		<b>Chas Cowell</b>	6/06	
<b>Linda Gallucci</b>		<b>Chuck Herzig</b>	6/11	
<u>Fine Arts</u>		<b>Teresa Palos</b>	6/08	
<b>Ali Ahmadpour</b>	6/09	<b>David Vakil</b>	6/08	
<b>Dan Berney</b>				
<b>Jason Davidson</b>	6/09			
<b>Chris Wells</b>	6/09			
<b>Mark Crossman</b>	09/10			
<u>Health Science &amp; Athletics</u>				
<b>Tom Hazell</b>	09/10			
<b>Pat McGinley</b>				
<b>Tory Orton</b>				
<b>Corey Stanbury</b>				
<b>Mary Moon</b>				
<b>Guenever Parsely</b>				



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

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

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

<b><u>FALL 2008</u></b>	<b>Student Act. Center</b>	<b><u>SPRING 2009</u></b>	<b>Student Act. Center</b>
September 2	West Lounge	March 3	Alondra Room
September 16	Alondra Room	March 17	Alondra Room
October 7	Alondra Room	April 7	Alondra Room
October 21	Alondra Room	April 21	Alondra Room
November 4	Alondra Room	May 5	Alondra Room
November 18	Alondra Room	May 19	Alondra Room
December 2	Alondra Room	June 2	Alondra Room

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

<b><u>FALL 2008</u></b>		<b><u>SPRING 2009</u></b>	
September 4	Board Room	February 19	Board Room
September 18	Board Room	March 5	Board Room
October 9	Board Room	March 19	Board Room
October 22	Board Room	April 9	Board Room
November 5	Board Room	April 23	Board Room
November 20	Board Room	May 7	Board Room
December 4	Board Room	May 21	Board Room
		June 4	



# **AGENDA & TABLE OF CONTENTS**

	<b>Page</b>
<b>A. CALL TO ORDER</b>	
<b>B. APPROVAL OF MINUTES</b>	<b>1-7</b>
<b>C. REPORTS OF OFFICERS</b>	
	<b>A. President</b>
	<b>8-18</b>
	<b>B. VP- Compton Center</b>
	<b>19</b>
	<b>C. Chair- Curriculum</b>
	<b>20-54</b>
	<b>D. VP- Educational Policies</b>
	<b>55</b>
	<b>E. VP- Faculty Development</b>
	<b>56-59</b>
	<b>F. VP- Finance</b>
	<b>60-68</b>
	<b>G. VP- Legislative Action</b>
<b>D. REPORTS OF SPECIAL COMMITTEES</b>	
	<b>A. SLO (Kjeseth)</b>
	<b>84-87</b>
<b>E.</b>	<b>B. Program Review (Jaffe)</b>
	<b>88-95</b>
<b>UNFINISHED BUSINESS (1:00pm)</b>	
	<b>A. CEC Resolution for Plenary</b>
	<b>19</b>
	<b>B. Institutional Code of Ethics 2nd Reading (Perez)</b>
	<b>69-71</b>
	<b>C. Fees Presentation (Nishime)</b>
	<b>72-77</b>
	<b>D. BP &amp; AP 5500 Academic Honesty 2<sup>nd</sup> Reading (Uyemura)</b>
	<b>78-83</b>
<b>E. NEW BUSINESS</b>	
<b>F. AGENDA ITEMS FOR FUTURE MEETINGS</b>	
<b>G. PUBLIC COMMENT</b>	
<b>H. ADJOURN</b>	



# Committees

<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
<b><u>Senate</u></b>				
<b>ASSESSMENT OF LEARNING</b>	Lars Kjeseth Jenny Simon			
<b>COMPTON FACULTY COUNCIL</b>	Saul Panski	Thursdays	2:00-3:00	CEC Board
<b>CURRICULUM</b>	Janet Young	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.		Board Room
<b>EDUCATION POLICIES</b>	Evelyn Uyemura	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	12:45-1:45	H
<b>PLANNING &amp; BUDGETING</b>	Arvid Spor, ???	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	1:00 – 2:30	Alondra
<b>FACULTY DEVELOPMENT</b>	Dave Vakil	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	12:45 – 2:00	ADM 127
<b>LEGISLATIVE ACTION</b>	Chris Wells	1 <sup>st</sup> Thursday	12:45 – 1:30	Varies
<b>CALENDAR</b>				
<b>ACADEMIC TECHNOLOGY</b>	Jim Noyes, Virginia Rapp			
<b><u>Campus</u></b>				
<b>ACCREDITATION</b>	Arvid Spor, Susie Dever			
<b>BOARD OF TRUSTEES</b>	Mary Combs	Mondays	4:00	Board Room
<b>COLLEGE COUNCIL</b>	Tom Fallo	Mondays	1:00-2:00	Adm. 127
<b>DEAN'S COUNCIL</b>	Francisco Arce	Thursdays		
<b>CAMPUS TECHNOLOGY</b>	John Wagstaff	3 <sup>rd</sup> Weds.	2-3:00 pm	
<b>ENROLLMENT MANAGEMENT</b>	Arvid Spor	Thursdays	9-10:00 am	
<b>SLOs</b>	Jenny Simon, Lars Kjeseth			

## ACADEMIC SENATE ATTENDANCE &amp; MINUTES

March 17th, 2009

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

Behavioral & Social Sciences		Industry & Technology	
<u>Gold, Chris</u>	X	<u>Gebert, Pat</u>	
<u>Widman, Lance</u>	X	<u>Hofmann, Ed</u>	X
<u>Wynne, Michael</u>	X	<u>MacPherson, Lee</u>	X
		<u>Marston, Doug</u>	X
Business		<u>Rodriguez, George</u>	
<u>Halamka, Dagmar</u>		Learning Resources Unit	
<u>Saddiqui, Junaid</u>	X	<u>Striepe, Claudia</u>	X
<u>Lau, Philip S</u>	X	<u>Ichinaga, Moon</u>	X
Counseling		Mathematical Sciences	
<u>Beley, Kate</u>	X	<u>Scott, Greg</u>	
<u>Jackson, Brenda</u>	EXC	<u>Glucksman, Marc</u>	X
<u>Jeffries, Chris</u>	X	<u>Boerger, John</u>	
<u>Pajo, Christina</u>		<u>Fry, Greg</u>	
Fine Arts		<u>Yun, Paul</u>	X
<u>Ahmadpour, Ali</u>	X	Natural Sciences	
<u>Davidson, Jason</u>		<u>Cowell, Chas</u>	
<u>Wells, Chris</u>	X	<u>Herzig, Chuck</u>	X
<u>Crossman, Mark</u>		<u>Palos Teresa</u>	X
<u>Berney, Daniel</u>	X	<u>Vakil, David</u>	X
Health Sciences & Athletics		Adjunct Faculty	
<u>Hazell, Tom</u>		<u>Kate McLaughlin</u>	X
<u>Orton, Tory/Victoria (sharing)</u>		<u>Jeremy Estrella</u>	
<u>Stanbury, Corey</u>		ECC CEC Members	
<u>McGinley, Pat</u>	X	<u>Panski, Saul</u>	X
<u>Moon, Mary (sharing)</u>		<u>Pratt, Estina</u>	EXC
<u>Parsley, Guenever</u>		<u>Smith, Darwin</u>	EXC
Humanities		<u>Evans, Jerome</u>	EXC
<u>Hong, Lyman</u>	X	<u>Norton, Tom</u>	EXC
<u>Marcoux, Pete</u>	X	Assoc. Students Org.	
<u>Uyemura, Evelyn</u>	X	<u>Joe Udeochu</u>	X
<u>Kline, Matt</u>	X		
<u>Adrienne Sharp</u>	X		

Ex Officio Attendees: Francisco Arce, Jeanie Nishime, Janet Young,  
Guests and/Other Officers: Arvid Spor, Dr. Goldberg (Dean's Rep), Barbara Perez, Lars Kjeseth, Barbara Jaffe.

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

The first Academic Senate meeting of the Spring 2009 semester was called to order at 12:33pm.

Approval of last Minutes:

The minutes [pp. 1-7 of packet] from the last Academic Senate meeting were unanimously approved with one correction to the spelling of Dr. Nishime's name on pg.2.

Mr. Hoffman reported on FIRST (For Inspiration and Recognition of Science and Technology) where high school students are given 6 weeks to build a robot. El Camino Students helped out in several High Schools for this worldwide competition. El Camino aided projects won several awards, including a Blue Ribbon.

**REPORTS OF OFFICERS**

President's report – Pete Marcoux (henceforth PM)

No Report.

Compton Education Center - Saul Panski (SP)

No Report.

Mr. Panski had prepared a handout/resolution regarding Partnership for Senate Plenary.

VP - Legislative Action – Chris Wells (CW)

CW reported that Mr. Kjeseth will be the El Camino College delegate to the State Plenary in San Francisco, 15 – 17 April.

The Area C meeting on the 28<sup>th</sup> March will be held at LA Valley College. The Area meetings preview resolutions that will be presented at the Plenary. CW, Mr. Vakil, Mr. Panski, and Mr. Smith will all be attending.

VP - Faculty Development – Dave Vakil (DV)

DV reported that the first Faculty Development meeting was spent developing a short & long term "Faculty Development Plan." The first step is a "Needs Assessment", and the committee is working on the survey questions and format.

The committee is continuing to work on updating the Distinguished Faculty Award, based on adapting the Hayward Award.

The committee is pursuing additional models for a Distinguished Adjunct Faculty Award (one per division or funded by FT faculty). Will discuss further, may survey the deans DV announced that the Teaching Book Club's new book is *Brain Matters: Translating Research into Classroom Practice* by Patricia Wolfe. They may invite the author to give presentation(s) on a flex day. Mr. Kjeseth agreed that Ms. Wolfe gave a great

presentation and remarked that he had also been hoping to get her to come and speak and that perhaps the two groups could share the fee.

The two “Getting the Job” workshops drew 100 attendees. Another benefit was the useful feedback and the committee hopes to offer an improved version next year.

DV shared news on the mentorship pilot project. The Humanities faculty were showing scant interest in the project, so the Faculty Development Committee has expanded the project into the Natural Sciences Division, where 4 people have signed up. The plan is still to take the project campus- wide.

#### VP- Educational Policies – Evelyn Uyemura (EU)

[pp. 43 of packet]

EU listed four policies that may be obsolete and can therefore be dealt with quickly:

- BP 4270 Substitute Courses for Health Education (Dean Drew)
- BP 4312 Soliciting Funds from Students (Dr. Nishime)
- BP 4320 Public Performance by Students (Dean Schwartz)
- BP 4255 Student Progress Alert and Referrals (B. Mulrooney)

Some may no longer be relevant, the last may be a procedure, and not a policy.

Please send feedback to EU. These will then go to the Board as items to be deleted.

- BP 4020 Program and Curriculum Development. EU noted that there is no policy by that name and number on our list of Board Policies. EU had received a paper copy of a version that was passed by the Curriculum Committee and Academic Senate back in September and October 2001. There is an indication that it was presented to the Board for a first reading in 2002, but was pulled and no action was ever taken.

Dr. Perez said that there were a whole lot of policies that had got to the Board and had subsequently faded. Dr. Perez will try and investigate what happened to them. EU said it was relevant especially in terms of the recent Accreditation warning. Dr. Perez and EU will keep each other in the loop.

Mr. Tyler and EU met to try and reconcile the Academic Honesty Policy. Senate can approve whether to fold the policy back into the larger document or have it stand alone. This will be discussed in detail later in the meeting, as will the Course Repetition Policy.

#### Curriculum Committee report – Janet Young (JY)

[pp. 19 – 42 of packet]

JY reported that **three Course Review Workshops** have been conducted, two at ECC and one at the Compton Center. They were well-received. Three more will be scheduled in April and three more in May.

- **The Standard Review Committee** (which reviews courses submitted for course review or minor changes) is working well and is allowing for additional courses to be reviewed at each meeting.
- **Response to Recommendation Three** – Chair Young was involved in the input for the response. Felt the response was well-crafted and accurate. Kudos to the final authors.
- **Six-Year Review Cycle Worksheet and Report Form** were piloted at the last CCC meeting. It will now be presented to each department so the faculty can plan

their curriculum submissions in order to “get on” and then “stay on” a six-year review cycle.

**Curriculum Chair Reassigned Time** must be increased from 30% to 50% on a 12 month basis or with a stipend for Winter and Summer to maintain a six year review cycle plans. At present, Chair Elect (L. Kjesth) and Current Chair (J.Young) are volunteering many extra hours each week.

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

[pp. 44-45 of packet] contains the Council of Deans, 2/2/08 (!) minutes: although these are old, they do give a historical perspective.

[p. 46 of packet] illustrates the percentage of spending on employee salaries and fringe benefits from the District’s unrestricted General Fund.

[ pp. 47-48 of packet]contains thee Budget Calendar, which LW felt is very ambitious with tight time frames.

[pp. 49-51of packet] contains the PBC 2/5 minutes: State budget update as of this date, Budget Calendar discussions, initial Planning Model discussions.

[pp. 52-53 of packet] LW noted a repetition of the Budget Calendar.

[pp. 54-59 of packet] Planning Model, subject of today’s discussion by Arvid Spor.

**REPORTS OF SPECIAL COMMITTEES**

Accreditation – Dr. Arce

[pp 90-135 of packet] Dr. Arce thanked EU, JY and Dr. Spor for all their helpful work in creating a response to the Commission. More work will be done to strengthen this follow-up report, which will then be given to the Board of Trustees to review.

The first report notes that the plan is to become Proficient. There is some discussion as to whether we have already attained that goal. Dr. Arce noted that we have a good planning program in place and Dr. Arce congratulated the Curriculum chairs, JY and Mr. Kjeseth for their work in this area, along with Dr. Jaffe. Dr. Arce noted that ECC would have 1220 active courses, and that 60% would be out of compliance with a 6 year review cycle, but the new plan would move things along quicker. EU and JY agreed to meet and clarify some points re: the Curriculum process. Please look at the draft follow- up report and send comments to Dr. Arce or Dr. Spor.

Student learning Outcomes and Assessment – Lars Kjeseth (LK)

[pp60 – 70 of packet] LK noted an error on the dates of the minutes. The February 23<sup>rd</sup> date on pp62 should read March 9<sup>th</sup>.

LK noted that two groups had worked on responses to the Accreditation report – the Assessment of Learning Committee members and Drs. Goldberg, Gallucci, Simon and Jaffe. A draft will be ready by the end of the semester for the October 15<sup>th</sup> response. Please send any suggestions/thoughts to the above named. LK spoke of the need to revive the Division- level SLO Committees. The Assessment of Learning Committee has been



tasked with developing a rubric that will assist faculty in developing their SLO and reports. LK will report back at the April 7<sup>th</sup> Academic Senate meeting.

ASO Representative Report - Joe Udeochu (JU)

No report.

**UNFINISHED BUSINESS**

PM pulled the Institutional Code of Ethics 2<sup>nd</sup> reading from the agenda as it is not ready.

Academic Honesty – 2<sup>nd</sup> Reading – Evelyn Uyemura (EU)

(pp 71- 78 of packet) Previously most of this content was contained in the Standards of Student Conduct Board Policy [see pg71 of packet], under the purview of Harold Tyler. The Policy was being revisited and the Ed. Policies Committee looked at it and felt the section on Academic Honesty was a faculty matter and therefore faculty should be involved. Therefore a new policy, named Academic Honesty, is being drafted. [see pg 76 of packet].

The Ed. Policies Committee felt that Academic Honesty was a little different from Student Conduct and therefore warranted a separate policy. However, it is understood that the proposed policy may remain a separate policy, or it may be refolded back into the Standards of Student Conduct Policy.

The Academic Honesty Policy [pg 76 of packet] has been written in a positive tone. The second part – AP4500 gives examples of what might be considered academic dishonesty. Mr. Vakil suggested in point#9 taking out the word “both” and having it read “the instructors”.

Mr. Widman said the Dean’s Council is concerned that a new policy is being created from an already existing policy. The Council felt it might be a better idea to reorganize the current Policy so that Mr. Tyler would not have two different disciplinary Policies to deal with. Dr. Arce agreed that the policy seemed premature and would add another layer of work to Mr. Tyler’s office. Dr. Arce felt there needed to be more dialogue on campus on how to address academic honesty at ECC.

EU felt that, while there is currently no State- wide mandate/ requirement concerning this matter, it is important to show that ECC values academic honesty in and of itself.

It was decided to table the issue pending a Thursday meeting between EU and Mr. Tyler. This will return to the agenda on April 7<sup>th</sup>.

Mr. Tyler noted that the issue of academic dishonesty dealt with in the faculty contract, where Section 9 pg 3 describes ways for faculty to deal with these situations. Mr. Tyler noted that there has been an increase in cheating, especially electronic cheating – for example, forged transcripts. Mr. Tyler distributed copies of an article “Making Honor Codes Work”. Mr. Tyler felt the campus needed to install an honor code on campus and even have a student court to deal with instances of cheating. Student representative Joe Udeochu felt that the issue needed to be presented to students in a more direct way – like having them sign a contract as many do not read the syllabi, or class schedule.

Dr. Nishime noted that many policies were being revised but there was a concern about where to put them. They are all in the Catalog, but more students get the Class Schedule than get the Catalog.

Please send further comments on this issue to EU.

Course Repetition – 2<sup>nd</sup> Reading Evelyn Uyemura (EU)

[pg 78 of packet]

EU noted that this is not a Policy, but a Procedure. The intent is to permit certain repetitions if students desire to do so. This is not intended to allow continuous recycling of classes, nor would the State allow this.

It was suggested to remove “one time only” from line 4 of the document.

Line 1 of the document – “class” will be changed to read “course”.

Dr. Perez again noted that student still had the option to audit the classes.

The motion was put to the vote and passed unanimously.

Administrative Hiring. 2<sup>nd</sup> Reading – Dr. Barbara Perez (BP)

[pp79 – 84 of Packet] This is an attempt to codify the administrative hiring process and provide guidelines. No procedures exist at present. This mimics many of the procedures of faculty hiring. BP repeated that this is a Procedure, NOT a Policy.

Mr. Vakil asked whether this would apply to the hiring of a President or Vice- President.

BP felt it might apply to the hiring of a Vice- President, but not the position of President.

It was noted that the italicized point 6 was just an editing glitch and would be corrected.

Some other minor changes on pgs 79 and 81 would also be made.

Mr. Ahmadapour had a concern about the Screening Committees and sufficient Division representation. BP referred Mr. Ahmadapour to point 4 which speaks to ensuring adequate faculty representation. Mr Ahmadapour still felt that more autonomy should be given to the Divisions, not to the Academic Senate in appointing people to the hiring panels. PM said that the Academic Senate DID look first to the divisions when soliciting people for hiring committees, and felt that the Academic Senate president was able to add third party objectivity.

The motion was put to the vote and passed unanimously.

**NEW BUSINESS**

Resolution Regarding Partnership – Saul Panski (SP)

Mr. Panski had prepared a handout/resolution regarding Partnership for Senate Plenary, however, due to time constraints this was tabled for the next meeting.

Planning Model (Informational) – Dr. Arvid Spor (AS)

[pp 54- 59 of packet] This is intended to create more awareness of what we are doing re: planning on the campuses at ECC and the CEC. AS went through the document. It was noted that recommendations would follow each Program Review. These would need to be prioritized and put into Plan Builder, from where they would move forward to the Vice Presidents and the PBC.

Mr. Vakil queries where Planning and Budgeting came into the document and AS referred him to pg 57, point 6. Mr. Vakil opined that it was still not obvious to him, and it should be headlined or it would be easy for others to overlook. AS noted that this document was merely intended to create an awareness of planning, but Mr. Vakil felt the linkage between planning and budgeting should be made clearer, especially as it was an area noted by the Accreditation group. AS noted that the budget calendar would come to the Board each year. AS promised to make the budgeting and planning link more obvious and that the model was a work in progress. More general discussion followed, some suggestions were made re: adding to the diagram, providing an overlay to the diagram, and adding another link for evaluation. PM asked who the audience for the model was and AS said it would be any interested party from Dr. Beano, to the Board, to faculty. AS said that he welcomed questions and concerns. The issue of aligning the cycles was raised, or having all cycles be 6 – year cycles, but on a staggered rotation. EU noted that at a recent planning summit, the group had discussed adding SLO's to the planning model diagram, and to the planning statement and planning narrative, as SLO's are driving many of our actions, they should be more visible in the planning process, and this would also serve as a reminder of the central role of the student in the college.

**PUBLIC COMMENT**

NONE

The meeting adjourned at 1:56pm

*CS/ecc2009*

DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting March 16, 2009

Present: Francisco Arce, Sean Donnell, Thomas Fallo, Ann Garten, Irene Graff, JoAnn Higdon, Megan McLean, Billie Moore, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, Arvid Spor, and David Vakil.

1. Board Agenda
  - a. The Board meeting has been moved to Haag Recital Hall.
  - b. Francisco will make a presentation on Accreditation.
  - c. We have a closed session planned. If the Board wants to discuss the student expulsion they can do that in closed session.
  - d. There will be more changes on the Accreditation response. There will be another major read through this week. We will bring it back to the Board once it is sent. They are looking for structure and accomplishment. They are expecting us to show a plan to accomplish. To get off the warning list we have to show Sustainable Continuous Quality Improvement.
  - e. Page 12 of – Page 3 of Follow-up Accreditation Report – the statement regarding the Follow-Up Report Task Force will be changed.
  - f. Page 5 – Board minutes – the Board did not come out of closed session, so minutes will be changed to reflect that.
  - g. Page 87 – Budget change – Jo Ann will find out where additional \$10 million came from.
  - h. Page 100 item C – Transportation allowance includes any expenses that are charged to supplemental transportation.
  - i. Page 100 item C – There was a question as to how this item would affect a future bond measure.
2. Code of Ethics is going to the Academic Senate next and questions can be brought up there.
3. We need to make sure we respond to any Planning Summit issues. One student participated on Friday.

Agenda for the March 23, 2009 Meeting:

1. Minutes of March 16, 2009
2. Board Policy and Administrative Procedures 5030 – Fees
3. Planning Summit Update
4. VP – Board Policy update
5. Status of College Council Goals 2008-2009

## College Council Goals 2008-2009

- a. Focus on responding to the Accrediting Commissions Recommendations.
- b. College Council members will report to and from their constituent groups. This will be done quarterly.
- c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. Jeanie will bring this in March.
- d. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
- e. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. Everyone will bring a list of policies they are working on.
- f. All Administrative Procedures that accompany Policies will go through College Council.
- g. Incorporate the spirit of Accreditation in every day college operations.
- h. Academic integrity as a team. Pete will determine how this can be measured.
- i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting March 23, 2009

Present: Francisco Arce, Sean Donnell, Thomas Fallo, Bob Gann, Ann Garten, Irene Graff, Peter Marcoux, Megan McLean, Barbara Perez, Susan Pickens, Ivana Poste, Gary Robertson, Luukia Smith, and David Vakil.

1. BP 5030 – Fees. Jeanie distributed the updated version that incorporated changes recommended by College Council.
  - a. President Fallo would like the students to review this policy this Thursday.
  - b. The fee table will not be referred to as the “Board of Trustees fee table.”
  - c. It was suggested include “the following fees may be exempt” to the statement in the first paragraph of the page 1 of the procedure.
  - d. It was noted that number 17 on the Fees for Services on the page 1 of the procedure included number 18.
  - e. There was discussion about number 1 on page 3 of the procedure where it says “Students are required to pay fees within ten (10) days of their enrollment in courses.” It was decided to keep that statement in, even though it is not a practice. The statement can be changed later. It was decided that Jeanie and JoAnn would co-chair a committee to discuss fee payment requirements.
  - f. On number 1 on page 3 of the procedure the statement “by published deadline per class schedule” will be added in the last sentence where it relates to refunds of fees.
  - g. Fee schedule – page 4 of procedure. It was decided to put a date on the schedule. Jeanie will find out about number 25 – fees for providing special certificates. She will also find out about number 24 – fees for criminal background checks.

**2. College Council Policies/Procedures completed in the 2008-2009 time frame:**

1. BP 4070 – Audit Enrollment – Adopted on 07/21/08.
2. BP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
3. AP 4300 – Field Trips & Excursions – Adopted on 3/16/09.

**Pending from 2008-2009**

4. BP 2715 – Code of Ethics/Standards of Practice – distributed at College Council on 3/9/09.
5. BP 3050 – Institutional Code of Ethics, distributed at College Council on 12/1/08
6. AP 7120A – Administrative Hiring Procedures, distributed at College Council on 2/23/09
7. BP 5030 – Fees – last distributed 3-23-09.

Agenda for the March 30, 2009 Meeting:

1. Minutes of March 23, 2009
2. Board Policy and Administrative Procedures 5030 – Fees
3. Planning Summit Update
4. VP – Board Policy update
5. Status of College Council Goals 2008-2009

College Council Goals 2008-2009

- a. Focus on responding to the Accrediting Commissions Recommendations.
- b. College Council members will report to and from their constituent groups. This will be done quarterly.
- c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. Jeanie will bring this in March.
- d. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
- e. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. Everyone will bring a list of policies they are working on.
- f. All Administrative Procedures that accompany Policies will go through College Council.
- g. Incorporate the spirit of Accreditation in every day college operations.
- h. Academic integrity as a team. Pete will determine how this can be measured.
- i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting March 30, 2009

Present: Francisco Arce, Thomas Fallo, Ann Garten, Irene Graff, Chris Jeffries, Peter Marcoux, Megan McLean, Saul Panski, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, Arvid Spor, and David Vakil.

1. BP & AP 5300 – Fees
  - a. Jeanie distributed both at ASO on Thursday and asked that any comments be given to Megan. The Compton Center needs to have an opportunity to review these as well.
  - b. Jeanie and JoAnn will contact constituent groups to get members for the committee to discuss fee payment requirements.
  - c. The transcript fee is currently \$2.00. We are contracting with a firm that will handle the on-line processing which would cause the additional cost. Jeanie is going to find out exactly what this firm will be doing and report back to College Council.
  - d. Bill Mulrooney knows of no fees for special certificates or background checks, so these have been removed from the fee table.
  - e. Jeanie will add LiveScan to fee table.
  
2. Accreditation Response – This will be sent either March 31<sup>st</sup> or April 1<sup>st</sup>. Names listed in the report are people that are going to be part of the October review. We are trying to see if we can get them to review this and discuss our status in June. We hope this will satisfy them. There is concern with our course review time line. We say it would take three more years to do and that is a serious issue. We have to see what we can do about trying to speed that up. Some colleges have taken their courses and reviewed them in that year. Francisco is having an emergency meeting with the deans tomorrow about the status of curriculum. To have all courses complete we will have to hire some faculty to provide technical assistance this summer. Francisco is meeting with the deans first and then with the curriculum leadership.
  
3. Planning Summit – There were 50 attendees. They reviewed and discussed planning rubric and looked at our model. Each group was given the following three questions: 1. What are we doing well? 2. What aren't we doing well? 3. What do we need to improve? Arvid has developed a summary and time lines are needed for action steps. When completed it will go through Planning & Budgeting Committee at ECC and Compton. Arvid will send his Planning Summit notes to both ECC and Compton listserves.
  
4. College Council Policies/Procedures completed in the 2008-2009 time frame:
  1. BP 4070 – Audit Enrollment –Adopted on 07/21/08.



2. BP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
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Pending from 2008-2009

4. BP 2715 – Code of Ethics/Standards of Practice – distributed at College Council on 3/9/09.
5. BP 3050 – Institutional Code of Ethics, distributed at College Council on 12/1/08
6. AP 7120A – Administrative Hiring Procedures, distributed at College Council on 2/23/09
7. BP & AP 5030 – Fees – last distributed 3-30-09.

Agenda for the April 6, 2009 Meeting:

1. Minutes of March 30, 2009
2. Team Reports
3. Basing Grades on Attendance (Sean Donnell)
4. Board Policy and Administrative Procedures 5030 – Fees
5. Planning Summit Update
6. Status of College Council Goals 2008-2009

College Council Goals 2008-2009

- a. Focus on responding to the Accrediting Commissions Recommendations.
- b. College Council members will report to and from their constituent groups. This will be done quarterly.
- c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. Jeanie will bring this in March.
- d. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
- e. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. Everyone will bring a list of policies they are working on.
- f. All Administrative Procedures that accompany Policies will go through College Council.
- g. Incorporate the spirit of Accreditation in every day college operations.
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# Academic Technology Support

## El Camino College

Prepared by

Howard Story (3/5/09)

1. Faculty use of technology in the classroom is at an all time high. The major reason for this increased utilization of instructional technology can be attributed to the installation of SMART classrooms on the campus, availability of computers (laptops) and content on the web. Integrated audiovisual and computer technology in classrooms has made it easier for the instructor to enhance their lectures with instructional presentations. Instructors no longer have to worry about equipment being available or having to move it from a storage area or hook up cables to connect various devices. Bond money along with new construction projects (Science Complex, Humanities, etc.) allowed for the purchase and installation of large quantities of equipment with no provision for maintenance or replacement.
2. The increased amount and utilization of technology has created an enormous challenge for Media Services and Information Technology Services (ITS) in that neither department has adequate resources to properly support the classrooms. Faculty now depend on the technology to teach their classes and there is great concern when it does not operate. In fact many feel that it is a critical part of their instructional delivery process. Media Services has lost three of five staff positions since 2004 due to retirement and resignations. One of those individuals primary assignment was to provide support for equipment in classrooms. ITS lost the only staff member that possessed the expertise to repair equipment. Despite the lack of any maintenance, the academic area has been able to utilize the technology with minimal problems because the equipment was new. Presentation technology can also be found in areas outside of the classroom in conference and meeting rooms throughout the campus. This adds to the support burden of the two departments.
3. Some of the equipment is beginning to age and the campus is experiencing a growing number of technology failures in the classrooms. LCD projectors are shutting down due to overheating because maintenance has not been performed. Smart room control systems need to be re-programmed and broken cable connections need to be repaired. Currently there is no one on campus assigned to perform regular maintenance or repair equipment and funds have not been allocated to outsource this work to an AV vendor.

Currently ITS and Media Services divide up the minimal support that is provided for this growing area. For example, staff from ITS has responsibility for taking down projectors and replacing lamps. Staff from ITS takes care of all software and computer issues. If a projector does not work it is given to Media Services. Staff from Media Services arranges to have the projector sent to a vendor for an estimate to repair the item. If the estimate is reasonable Media Services will work with the Division to secure budget for the equipment to be repaired. Media Services also purchases and maintains an inventory of replacement lamps for the projectors. Staff from Media Services interacts with faculty to diagnose and correct problems. In many cases the technology is working and the instructor only needs instruction on how to operate the system. Following is a list of recent problems that are very typical:

<u>Date</u>	<u>Location</u>	<u>Problem</u>	<u>Resolution</u>
2-19-09	Chem 162 & 165	Projector overheating.	Sent for repair
3-3-09	PE 209	Red lights on projector. Will not stay on.	Lamp, cleaning
3-3-09	Art 103 & 106	Projector overheating. Does not work.	Replace filters
3-3-09	Chem 164	Projector overheating. Will not stay on.	
3-3-09	H 309	Doc Cam on computer but not on projection screen	
3-4-09	H 307	Doc Camera does not work	
3-4-09	PE 229	Instructor unable to log on to network (computer)	

With the addition of the four story Business/Math/Health Sciences building (60 + learning spaces) along with the infusion of technology in classrooms across the campus; these problems will continue to increase. The college must make provisions for preventative maintenance and repair of the technology. Staff must also be available to provide support and training on the utilization of the technology.

4. El Camino College has made a large investment in instructional technology. The cost of a typical Smart classroom is between ten and fifteen thousand dollars. Currently there are over 150 Smart classrooms on the campus. The college must recognize that new equipment installations, classroom and lecture hall support, and systems training have become an integral part of research and teaching. Their effective daily use demands

expanded classroom media availability, minimum downtime as well as excellent customer service.

5. Recommendations:

- Select several divisions (Life Sciences – 28 classrooms with technology installed that is in excess of five years old and Humanities – 44 classrooms/labs with technology less than two years) to take out contracts with an outside vendor to service and repair non-computer equipment. A typical service contract to include one scheduled preventative maintenance for 80 rooms and ten non-scheduled “Emergency” visits for one year duration would cost approximately \$13,000. That amount does not include the price of parts to repair equipment if necessary. This will serve as a pilot and provide data on the advantages and disadvantages of using an outside company.
- Create a task force or utilize the Academic Technology Committee to examine the current technology campus support model and craft a recommendation to include budget and staff for the support of classroom technology.

## Academic Technology Committee Meeting Minutes

11 December 2008

Alondra Room

12:30 p.m. – 2:00 p.m.

The Academic Technology Committee is a sub-committee of the College Technology Committee and the Academic Senate that focuses on the academic technology needs of the college.

In attendance: Jim Noyes, Virginia Rapp, Dave Murphy, Dwayne Hayden, Don Treat, Michael Wynne, Donna Post, John Ruggirello, Tom Jackson, John Wagstaff, Howard Story, Noreth Men, Dick Barton

The minutes of the 25 September 2008 meeting of the Academic Technology Committee (ATC) were approved.

### Email Problems:

For a few weeks in November, users of ECC email were unable to contact users of popular email providers like gmail, yahoo, hotmail, and so on, which made it difficult for instructors to communicate with their students. All ECC emails were being blocked because a college-owned computer was attacked off campus. The attacker used a keystroke-recording program to obtain enough information to hack into ECC's network and use it to send out large amounts of spam. It took time to find the problem and to prove to the other email providers that we would no longer be a source of large amounts of spam.

John Wagstaff, director of Information and Technology Services (ITS), discussed preventing similar problems in the future. The most important is making sure that employees practice basic computer safety like not clicking on attached files sent to them by unknown users. In addition, laptop users should bring their computers to campus at least once a month and re-start them while connected to the ECC network so that the network can install the latest protection software and scan the computers for problems.

### Phone Number Change:

In 2009, phone users will have to dial 1-310-660-3593 and then an extension to reach most phone numbers on campus (many phone numbers that are available to the public will remain "direct dial" numbers, but faculty phone numbers will have extensions). Staff will not be issued new business cards reflecting the change in phone number.

### Maintaining Technology and Staffing:

The committee continued to discuss difficulties maintaining and regularly replacing technology at El Camino College owing to a reduction in staff (typically owing to retirements) and an expansion in the amount of technology that needs to be maintained (e.g., new buildings). Simply put: there are not enough IT staff to maintain the technology we have, let alone the new technology being purchased. Owing to recent budget cuts, casual employees are being lost who were hired to do essential work previously done by full-time employees. After the previous meeting, the subcommittee charged with drafting a resolution for the Academic Senate instead decided to compile a list of needs (and the consequences of not funding them) for the administration and the Academic Senate. A few divisions have submitted requests. Two particular needs were identified at the meeting:

- **The Library:** The library (including the Learning Resource Center, etc) now has the highest concentration of technology on campus and needs a technician dedicated to maintaining and upgrading it.
- **Classroom Media:** The number of “smart” classrooms continues to grow. There are now more 200 on campus. We need a person dedicated to maintaining and upgrading them. Current staff do not have the training and knowledge to perform all necessary work. For example, no one is qualified to perform regular maintenance on the LCD projectors. Given how expensive LCD projectors are, a single employee could save the college a great deal in replacement costs and improve teaching (fewer interruptions to instruction).

The committee members believe that the cost of maintaining and replacing new technology should be considered when new technology is purchased, and that when the college purchases new technology, the college should be committed to maintaining the technology and replacing it at the end of its life cycle (e.g., the cost of maintenance and replacement should automatically be added to the annual budget). John Wagstaff discussed his efforts to calculate a “total cost of ownership” (TCO) for new computers that we can use in the future.

The committee was reminded about ITS experiments with workstations that store and run programs on servers at distant locations (“end computing”). Maintaining servers requires fewer staff than maintaining many individual PCs located at many locations across campus, and this may be one way for ECC to do more with fewer staff in the future.

It was noted that ECC is losing LaTonya Motley, the staff technology trainer, and no one knows of any plans to have her replaced. It would be unproductive to have more and more “smart classrooms” and no one on campus who can help instructors learn to use the technology in them.

#### Software:

As noted in the previous meeting, ITS has run out of money to purchase new software and maintain software licenses. John Wagstaff has worked with software users on a case-by-case basis to provide funding so that academic programs will not be affected (i.e., the software needed to teach courses is available, so that the courses do not have to be cancelled). He has been using the old “software list” to identify upcoming needs, and changes need to be brought to his attention. Staff who know of upcoming software needs should send their requests to Beverly Rouse and cc: John Wagstaff.

John Wagstaff has been using the budget for hardware to pay for the software, and acknowledged that doing so makes it difficult to upgrade and replace software “on time” (e.g., before its warranty has run out). He noted that faculty laptops should be replaced within 1 year.

John Wagstaff discussed his preference to have all software renewed at one time in June-July.

Donna Post asked if ECC has realized cost savings by consolidating software requests, and John Wagstaff said that there have been some savings (e.g., Adobe software).

Submitted by Jim Noyes

## ***RESOLUTION ON THE STATUS OF THE COMPTON EDUCATIONAL CENTER***

WHEREAS it is the strong belief of the faculty of the El Camino College Compton Community Educational Center that AB 318 has provided a viable mechanism by which the Center could be established under the aegis of El Camino College, and

WHEREAS under this legislation the enrollment at the Center has significantly risen under this partnership-- reaching 80% of its peak enrollment and growing by 75% in the last two years -- and the institution's Fiscal Crisis Management Team (FCMAT) assessment scores have increased with each successive visit, documenting the steady, eventual return to eligibility as a candidate for accreditation by the ACCJC (<http://www.elcamino.edu/administration/ir>), (<http://www.compton.edu/campusinformation/currentnews/index.aspx>), and

WHEREAS this recovery has been led by former Special Trustee Tom Henry and current Special Trustee Peter Landsberger, in whom the faculty of the Center reposes the greatest confidence, and by the Chancellor's Office and the Board of Governors, and the Academic Senate for California Community Colleges, and

WHEREAS the Academic Senates of El Camino College and the El Camino College Compton Community Educational Center have worked in a collaborative, mutually supportive way to foster the best interests of both campuses and the employees of same, and the Compton Community College District, working closely with the El Camino College District, is developing a long term strategic fiscal recovery and educational master plan, to guide the institution to complete recovery and eligibility as a candidate for accreditation in the near future,

THEREFORE BE IT RESOLVED that the Academic Senate for California Community Colleges commends both the El Camino and Compton Community College Districts on the success to date of its partnership under AB 318, and extends its full support for the eventual recovery of the Compton campus to the point where it is fully eligible for candidacy as an accredited college by the ACCJC.

Approved by El Camino College Compton Educational Center Faculty Council  
March 19, 2009

**EL CAMINO COLLEGE  
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE  
FEBRUARY 24, 2009**

Present: F. Arce, J. Davidson, A. Himsel, R. Hughes, L. Kjeseth, M. Lipe, V. Lloyd,  
E. Martinez, M. Odanaka, S. Panski, V. Rapp, C. Somin, J. Thompson, J. Young

Absent: C. Mosqueda

Ex-Officio Members Present: Q. Chapman, M. Hall, J. Harmon, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, D. Charles, R. Smith, T. Stewart

Also Present: K. Adams, L. Back, G. Miranda, P. Santelman, J. Schwartz, N. Tokuda, C. Wells

**CALL TO ORDER**

Chair Young called the College Curriculum Committee (CCC) meeting to order at 2:33 p.m.

**CHAIR'S REPORT**

- Chair Young extended a warm welcome and acknowledged K. Adams as the minute-taker for today's meeting. She then asked everyone in attendance to introduce themselves.
- Chair Young began with the following update, requesting questions be held until the end: El Camino College has been formally placed on "warning" status based on the Accreditation visit in Fall 2008. However, it is important to put our accreditation warning status into perspective. According to Sean Donnel, President of ECCFT, currently 41 out of the 110 (37%) community colleges have been sanctioned by the ACCJC. Some of our neighbor colleges that have been placed on warning in 2008 and 2009 include Long Beach City, Rio Hondo, Santa Ana, Mira Costa, Cerritos, and Orange Coast Colleges. Although being placed on warning is a serious issue, we seem to be in good company.
- Chair Young directed the Committee's attention to the projector screen which displayed: **The Recommendation from the ACCJ - Recommendation 3:** *The college should revise its curriculum review process and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review will be part of the actual program review process.*
- Chair Young explained the recommendation further: Title 5 states that courses that have prerequisites or corequisites must be reviewed every six years and that CTE (career and technical education courses) previously known as vocational courses should be reviewed every two years. Dr. Jaffe, with the assistance of the Curriculum Office, developed a document that shows that approximately 33% ( 437) of our total courses (not just those with pre or corequisites have not been reviewed for 10-



15 years. Although Title 5 only mentions courses with pre and corequisites and CTE courses, Chair Young believes the committee would all agree that all of courses should undergo course review every six years at a minimum.

- Chair Young proceeded with her report with the following points:
  - We have known that we are behind in course review for years and have been struggling with a way to revise our curriculum review process to move toward a six-year review cycle. The barrage of major Title 5 changes, the retirement of our Curriculum Advisor, a cumbersome review process that is not yet fully electronic, and a serious lack of clerical support for the Curriculum Office has greatly hindered the process.
  - It is also important to note that El Camino's lack of a six-year course review cycle is one of the nine recommendations in the findings. However, since curriculum is a faculty responsibility outlined in AB 1725, it is up to us to work together to develop strategies to address these issues and to provide evidence to the Accreditation Commission showing that we are making progress to remedy the situation. The first report outlining our strategies for improvement are due to ACCJC on April 1<sup>st</sup>.
  - In January, I attended a 2 ½ day Accreditation Institute with our Academic Senate President elect, David Vakil. In addition, Dr. Arce, Quajuana, Lars, and I have been meeting to discuss the issues and are working on strategies that I will be presenting to you today and in subsequent meetings. In addition, we are working on a formal response to the Commission.
  - It is also important to note that Dr. Arce has been very supportive of providing the Curriculum Office (which ultimately helps all of us) with additional high-level clerical support. We have been fortunate to have Kristi Adams working with us over the past few months on special projects. Her skill and attention to detail have made her a true asset to us. Unfortunately, Kristi is a casual employee with 170 day limitation and her time with us will soon be over. Dr. Arce assured me that he is working to find a replacement for Kristi. Unfortunately, budget constraints will not allow for a full-time position at this time, but an administrative assistant at 170 days will be helpful. Without this position, I don't see how we will be able to move forward with the necessary changes in the review process. We also appreciate the work of Christine Saldana, the part-time clerical assistant in the Curriculum Office, who has been a dedicated part of the Curriculum staff for many years.
- Chair Young continued with an explanation of the following:

**Informal, Temporary Moratorium on New Courses**

As a college we need to focus our attention on course review and we need to temporarily limit the number of new courses. Therefore, all new courses will need to come through the Extenuating Circumstances Procedure for fall – instead of the “no questions asked” policy of the past.

Given the startling number of courses (64) that the CCC has approved but have never been offered, it is even more important to scrutinize new courses as they come through. We need to ask the important questions such as:

1. Has the student need for this course been demonstrated? What evidence has been provided?

2. Is it feasible that this course will fill?
3. Does this course articulate with courses at other institutions? Has the faculty actively sought articulation through the Articulation Officer or by working with faculty from neighboring universities?
4. Is this course offered as upper division at the university? If so, is it fair to students to offer it at the community college?
5. Is the coursed part of a major or a certificate?
6. Is it a general education course for the A.A. degree or for transfer GE?
7. If it is a stand alone course, does it merit being offered?

Providing detail on the new course form will be very important if the CCC is to determine if the course is appropriate and should be approved. Chair Young mentioned that these details would serve as “evidence” that the course is appropriate.

### **VICE PRESIDENT – ACADEMIC AFFAIRS REPORT**

- F. Arce addressed Chair Young’s report mentioning that two of the most important warnings by the accreditation team were related to recommendation #1 which deals with program review, and recommendation #3 which deals with curriculum timelines. In relation to #3, he explained that 65% of courses are out of compliance with the division cycle based on recent data compiled by his office.
- F. Arce explained that the goal is to try to get off warning and that his office is currently working on these recommendations for an advanced report due in April; they are hopeful that they will get off warning.
- F. Arce also mentioned that many of the other recommendations focus on Compton, and that these too will be addressed at the appropriate time.
- F. Arce concluded by noting that El Camino’s response has been a quick one and that this is likely to have a positive impact in addressing the warnings.

### **CURRICULUM REVIEW**

#### **Fine Arts Proposals**

- Faculty Coordinator for Fine Arts L. Back distributed an errata sheet announcing that she would be presenting Dance and Speech today.
- She then introduced P. Santelman, C. Wells, and J. Schwartz from the Fine Arts division.
- The projector was displayed for the Committee to view course outlines on the screen while Q. Chapman entered changes in CurricuWare.
- L. Back began her presentation with Dance 70abcd.
  - She fielded a question from the Committee regarding the necessity of the Roman numeral in the descriptive title “Improvisation I” on the proposal for new course and course outline. The recommendation to remove the numeral was accepted and Q. Chapman made adjustments in CurricuWare.
  - L. Back also fielded a question in the Subject Matter section of the course outline. The recommendation to remove “Small Group Work” and redistribute four hours was accepted. Spelling corrections were also made with the assistance of the Committee. Q. Chapman made adjustments in CurricuWare.
- L. Back proceeded with Dance 71ab.

- The Committee noticed that a check was missing on the course outline in Part VI. Instructional Methodology. L. Back accepted the recommendation and Q. Chapman corrected in CurricuWare.
- L. Back also fielded a concern from the committee about the date of the textbook in the course outline, to which she explained that the edition remains appropriate as it is an enduringly respected text in dance curriculum.
- Dance Major Revisions- No questions.
- The Committee began the review of Communication Studies courses (formerly Speech Communication).
- Beginning with Communications 1abcd (revised to Communication Studies 6abcd), L. Back explained the changes to the proposal for course revision form with no questions.
  - She continued with the course outline of record and fielded a question regarding capitalization in the Outline of Subject Matter. The recommendation was accepted.
  - Chair Young addressed the wording in Part B.1. of the Coursework section. The wording was adjusted by L. Back with assistance from the Committee. Q. Chapman made changes in CurricuWare.
  - The Committee also raised a question regarding the date of the textbook to which C. Wells responded he would check on an updated version.
- L. Back proceeded with Speech Communication 3.
  - She fielded a question from the Committee about a hyphen in the catalog description and accepted the recommendation for removal. Q. Chapman made adjustments in CurricuWare.
- L. Back continued with Communication Studies 11, thanking V. Rapp for her support of the course.
  - A punctuation correction was made by the Committee in the justification for course section of the New Course Proposal.
  - L. Suekawa advised that Part 4.3.A.1. be removed in the CSU section of general education information of the New Course Proposal.
  - Q. Chapman made adjustments in CurricuWare.
- L. Back proceeded with Communication Studies 22abcd.
  - L. Suekawa noted that the course does not transfer to UC and the change was addressed.
  - The Committee noticed that the Proposal for New Course had checked boxes in 'Yes' when they needed to be 'No' in the following General Education sections: A.A. Degree, A.S. Degree, CSU and IGETC. The changes were accepted.
  - Q. Chapman made adjustments in CurricuWare based on the errata sheet.
- L. Back continued with Communication Studies 23abcd.
  - The Committee noticed that the Proposal for New Course had checked boxes in 'Yes' when they needed to be 'No' in the following general education sections: A.A. Degree, A.S. Degree, CSU and IGETC. The changes were accepted.
  - Q. Chapman made adjustments in CurricuWare based on the errata accepted by the Committee.
- Chair Young noticed that Speech Communication 1 was not included on the errata sheet. The division will update the proposal with a DCC date. The catalog description in the

course description section and the texts in the Texts and Materials section will be revised on the course outline.

- L. Back addressed the Communication Studies Certificate. There were no questions.
- Chair Young asked for a motion to approve the changes to the Fine Arts proposals. M. Lipe moved, J. Davidson seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. A. Himsel moved, J. Thompson seconded, and the motion carried.

### **Behavioral and Social Sciences Proposals**

- Dean G. Miranda took the podium to present Child Development 125, 20 (126), 170A, 170B; online versions of Child Development 125, 126, 170A and 170B; Child Development Major; Early Childhood Education Certificate; and Special Education Assistant Option.
- Dean G. Miranda distributed an errata sheet and began to discuss each course and revisions made.
- Child Development 125 revisions were presented for the new course form and course outline, and adjustments were made in CurricuWare by Q. Chapman. Chair Young fielded a question at this time about how to instruct divisions in the organization of the Outline of Subject Matter, to which she responded that it is each division's choice but that roman numeral numbering is preferred.
- Dean G. Miranda continued with Child Development 20 (126 Online). There were no questions for Child Development 20 (126) and Dean G. Miranda requested that Child Development 126 Online therefore also be approved.
- She then proceeded with a review of Child Development 170A.
  - Adjustments were made to several spelling mistakes in the Outline of Subject Matter on the course outline.
  - Dean G. Miranda fielded a question from the Committee clarifying whether the course was part of an A.S. degree, to which she responded yes it is an A.S. course, but is not a G.E. course.
  - She also fielded a question from the Committee about Part B.1. in the Coursework section of the course outline; adjustments to the phrasing of the critical thinking assignment were accepted.
- Dean G. Miranda moved on to Child Development 170B, also requesting the approval of an online version.
  - Dean G. Miranda fielded a question from the Committee questioning whether the course transfers only as an elective, to which she confirmed this is correct.
  - The Committee noticed capitalization mistakes which were corrected.
- The Committee began a review of the Child Development Major. There were no questions regarding these revisions.
- Dean G. Miranda continued with a review of the proposal for a revision to the Special Education Assistant Certificate.
  - The Committee noticed a number of spelling mistakes which will be corrected.
  - Dean G. Miranda fielded a question regarding the course numbering system. Chair Young directed the Committee's attention to the Consent Agenda to explain the number changes, but first requested that the Behavioral and Social Science revisions be approved.

- Chair Young asked for a motion to approve the Behavioral and Social Sciences proposals. L. Kjeseth moved, V. Rapp seconded and the motion carried.
- Chair Young asked for a motion to approve the distance education versions for Child Development 125, 126 (formerly 20), 170A and 170B. L. Kjeseth moved, V. Rapp seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. L. Kjeseth moved, V. Rapp seconded, and the motion carried.

### **CONSENT AGENDA PROPOSALS**

- Chair Young directed attention to today's handout from Arce and Young for approval by the College Curriculum Committee.
- The handout included Behavioral and Social Sciences division recommendations for one course title revision, six course inactivations, three certificate option inactivations, and 19 course number revisions.
- The handout also included Fine Arts division recommendations for eleven course title revisions.
- Q. Chapman fielded a question from the Committee regarding a new acronym for Communication Studies.
- Q. Chapman then fielded a question from the Committee regarding course number changes in the database. She and Chair Young also assured the Committee that course number changes would be made clear to the students.
- Chair Young then called for a motion to approve the recommended actions. S. Panski moved, L. Kjeseth seconded, and the motion carried.

### **IMPORTANT DATA**

- Chair Young continued the CCC meeting by turning the Committee's attention to other important data:

In January, our Deans were given a list of courses that have not been offered for more than three years. According to this list, 185 courses have not been offered between Spring 1999 and Fall 2005, and 64 of those courses have never been offered.

Deans have been asked to work with faculty to determine which courses should be inactivated. For example, Behavioral and Social Sciences submitted six courses for inactivation for this meeting and Business and Math have already determined which courses they will be inactivating this semester. Inactivations from the other divisions may be submitted throughout the semester.

It simply isn't fair to students to keep courses in the catalog that are not being offered. And, Title 5 Section states that courses that have not been offered in three semesters should be removed from the catalog. It is important to note that courses that are inactivated can be re-activated if student need arises. As a CCC Rep, it is going to be more important than every to assist your divisions with the curriculum review process.

- Chair Young continued by explaining some of the ideas and strategies they will be implementing this semester:

Chair Young will be conducting curriculum review training sessions in March, detailed below.

**1. Curriculum Review Training**

I am holding 3 Curriculum Review Training Sessions in March. (I sent out the following email).

Curriculum Review - 1.5 Hours of Flex Credit

In this workshop you will learn how to review your existing courses in order to update them and ensure compliance with Title 5 and local standards. You will learn which forms you need for various actions and how to fill them out. You will find out how to develop “integrated course outlines” and how to avoid the common mistakes that slow down the approval process. Bring copies of your course outlines with you so that your specific questions may be addressed.

Wednesday, March 11 <sup>th</sup>	10:00 to 11:30	ECC Campus Board Room
Thursday, March 12 <sup>th</sup>	1:00 to 2:30	Compton Center <b>Location TBA</b>
Friday, March 13 <sup>th</sup>	10:00 to 11:30	ECC Campus Board Room

**Reservations are not necessary.**

**2. Standard Review Committee**

We will be piloting the Standard Review Committee process that was developed last semester and approved by the CCC. On Thursday, February 26<sup>th</sup>, this subcommittee of the CCC will meet to review proposals being submitted for review that have been presented for minor changes. All new courses and courses with major changes are still presented to the entire CCC.

The courses will be reviewed by the following:

1. Chair
2. Chair Elect
3. Floating CCC Rep (Saul 2/26, Amy 3/12, Mark, 4/19, Jacquie 4/30)
4. Articulation Officer
5. Curriculum Advisor
6. VPAA or Designee

The proposed changes will be presented to the CCC via consent agenda. **Please remember**, at any time a CCC rep can ask that a proposal be brought to the entire CCC, and a Standard Review Committee rep can make the same request. As we pilot this new process, we ask that you provide us with your feedback.

- Q. Chapman added details about proposing changes to the CCC via the consent agenda.

### **3. Six Year Course Review Cycle Worksheet**

Next week we will be sending the CCC Reps a “Six-Year Course Review Cycle” worksheet to complete for your department and then present to your deans. Once we pilot this worksheet with the eight CCC Reps and their respective departments (not divisions) and you provide me with your feedback, it will be distributed to all departments. Once again, it is important that faculty take the lead in this matter and that it not be left up solely to the deans and administrative assistants. Curriculum is a faculty responsibility.

- Chair Young explained further that this would be a simple form and emphasized that it would start with the departments.
- L. Kjeseth noted the importance of linking curriculum and program review with departmental course revision schedules.
- Chair Young also fielded a question from the Committee about new courses and extenuating circumstances.

### **4. CurricUNET**

Last, but not least, when we move to CurricUNET, under the able direction of Lars, the curriculum development and review process will be streamlined. Faculty will still need to “do the hard work” of curriculum development and review, but you won’t be making endless copies of forms and many of the procedures will be automated.

- Q. Chapman fielded questions from the Committee about CurricUNET launching time-frames on campus, training, and data transfer from CurricuWare.
- L. Kjeseth fielded a question from the Committee about SLO’s and course outlines.
- Chair Young fielded a question from the Committee about the number of proposals the subcommittee will be reviewing.

### **ADJOURNMENT**

Chair Young called for a motion to adjourn the meeting. C. Somin moved, R. Hughes seconded, and the motion carried. The meeting was adjourned at 4:25 p.m.

**EL CAMINO COLLEGE  
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes  
February 24, 2009**

**BEHAVIORAL AND SOCIAL SCIENCES DIVISION**

**INACTIVATE COURSES**

1. American Studies 3 – The American Immigrant Experience
2. Anthropology 20B – Advanced Museum Studies
3. Education 10 – CBEST Preparation in Reading
4. Education 20 – CBEST Preparation in Writing
5. Education 30 – CBEST Preparation in Math
6. Sociology 115 – Death and Dying

**DISTANCE EDUCATION UPDATE; CHANGE IN NUMBER**

*Current Status/Proposed Change*

1. Child Development ~~3~~ 103 – Child Development (Online)

*Recommendation:*

Child Development 103 – Child Development (Online)

*Current Status/Proposed Change*

2. Child Development ~~4~~ 150 – Survey of Children with Special Needs (Online)

*Recommendation:*

Child Development 150 – Survey of Children with Special Needs (Online)

*Current Status/Proposed Change*

3. Child Development ~~9~~ 104 – The Home, The School, The Community (Online)

*Recommendation:*

Child Development 104 – The Home, The School, The Community (Online)

*Current Status/Proposed Change*

4. Child Development ~~29~~ 129 – Introduction to Program Administration (Online)



*Recommendation:*

Child Development 129 – Introduction to Program Administration (Online)

*Current Status/Proposed Change*

5. Child Development ~~31~~ 131 – Supervising and Mentoring Adults (Online)

*Recommendation:*

Child Development 131 – Supervising and Mentoring Adults (Online)

*Current Status/Proposed Change*

6. Child Development ~~32~~ 152 – Disabilities in the Developing Child (Online)

*Recommendation:*

Child Development 152 – Disabilities in the Developing Child (Online)

*Current Status/Proposed Change*

7. Child Development ~~33~~ 154 – Role and Responsibilities of the Special Education Assistant (Online)

*Recommendation:*

Child Development 154 – Role and Responsibilities of the Special Education Assistant (Online)

*Current Status/Proposed Change*

8. Child Development ~~45~~ 122 – Development of the School Age Child (Online)

*Recommendation:*

Child Development 122 – Development of the School Age Child (Online)

*Current Status/Proposed Change*

9. Child Development ~~46~~ 123 – Principles and Practices of School Age Care Programs (Online)

*Recommendation:*

Child Development 123 – Principles and Practices of School Age Care Programs (Online)

**CHANGE IN NUMBER**

*Current Status/Proposed Change*

1. Child Development ~~7~~ 107 – Infant/toddler Development

*Recommendation:*

Child Development 107 – Infant/toddler Development

*Current Status/Proposed Change*

2. Child Development ~~44~~ 111 – Pediatric First Aid and CPR

*Recommendation:*

Child Development 111 – Pediatric First Aid and CPR

*Current Status/Proposed Change*

3. Child Development ~~42~~ 112 – Teaching Young Children in Multicultural Classrooms

*Recommendation:*

Child Development 112 – Teaching Young Children in Multicultural Classrooms

*Current Status/Proposed Change*

4. Child Development ~~34~~ 114 – Observing and Guiding Children (Online)

*Recommendation:*

Child Development 114 – Observing and Guiding Children (Online)

*Current Status/Proposed Change*

5. Child Development ~~37abcd~~ 137abcd – Mentor Seminar A

*Recommendation:*

Child Development 137abcd – Mentor Seminar A

*Current Status/Proposed Change*

6. Child Development ~~38abcd~~ 138abcd – Mentor Seminar B

*Recommendation:*

Child Development 138abcd – Mentor Seminar B

*Current Status/Proposed Change*

7. Child Development ~~39abcd~~ 139abcd – Mentor Seminar C

*Recommendation:*

Child Development 139abcd – Mentor Seminar C

*Current Status/Proposed Change*

8. Child Development ~~40abcd~~ 140abcd – Mentor Seminar D

*Recommendation:*

Child Development 140abcd – Mentor Seminar D

*Current Status/Proposed Change*

9. Child Development ~~135~~ 105 – Parenting in Contemporary Society

*Recommendation:*

Child Development 105 – Parenting in Contemporary Society

**NEW DISTANCE EDUCATION COURSE VERSION**

1. Child Development 125 – Child Development Practicum I (Online)
2. Child Development 126 - Child Development Practicum II (Online)
3. Child Development 170A – Family Development I (Online)
4. Child Development 170B – Family Development II (Online)

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), NUMBER, DESCRIPTIVE TITLE, CATALOG DESCRIPTION**

*Current Status/Proposed Change*

1. Child Development ~~20~~ 126 – Child Development Practicum II  
Prerequisite: Child Development ~~4, 8, 9~~ 104, 108, 150 and two courses from Child Development ~~16, 17, 18, 19~~ 116, 117, 118, 119 with a minimum grade of C in each prerequisite course. One of these courses may be taken concurrently with Child Development 126.  
~~This is a practical application of~~ In this course, students will apply and implement developmental teaching theories in an early childhood education program setting. The course will include planning, implementing demonstrating, and evaluating learning experiences for children from infancy through five years of age. This course covers aspects of teaching such as strategies for working with children and adults, in an early childhood education program, classroom management skills, program philosophies, and techniques for gaining employment, and philosophical issues. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

*Recommendation:*

Child Development 126 – Child Development Practicum II

Prerequisite: Child Development 104, 108, 150 and two courses from Child Development 116, 117, 118, 119 with a minimum grade of C in each prerequisite course. One of these courses may be taken concurrently concurrently with Child Development 126.

In this course, students will apply and implement developmental teaching theories in an early childhood education setting. The course includes planning, demonstrating, and evaluating learning experiences for children. This course covers aspects of teaching such as strategies for working with children and adults, classroom management skills, program philosophies, and techniques for gaining employment. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

## CHANGE IN DESCRIPTIVE TITLE

### *Current Status/Proposed Change*

1. Psychology 3 – ~~The Critical Thinking and Psychology of Thinking~~

### *Recommendation:*

Psychology 3 – Critical Thinking and Psychology

## NEW COURSES

1. Child Development 125 – Child Development Practicum I  
Units: 3      Lecture: 2 hours      Lab: 3 hours TBA      Faculty Load: 28.33%  
Prerequisite: Child Development 103, 104 and one course from Child Development 116, 117, 118, or 119 with a minimum grade of C in each prerequisite course

Credit, degree applicable; Letter grade; Transfer CSU

This course provides a practical application of learning theories in early childhood education programs. Students will have an opportunity to observe and interact with children and staff in supervised child care settings. The course includes methods of working effectively with children, observation and guidance techniques, the role of the preschool teacher and classroom assistant, effective communication with staff and parents, educational requirements and techniques for gaining employment in the field. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

2. Child Development 170A – Family Development I  
Units: 3      Lecture: 3 hours      Faculty Load: 20.00%

Credit, degree applicable; Letter grade; Transfer CSU

This is the first course in a two-course professional development series. It is designed for front line family workers who help families work through crises and transitions in their lives. Students will develop and practice skills needed to provide strengths-based support for families in their communities. Topics will include the core principles of the family development approach, communication and assessment techniques, understanding and appreciating diversity and culture, and the development of Family Development Plans. Students will begin development of a portfolio to document their ability to assist families in achieving long-term sustained change. Upon successful completion of Child Development 170A and 170B, students will become eligible to apply for a Family Development Credential.

3. Child Development 170B – Family Development II  
Units: 3      Lecture: 3 hours      Faculty Load: 20.00%

Prerequisite: Child Development 170A with a minimum grade of C

Credit, degree applicable; Letter grade; Transfer CSU

This is the second course in a two-course professional development series. It is designed for front line family workers who help families work through crises and transitions in their lives. In this course, students will continue to develop and practice skills needed to provide strength-based support for families in their communities. Topics will include building and establishing relationships, personal safety, collaboration, accessing specialized services home visiting, and the local, state and national policies that affect families and the implementation of Family Development Plans. Students will complete a portfolio to document their ability to assist families in achieving long-term sustained change.

### **INACTIVATE OPTIONS IN CERTIFICATE OF ACHIEVEMENT**

1. Childhood Education - Infant/Toddler Education Option
2. Childhood Education – Program Administration Option
3. Childhood Education – School Age Child Care Option

### **CHANGE IN MAJOR**

1. Childhood Education

#### *Current Status/Proposed Change*

A minimum of 15 units of the major requirements must be completed at El Camino College.

Child Development ~~3, 9, 12, 34~~ 103, 104, 112, 114; ~~one course from~~ Child Development 4 150 or ~~32~~ 152; two courses from Child Development 116, 117, 118, 119; complete 8-9 units from Child Development ~~4, 7, 8, 10, 20, 29, 30, 31, 32, 33, 45, 46,~~ 105, 107, 108, 110, 114, 116, 117, 118, 119, 135, 122, 123, 125, 126, 129, 130, 136, 150, 152, 154, 160, 163, 166, 169, 170A, 170B, Nutrition and Foods 15

Total Units: 29-30

#### *Recommendation:*

A minimum of 15 units of the major requirements must be completed at El Camino College.

Child Development 103, 104, 112, 114; Child Development 150 or 152; two courses from Child Development 116, 117, 118, 119; complete 8-9 units from Child Development 105, 107, 108, 110, 114, 116, 117, 118, 119, 122, 123, 125, 126, 129, 130, 136, 150, 152, 154, 160, 163, 166, 169, 170A, 170B, Nutrition and Foods 15

Total Units: 29-30

### **CHANGE IN CERTIFICATE OF ACHIEVEMENT**

1. Childhood Education

#### *Current Status/Proposed Change*

Early Childhood Education Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of ~~15~~ 12 units, ~~including Child Development 20 and two courses from Child Development 116, 117, 118, or 119,~~ must be completed at El Camino College. ~~Child Development 3, 8, 9, 10, 12, 20, 34; one course from Child Development 4 or 32;~~ 103, 104, 108, 112, 114; ~~two~~ one courses from Child Development 116, 117, 118, 119

Total Units: ~~30~~ 18

*Recommendation:*

Early Childhood Education Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 12 units must be completed at El Camino College. Child Development 103, 104, 108, 112, 114; one course from Child Development 116, 117, 118, 119

Total Units: 18

## 2. Childhood Education

*Current Status/Proposed Change*

Early Intervention Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units, including Child Development 169, must be completed at El Camino College.

Child Development ~~3, 4, 7, 9, 10, 11, 32,~~ 103, 104, 107, 110, 111, 150, 152, 169; three units from: Child Development 116, 117, 119; three units from: Child Development ~~33, 34, 114, 154,~~ 160, 163, 166

Total Units: 28

*Recommendation:*

Early Intervention Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units, including Child Development 169, must be completed at El Camino College.

Child Development 103, 104, 107, 110, 111, 150, 152, 169; three units from: Child Development 116, 117, 119; three units from: Child Development 114, 154, 160, 163, 166

Total Units: 28

## 3. Childhood Education

*Current Status/Proposed Change*

Special Education Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units of the certificate requirements, including Child Development ~~32~~ 152 and ~~33~~ 154, must be completed at El Camino College.

Child Development ~~3, 4, 9, 11, 32, 33, 169~~ 103, 104, 111, 150, 152, 154, 169; one course from Child Development ~~10~~ 110 or Nursing 112; one course from Child Development 116, 117, 118, 119; six units from: Child Development ~~7, 8, 34, 45, 160,~~ 107, 108, 114,

122, 123, 163, 166, 170A, 170B, Nursing 118, Nutrition and Foods 15, Sign Language/Interpreter Training 15  
Total Units: 31

*Recommendation:*

Special Education Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units of the certificate requirements, including Child Development 152 and 154, must be completed at El Camino College.

Child Development 103, 104, 111, 150, 152, 154, 169; one course from Child Development 110 or Nursing 112; one course from Child Development 116, 117, 118, 119; six units from: Child Development 107, 108, 114, 122, 123, 163, 166, 170A, 170B, Nursing 118, Nutrition and Foods 15, Sign Language/Interpreter Training 15

Total Units: 31

## FINE ARTS DIVISION

### COURSE REVIEW; CHANGES IN TITLE AND NUMBER, DISCIPLINE, DIVISION

*Current Status/Proposed Change*

1. Communications ~~1abcd~~ Studies 6abcd – Student Leadership

Discipline: ~~Counseling~~ Communication Studies

Division: ~~Humanities~~ Fine Arts

*Recommendation:*

Communications Studies 6abcd – Student Leadership

Discipline: Communication Studies

Division: Fine Arts

### NEW COURSES

1. Communication Studies 11 – Organizational Communication

Units: 3      Lecture: 3 hours      Faculty Load: 20.00%

Recommended Preparation: eligibility for English 1A

Credit, degree applicable; Letter grade; Transfer CSU; Proposed Transfer UC

This course examines the role of communication in achieving goals of an organization. Emphasis is placed on the theories and practices of communication that contribute to productivity and efficiency in private and public organizations. Topics will include internal and external communication, interpersonal and group processes, and international communication.

2. Communication Studies 22abcd – Forensics – Individual Events

Units: 2      Lecture: 1 hour      Lab: 3 hours      Faculty Load: 21.67%

Recommended Preparation: eligibility for English 1A

Enrollment Limitation: Audition

Credit, degree applicable; Letter grade; Transfer CSU

This course provides training for individual forensics events for intercollegiate speech competition. The student will receive instruction and direction for the preparation, creation, and performance of interpretation of literature programs, limited preparation speeches, and general public address.

3. Communication Studies 23abcd – Forensics – Team Events

Units: 2      Lecture: 1 hour      Lab: 3 hours      Faculty Load: 21.67%

Recommended Preparation: eligibility for English 1A

Enrollment Limitation: Audition

Credit, degree applicable; Letter grade; Transfer CSU

This course provides Team Forensics events training for intercollegiate speech competition. The student will receive instruction and direction for the creation and performance of Readers Theater. Students will receive instruction and preparation for current event debates and Limited Preparation Parliamentary Debate.

4. Dance 70abcd – Improvisation

Units: 2      Lecture: 1 hour      Lab: 3 hours      Faculty Load: 21.67%

Credit, degree applicable; Letter grade, Pass/No Pass; Transfer CSU; Proposed Transfer UC

This course is designed for students with all levels of dance experience. The emphasis of the class is to encourage creative development rather than technical dance skills. It is highly recommended for non-dancers and beginning choreographers. Content areas include improvisational problems organized into three main areas: space, time, and movement invention. Topics progress from individual exploration to formally structured group improvisation. Attendance at selected dance events is required.

## CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. ~~Speech~~ Communication Studies

*Current Status/Proposed Change*

A Certificate of Achievement will be granted upon completion of the courses listed below.

12 units of the certificate requirements must be completed at El Camino College.

Required: 7 units; Communication Studies 1, 3, 99abc

Electives: 11 units; Communication Studies 4, 5, 6abcd, 7, 8, 9, 11, 12, 14, 22abcd, 23abcd, 24abcd, 25abcd, 99abc

Total Units: 18

*Recommendation:*

Communication Studies

A Certificate of Achievement will be granted upon completion of the courses listed below.

12 units of the certificate requirements must be completed at El Camino College.

Required: 7 units; Communication Studies 1, 3, 99abc



Electives: 11 units: Communication Studies 4, 5, 6abcd, 7, 8, 9, 11, 12, 14, 22abcd,  
23abcd, 24abcd, 25abcd, 99abc  
Total Units: 18

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION**

1. Dance 71ab – Choreography I

*Current Status/Proposed Change*

Prerequisite: ~~Dance 19ab and Dance 70abcd~~ with a minimum grade of C. ~~or equivalent~~  
Dance 70abcd may be taken concurrently with Dance 71ab.

~~This course offers is~~ an introduction to fundamental skills and concepts of choreography with an emphasis on finding utilizing movement resources for ~~individual creativity~~ creating dances. Attendance at selected dance events at ~~El Camino College sponsored by the Center for the Arts~~ is required.

*Recommendation:*

Prerequisite: Dance 19ab and Dance 70abcd with a minimum grade of C.  
Dance 70abcd may be taken concurrently with Dance 71ab.

This course is an introduction to fundamental skills and concepts of choreography with an emphasis on utilizing movement resources for creating dances. Attendance at selected dance events is required.

**CHANGE IN MAJOR**

1. Dance

*Current Status/Proposed Change*

Theory: Dance 3, 5, 70abcd, 71ab

Technique: Dance 32ab, 42ab; 8 units from: Dance 22ab\*, 23abcd\*, 25abcd, 26abcd, 33abcd, 35abcd, 43abcd, Dance 72abcd

~~\*Most four year~~ Some Colleges/ and Universities do may not accept jazz courses for transfer credit towards the major.

4 units from: Dance 83abcd, (can be taken a maximum of 3 semesters for major credit), 87abcd\*\*, 89abcd; \*\*Students are advised that at least one semester of Dance 87abcd is required for transfer students.

3 units from Dance 9ab, 10, 12abcd, 14ab, 16ab, 17abcd, 18ab, 21abcd, 51ab, 52abcd, 53ab, 54abcd, 61ab, 62abcd; ~~Strongly recommended: Dance 72abcd~~

Total Units: ~~26~~ 28

*Recommendation:*

Theory: Dance 3, 5, 70abcd, 71ab

Technique: Dance 32ab, 42ab; 8 units from: Dance 22ab\*, 23abcd\*, 25abcd, 26abcd, 33abcd, 35abcd, 43abcd, Dance 72abcd

\*Some Colleges and Universities may not accept jazz courses towards the major.

4 units from: Dance 83abcd, (can be taken a maximum of 3 semesters for major credit), 87abcd\*\*, 89abcd; \*\*Students are advised that at least one semester of Dance 87abcd is required for transfer students.

3 units from Dance 9ab, 10, 12abcd, 14ab, 16ab, 17abcd, 18ab, 21abcd, 51ab, 52abcd, 53ab, 54abcd, 61ab, 62abcd

Total Units: 28

## **COURSE REVIEW; CHANGES IN TITLE, DESCRIPTIVE TITLE, CATALOG DESCRIPTION**

### *Current Status/Proposed Change*

1. ~~Speech~~ Communication Studies 1 – Effective Public Speaking

~~In This course covers the fundamentals of speech communication. students will compose, present, and evaluate original speeches. Emphasis is placed on audience analysis, topic selection, research, evidence, organization, delivery, and critical analysis of persuasive communication. Students are required to attend out-of-class speaking events. evidence, logic, and performance techniques. Students will organize and present speeches based on various topics and applications.~~

### *Recommendation:*

Communication Studies 1 – Public Speaking

In this course students will compose, present, and evaluate original speeches. Emphasis is placed on audience analysis, topic selection, research, evidence, organization, delivery, and critical analysis of persuasive communication. Students are required to attend out-of-class speaking events.

## **COURSE REVIEW; CHANGES IN TITLE, DESCRIPTIVE TITLE**

### *Current Status/Proposed Change*

1. ~~Speech~~ Communication Studies 3 – Small Group Discussion Communication

### *Recommendation:*

Communication Studies 3 – Small Group Communication

## **CHANGE IN TITLE**

### *Current Status/Proposed Change*

1. ~~Speech~~ Communication Studies 4 – Argumentation and Debate

### *Recommendation:*

Communication Studies 4 – Argumentation and Debate

### *Current Status/Proposed Change*

2. ~~Speech~~ Communication Studies 5 – Mass Communications

### *Recommendation:*

Communication Studies 5 – Mass Communications

*Current Status/Proposed Change*

3. ~~Speech~~ Communication Studies 7 – Voice, Articulation, and Pronunciation

*Recommendation:*

Communication Studies 7 – Voice, Articulation, and Pronunciation

*Current Status/Proposed Change*

4. ~~Speech~~ Communication Studies 8 – Oral Interpretation of Literature

*Recommendation:*

Communication Studies 8 - Oral Interpretation of Literature

*Current Status/Proposed Change*

5. ~~Speech~~ Communication Studies 9 – Readers Theatre

*Recommendation:*

Communication Studies 9 – Readers Theatre

*Current Status/Proposed Change*

6. ~~Speech~~ Communication Studies 12 – Interpersonal Communication

*Recommendation:*

Communication Studies 12 – Interpersonal Communication

*Current Status/Proposed Change*

7. ~~Speech~~ Communication Studies 24abcd – Forensic Workshop

*Recommendation:*

Communication Studies 24abcd – Forensic Workshop

*Current Status/Proposed Change*

8. ~~Speech~~ Communication Studies 25abcd – Forensic Team

*Recommendation:*

Communication Studies 25abcd – Forensic Team

*Current Status/Proposed Change*

9. ~~Speech~~ Communication Studies 99abc – Independent Study

*Recommendation:*

Communication Studies 99abc – Independent Study

**CHANGE IN TITLE, DESCRIPTIVE TITLE**

*Current Status/Proposed Change*

1. ~~Speech~~ Communication Studies 50 – Special Topics in ~~Speech~~ Communication Studies

*Recommendation:*

Communication Studies 50 – Special Topics in Communication Studies

**CHANGE IN TITLE, DISTANCE EDUCATION UPDATE**

*Current Status/Proposed Change*

1. ~~Speech~~ Communication Studies 14 – Introduction to Intercultural Communication

*Recommendation:*

Communication Studies 14 – Introduction to Intercultural Communication

**EL CAMINO COLLEGE**  
**MINUTES OF THE COLLEGE CURRICULUM COMMITTEE**  
**March 10, 2009**

Present: F. Arce, J. Davidson, A. Himsel, R. Hughes, L. Kjeseth, M. Lipe, V. Lloyd,  
E. Martinez, C. Mosqueda, M. Odanaka, S. Panski, V. Rapp, C. Somin, J. Thompson,  
J. Young

Ex-Officio Members Present: Q. Chapman, L. Suekawa

Ex-Officio Members Absent (Excused): M. Hall, J. Harmon

Ex-Officio Members Absent (Unexcused): C. Brinkman, D. Charles, R. Smith, T. Stewart

Also Present: K. Adams, R. Elton-Collett, T. Jackson, B. Jaffe, M. McLean, G. Miranda,  
M. Stallings

**CALL TO ORDER**

Chair Young called the College Curriculum Committee (CCC) meeting to order at 2:31 p.m.

**CHAIR'S REPORT**

- Chair Young reported that she has been working with Chair Elect, L. Kjeseth, Curriculum Advisor, Q. Chapman, Administrative Assistant, K. Adams, Associate Dean of Academic Affairs, B. Jaffe, and VPAA, F. Arce to develop a six-year review cycle for the college and a means for reviewing career and technical education (CTE), courses on a two-year cycle. She said that details will be presented during the afternoon's training session. In addition, this same curriculum team has been working on the response to the Accreditation Commission for Recommendation Three, which focused on curriculum review.
- She reminded the Committee that discussions and some of the work to improve the process and increase the number of proposals reviewed by the Committee was actually started in Fall when Chair Elect, L. Kjeseth proposed the idea of a Full Review and a Standard Review Committee.
- The first meeting of the Standard Review Committee was held on February 26, 2009. S. Panski was the floating representative at this meeting. For the upcoming meetings A. Himsel, M. Lipe, and J. Thompson will serve as floating representatives, respectively. As a result, the courses reviewed at the February 26th meeting will appear on today's consent agenda.
- The other change that has been implemented, meeting with the deans one week prior to the CCC meeting, appears to be working effective. Dean G. Miranda mentioned that she had a positive experience with this process and thought that it worked well.

- Chair Young presented a report to the Academic Senate on March 3rd outlining the progress made and the proposed projects to improve the review process.
- She also mentioned that the minutes from the February 24<sup>th</sup> CCC meeting will be e-mailed to the committee for approval.

## **CURRICULUM REVIEW**

### **Industry and Technology**

- Chair Young introduced Associate Dean of Industry and Technology T. Jackson to present Architecture 125abcd, Administration of Justice Certificate of Achievement, and the Administration of Justice major revisions.
- T. Jackson took the podium and introduced R. Elton-Collett and M. Stallings from the Industry and Technology division who then distributed an errata sheet to the committee.
- T. Jackson began with Architecture 125abcd.
  - T. Jackson consulted with the committee regarding the proposed revision to add a check mark next to “IGETC,” to which the committee corrected that it should not be checked, but that “Transfer Status” should be checked since the course will be UC transferable. T. Jackson accepted the revision.
  - Q. Chapman noted that the course outline should read “Pending” status next to UC transfer and the recommendation was accepted.
  - Minimum corrections were made to sections II and III of the course outline of record.
- There were no questions for the Administration of Justice Certificate of Achievement or Major proposals.
- Chair Young then called for a motion to approve the Industry and Technology proposals. V. Rapp moved, L. Kjeseth seconded, and the motion carried.
- Chair Young called for a motion to approve the conditions of enrollment. V. Rapp moved, M. Lipe seconded, and the motion carried.

### **Behavioral and Social Sciences Proposals**

- Dean G. Miranda took the podium to present Child Development 129, 137abcd, 138abcd, 139abcd, 140abcd, and 150; and online versions of Child Development 137abcd, 138abcd, 139abcd, and 140abcd.
- Dean G. Miranda distributed an errata sheet and began to discuss each course and revisions made.
- Child Development 129 was presented without questions or revisions.
- There were no questions for Child Development 137abcd or the online version 137abcd.
- Dean G. Miranda then presented Child Development 138abcd.
  - Chair Young advised that “sequential” be removed from Form A, Content Review and the revision was accepted.
  - There were no other questions and Dean G. Miranda then presented the distance education version.
- She continued with Child Development 139abcd.
  - L. Suekawa noted that “UC transfer” should not be checked and the recommendation was accepted.

- There were no other questions and Dean G. Miranda also presented the distance education version for this course.
- The Committee began a review of Child Development 140abcd. Q. Chapman noted that CSU and UC transfer on course outline should be checked 'No.' Dean G. Miranda then presented the distance education version for the course.
- Dean G. Miranda continued with Child Development 150 to which there were no questions.
- She then announced that there was an additional proposal for revision to the existing Liberal Studies major. Chair Young requested that the committee take time to read through the proposal and the committee examined the revisions.
  - Dean G. Miranda explained that the revisions to the Liberal Studies major were brought forth under extenuating circumstances, specifically due to the recent changes in Math 70, 73 and 80, but to also add History 1B as an option.
  - She fielded questions from the committee regarding the course title and descriptive title for Communication Studies to which it was clarified that both titles have been changed.
  - The committee noticed errors in the course numbers for History and Child Development which were corrected.
  - Chair Young noted that Math 111 would be added to the proposal as it was mentioned in the justification but was inadvertently left out of the list of courses.
- Chair Young then called for a motion to approve the changes to the Behavioral and Social Sciences proposals. V. Rapp moved, M. Lipe seconded, and the motion carried.
- Chair Young called for a motion to approve the conditions of enrollment. L. Kjeseth moved, V. Rapp seconded, and the motion carried.
- She then called for a motion to approve the distance education versions. L. Kjeseth moved, V. Rapp seconded, and the motion carried.

### **CONSENT AGENDA PROPOSALS**

- Chair Young directed attention to today's Consent Agenda handout for approval by the College Curriculum Committee.
- The handout included Behavioral and Social Sciences division recommendations for one inactivation and three course reviews which included revisions to prerequisites, catalog descriptions, enrollment limitations and distance education updates.
- The handout also included Business division recommendations for nine course inactivations.
- There were also nine course inactivations recommended for the Health Science and Athletics division.
- The handout also included six course inactivations for the Mathematical Sciences Division.
- The final recommendation was to inactivate one course in the Natural Sciences division.
- L. Kjeseth noted that the actions under standard review describe what was changed and the reasons given by each division.
- The committee received suggestions regarding the separation or distinction of courses reviewed by the standard review committee, and regarding the orientation of the

document from landscape to portrait setting. The recommendations will be integrated in the handout for the next meeting.

- Chair Young then called for a motion to adopt the recommended actions. S. Panski moved, M. Lipe seconded, and the motion carried.

#### **SIX-YEAR COURSE REVIEW CYCLE TRAINING**

- Chair Young conducted training on the newly developed Six-Year Review Cycle Worksheet and the Six-Year Review Cycle by Course forms. She also distributed the Two-Year Career and Technical Education (CTE) form which will be discussed in more detail at the next meeting.
- The faculty began working on the forms. They will consult with their deans and faculty and email the forms back to the Curriculum Office by Tuesday, March 17, 2009.
- Barbara Jaffe congratulated all those involved in the development of the new Six-Year Course Review process on a job-well-done.

#### **STANDARD REVIEW SUB COMMITTEE**

- Chair Young asked for any comments on the standard review process. She received positive feedback from the committee from both the dean's and the CCC's perspective.
- Q. Chapman and L. Kjeseth also clarified the types of proposals and revisions that must be presented through the full review process.

#### **ADJOURNMENT**

Chair Young then called for a motion to adjourn the meeting. R. Hughes moved, A. Himsel seconded, and the motion carried. The meeting was adjourned at 3:45 p.m.



EL CAMINO COLLEGE  
COLLEGE CURRICULUM COMMITTEE

Proposed Curriculum Changes  
March 10, 2009

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

INACTIVATE COURSE

1. American Studies 1 – Introduction to American Studies

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION**

1. Child Development 107 – Infant/Toddler Development

*Current Status/Proposed Change*

Prerequisite: Child Development ~~3~~ 103 with a minimum grade of C

This course focuses on factors affecting the physical, cognitive and psychosocial development of a child from birth to age two-and-a-half. Topics include: the effect of the adult-child relationship on an infant's development, practical application of developmental theories in relation to infant/toddler group care, dealing sensitively and effectively with cultural issues in the child care setting, developmentally appropriate environments, curriculum, and state mandated licensing regulations.

Note: ~~This course meets Title 22 requirements for programs for young children regulated by the California State Department Education.~~

*Recommendation:*

Prerequisite: Child Development 103 with a minimum grade of C

This course focuses on factors affecting the physical, cognitive and psychosocial development of a child from birth to age two-and-a-half. Topics include the effect of the adult-child relationship on an infant's development, practical application of developmental theories in relation to infant/toddler group care, dealing sensitively and effectively with cultural issues in the child care setting, developmentally appropriate environments, curriculum, and state mandated licensing regulations.

2. Child Development 129 – Introduction to Program Administration

*Current Status/Proposed Change*

Prerequisite: ~~Child Development 20 with a minimum grade of C or two years of preschool teaching; or two years verified field work in child care~~ None

This course focuses on the regulations, standards and practices for licensed preschools ~~and school-age child care~~ programs established by the California State Department of Social Services. Topics ~~to be covered will~~ include the role of the program director, interpersonal relationships, public relations, staff recruitment and selection, and community resources ~~and budgeting~~.

*Recommendation:*

Prerequisite: None

This course focuses on the regulations, standards and practices for licensed preschool programs established by the California State Department of Social Services. Topics include the role of the program director, interpersonal relationships, public relations, staff recruitment and selection, and community resources.

3. Child Development 137abcd – Mentor Seminar A

*Current Status/Proposed Change*

Enrollment Limitation: current ~~employment~~ or past experience in an early childhood program

~~The focus of t~~This course is designed to provide information, guidance and peer support for mentor teachers who are supervising student teachers, beginning teachers and assistants in ~~E~~early ~~C~~childhood ~~E~~education programs. Seminar content will be individualized to meet the professional needs of each mentor. This course meets the professional development requirements for renewal of the Child Development Permit.

*Recommendation:*

Enrollment Limitation: current or past experience in an early childhood program

This course is designed to provide information, guidance and peer support for mentor teachers who are supervising student teachers, beginning teachers and assistants in early childhood education programs. Seminar content will be individualized to meet the professional needs of each mentor. This course meets the professional development requirements for renewal of the Child Development Permit.

4. Child Development 138abcd – Mentor Seminar B

*Current Status/Proposed Change*

Enrollment Limitation: current ~~employment~~ or past experience in an early childhood program

This course is designed for early childhood mentor teachers to further explore issues ~~begun~~ introduced in Mentor Seminar A. Content relates to the role as mentoring ~~to~~ student teachers, beginning teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on the role as of early childhood professionals. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

*Recommendation:*

Enrollment Limitation: current or past experience in an early childhood program

This course is designed for early childhood mentor teachers to further explore issues introduced in Mentor Seminar A. Content relates to the role mentoring student teachers, beginning teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on the role of early childhood professionals. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

5. Child Development 139abcd – Mentor Seminar C

*Current Status/Proposed Change*

Enrollment Limitation: current ~~employment~~ or past experience in an early childhood program

This course is designed for early childhood mentor teachers to further explore issues ~~begun~~ presented in Mentor Seminar B. Content relates to the role ~~as~~ of mentoring ~~to~~ student teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on the role of early childhood educators as advocates and change agents. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

*Recommendation:*

Enrollment Limitation: current or past experience in an early childhood program

This course is designed for early childhood mentor teachers to further explore issues presented in Mentor Seminar B. Content relates to the role of mentoring student teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on the role of early childhood educators as advocates and change agents. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

6. Child Development 140abcd – Mentor Seminar D

*Current Status/Proposed Change*

Enrollment Limitation: current ~~employment~~ or past experience in an early childhood program

This course is designed for early childhood mentor teachers to further explore issues ~~begun~~ discussed in Mentor Seminar C. Content relates to the role ~~as~~ of mentoring ~~to~~ student teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on research and communication. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

*Recommendation:*

Enrollment Limitation: current or past experience in an early childhood program

This course is designed for early childhood mentor teachers to further explore issues discussed in Mentor Seminar C. Content relates to the role of mentoring student teachers, beginning teachers and assistants in early childhood programs. Additional emphasis will be placed on research and communication. Seminar content will be individualized to meet the needs of each mentor. This course meets professional development requirements for the renewal of the Child Development Permit.

7. Child Development 150 – Survey of Children with Special Needs

*Current Status/Proposed Change*

Prerequisite: Child Development ~~3~~ 103 with a minimum grade of C or concurrent enrollment

This course offers an overview of the causes, characteristics, prevalence, and needs of children with mild to severe physical, cognitive and behavioral ~~problems~~ conditions. ~~Other t~~ Topics include the identification of community agencies for referral and case management, inclusion of children with special needs into mainstream classrooms, and the special needs of gifted and talented children. Students will observe local programs that serve children with special needs.

*Recommendation:*

Prerequisite: Child Development 103 with a minimum grade of C or concurrent enrollment

This course offers an overview of the causes, characteristics, prevalence, and needs of children with mild to severe physical, cognitive and behavioral conditions. Topics include the identification of community agencies for referral and case management, inclusion of children with special needs into mainstream classrooms, and the special needs of gifted and talented children. Students will observe local programs that serve children with special needs.

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), TRANSFER STATUS, CATALOG DESCRIPTION, COURSE LENGTH**

1. Child Development 131 – Supervising and Mentoring Adults

*Current Status/Proposed Change*

Course Length: ~~4~~ Full Term

Enrollment Limitation: ~~current or past experience-teaching in a licensed in an early childhood program for young children~~

~~No Transfer CSU~~ Proposed Transfer CSU

~~In T~~ In this course covers ~~students will study~~ the principles and practices of ~~supervision~~ supervising and evaluation ~~evaluating~~ of staff in early childhood education programs. ~~The e~~ Emphasis of this course is ~~will be placed~~ on the role and responsibilities of experienced classroom teachers who mentor or supervise new teachers and student teachers, ~~while simultaneously addressing~~ Topics will include balancing the needs of children, families and staff, ethics, advocacy, and professionalism in the field.

Note: This course fulfills the adult supervision requirement for the Child Development Permit and the California Early Childhood Mentor Teacher Program.

*Recommendation:*

Course Length: Full Term

Enrollment Limitation: current or past experience in an early childhood program  
Proposed Transfer CSU

In this course students will study the principles and practices of supervising and evaluating staff in early childhood education programs. Emphasis will be placed on the role and responsibilities of experienced classroom teachers who mentor or supervise new teachers and student teachers. Topics will include balancing the needs of children, families and staff, ethics, advocacy, and professionalism in the field.

Note: This course fulfills the adult supervision requirement for the Child Development Permit and the California Early Childhood Mentor Teacher Program.

### **NEW DISTANCE EDUCATION VERSIONS**

1. Child Development 107 – Infant/Toddler Development (Online)
2. Child Development 137abcd – Mentor Seminar A (Online)
3. Child Development 138abcd – Mentor Seminar B (Online)
4. Child Development 139abcd – Mentor Seminar C (Online)
5. Child Development 140abcd – Mentor Seminar D (Online)

### **COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGE IN CATALOG DESCRIPTION**

1. Psychology 5 – General Psychology

#### *Current Status/Proposed Change*

This course is a survey study of the scientific study of the behavioral human behavior and mental processes of organisms. This course emphasizes with an emphasis on basic theory and research design, including experimental techniques. Extended discussions of the contribution of nature and nurture to the understanding of behavior and mental processes are conducted generated by the scientific method. Major topics include psychobiology, sensation and perception, learning, and conditioning, cognitive psychology, motivation and emotion, personality theory, psychopathology human cognition, personality, lifespan development, psychological disorders, therapeutic approaches, and social psychology.

#### *Recommendation:*

This course is a survey study of human behavior and mental processes with an emphasis on basic theory and research generated by the scientific method. Major topics include psychobiology, learning, human cognition, personality, lifespan development, psychological disorders, therapeutic approaches, and social psychology.

### **CHANGE IN MAJOR**

1. Liberal Studies (Elementary Teaching)

#### *Current Status/Proposed Change*

#### Teacher Preparation Option:

English 1A, ~~Mathematics 70~~, ~~Speech Communication Studies 1~~ or English 1C; History 1A or 1B; Political Science 1, Geography 5 or Child Development 3 103 or History 3 140; one course from: Biology 10, Geology 6, Physical Science 25; one course from: Art 1, Dance 1, English 15A, 15B, 35, 36, 40A, 40B, 42, 43, 44, Music 11, 12, Theatre 1; one course from: Mathematics 73, 80, 110, 111, 115, 120, 130, 150, 170

Total Units: ~~27~~ 25-28

*Recommendation:*

Teacher Preparation Option:

English 1A, Communication Studies 1 or English 1C; History 1A or 1B; Political Science 1, Geography 5 or Child Development 103 or History 140; one course from: Biology 10, Geology 6, Physical Science 25; one course from: Art 1, Dance 1, English 15A, 15B, 35, 36, 40A, 40B, 42, 43, 44, Music 11, 12, Theatre 1; one course from: Mathematics 73, 80, 110, 111, 115, 120, 130, 150, 170

Total Units: 25-28

## **BUSINESS DIVISION**

### **INACTIVATE COURSES**

1. Computer Information Systems 17 – Intermediate Concepts in Visual Basic.Net
2. Law 7 – General California Law
3. Real Estate 12B – Advanced Legal Aspects of Real Estate
4. Real Estate 17 – Real Estate Taxation and Exchange
5. Real Estate 27 – Escrow Practice
6. Real Estate 32 – Real Estate Loan Processing
7. Real Estate 42 – Uniform Standards of Professional Appraisal Practice (USPAP)
8. Real Estate 43 – Update of Uniform Standards of Professional Appraisal Practice (USPAP)
9. Real Estate 90abcd – Real Estate Assistant

## **HEALTH SCIENCES AND ATHLETICS DIVISION**

### **INACTIVATE COURSES**

1. Physical Education 8 – Physical Agility for Fire Fighters
2. Physical Education 207A – Skills Proficiencies in Sports and Activities
3. Physical Education 207B – Physical Education Proficiencies in Sports and Activities

4. Physical Education 222abcd – Fencing
5. Physical Education 350abcd – Muscle Endurance Group Exercise
6. Surgical Technology 110 – Introduction to Surgical Technology
7. Surgical Technology 111 – Introduction to Surgical Procedures
8. Surgical Technology 120 – Operating Room Techniques
9. Surgical Technology 141 – Advanced Practicum: Selected Sub-specialties

## **INDUSTRY AND TECHNOLOGY DIVISION**

### **CHANGE IN MAJOR**

1. Administration of Justice

*Current Status/Proposed Change*

At least 50% of the major requirements for the Associate in Arts degree must be completed at El Camino College.

Administration of Justice 100, 103, 115, 130, 131, 135, 170; plus a minimum of six units from the following: Administration of Justice 70, 95/96abcd (2-4 units), 107, 109, 111, 125, 126, 132, 133, 134, 136, 150, 155

Total Units: 27-32

*Recommendation:*

At least 50% of the major requirements for the Associate in Arts degree must be completed at El Camino College.

Administration of Justice 100, 103, 115, 130, 131, 135, 170; plus a minimum of six units from the following: Administration of Justice 70, 95/96abcd (2-4 units), 107, 109, 111, 125, 126, 132, 133, 134, 136, 150, 155

Total Units: 27-32

### **CHANGE IN CERTIFICATE OF ACHIEVEMENT**

1. Administration of Justice

*Current Status/Proposed Change*

A Certificate of Achievement will be granted to the student completing the courses in the Administration of Justice or Reserve Police Officer Academy options. At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.

Administration of Justice Option:

Administration of Justice 100, 103, 115, 130, 131, 135, 170; plus a minimum of six units from the following: Administration of Justice 70, 95/96abcd (2-4 units), 107, 109, 111, 125, 126, 132, 133, 134, 136, 150, 155

Total Units: 27-32

*Recommendation:*

A Certificate of Achievement will be granted to the student completing the courses in the Administration of Justice or Reserve Police Officer Academy options. At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.

Administration of Justice Option:

Administration of Justice 100, 103, 115, 130, 131, 135, 170; plus a minimum of six units from the following: Administration of Justice 70, 95/96abcd (2-4 units), 107, 109, 111, 125, 126, 132, 133, 134, 136, 150, 155

Total Units: 27-32

**COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), DESCRIPTIVE TITLE, TRANSFER STATUS, CATALOG DESCRIPTION**

*Current Status/Proposed Change*

1. Architecture 125abcd – Advanced Three-Dimensional Architectural Computer Aided Design

Prerequisite: Architecture ~~120abcd~~ 121abcd with a minimum grade of C or equivalent  
~~No Transfer UC; Proposed Transfer UC~~

~~This is an advanced class course in the study of three-dimensional (3-D) computer aided design for Architecture. The course will use various AutoCAD Architectural Desktop and 3D Studio as the primary software, including Revit Architecture, to teach how to model, surface, light and animate the design of a Building Information Modeling (BIM) techniques. Topics will include computer animation, rendering, design analysis, and documentation of buildings. Students will create detailed computer models of buildings and its surrounding environmental context generate floor plans, building sections, elevations, details and schedules from the model.~~

*Recommendation:*

Architecture 125abcd – Advanced Three-Dimensional Architectural Computer Aided Design

Prerequisite: Architecture 121abcd with a minimum grade of C or equivalent  
Proposed Transfer UC

This advanced course in three-dimensional (3D) computer aided design for architecture uses various CAD software, including Revit Architecture, to teach Building Information Modeling (BIM) techniques. Topics will include computer animation, rendering, design analysis, and documentation of buildings. Students will create detailed computer models of buildings and generate floor plans, building sections, elevations, details and schedules from the model.



## **MATHEMATICAL SCIENCES DIVISION**

### **INACTIVATE COURSES**

1. Computer Science 15P – Assembly Language Programming for the IBM PC and Compatibles
2. Computer Science 23 – Advanced Computer Programming in Java
3. Computer Science 36 - .NET's Windows Forms for Graphical Interface Computer Science Programming
4. Computer Science 55 – Three Dimensional Computer Graphics Programming
5. Mathematics 65ab – Introduction to the Graphing Calculator
6. Mathematics 66ab – the Graphing Calculator for Calculus

## **NATURAL SCIENCES DIVISION**

### **INACTIVATE COURSE**

1. Biology 96abcd – Cooperative Work Experience Education



## Curriculum Review 101

### Navigating the Curriculum Review Process

1.5 Hours of Flex Credit

In this workshop you will learn how to review your existing courses in order to update them and ensure their compliance with Title 5 and local standards. You will find out which forms you need for various actions and how to fill them out. You will find out how to develop “integrated course outlines” and how to avoid the common mistakes that slow down the approval process. Bring copies of your course outlines with you so that your specific questions may be addressed.

April 2009		
Thursday, April 23 <sup>rd</sup>	12:30 to 2:00	ARTB 313
Thursday, April 23 <sup>rd</sup>	6:30 to 8:00	ECC Board Room
Friday, April 24 <sup>th</sup>	10:00 to 11:30	Library 202
May 2009		
Monday, May 4 <sup>th</sup>	6:30 to 8:00	ECC Board Room
Thursday, May 7 <sup>th</sup>	12:30 to 2:00	ECC Board Room
Friday, May 8 <sup>th</sup>	12:30 to 2:00	ECC Board Room

**Reservations are not necessary.**  
**If you have questions please contact**  
**Janet Young at ext. 3613 or [jyoung@elcamino.edu](mailto:jyoung@elcamino.edu).**

Educational Policies Minutes 3-19-09

E. Uyemura, V. Robles, K. Beley, C. Jeffries, and D. Goldberg were present.

We reviewed the proposal from Harold Tyler to re-integrate the Academic Honesty policy into BP 5500 Standards of Conduct and AP 5520 Student Discipline Procedure. We agreed that if Academic Honesty is given prominence in the policy and procedure, we will support that plan. Mr. Tyler and I will bring the policy to Senate as soon as it is in its final form, and we hope it will go to the Board in the next few months.

We began work on updating BP 4020.1 Curriculum Review and Approval, which will become new BP 4020 Program, Curriculum and Course Development. We discussed how to include a number of the 10 + 1 items in this policy, to keep faculty primacy in curriculum in focus. There was some discussion of whether to include the idea of a six-year cycle for program review in the Board Policy. (The Dean recommended against hard-wiring that specific detail into the policy.)

We will be seeking input from the VPAA and the Curriculum chair/chair-elect on exactly how the Policy and especially the Procedure should be written. The Procedure may be the process that has recently been worked out, for both curriculum review and program review.

# FACULTY DEVELOPMENT TEAM MINUTES

February 24, 2009

Attendees: David Vakil, Donna Manno, Matt Kline, Christina Gold, Mercedes Thompson, Moon Ichinaga.

This meeting focused **on the steps necessary to develop a “Faculty Development Plan.”** The first step is to do a **“Needs Assessment” survey.** The questions that were proposed during the meeting were:

The team constructed the following open ended questions to faculty.

On survey give an OPTIONAL space for name & telephone extension of respondent.

INSTRUCTION: Do not limit your responses to things that have been done in the past, to things that can only be performed by ECC employees, or things that have little cost. You may assume some funding is available for the recommendations you make.

NOTE: Professional development is (insert a definition.)

1. What (additional) institutional professional development support do you need:
  - a. overall as a college employee
  - b. generically as a faculty member
  - c. related specifically to your discipline (i.e. department and/or division)
2. What (additional) professional development technology needs do you have
  - a. overall as a college employee (e.g. training in XXXXX software)
  - b. generically as a faculty member
  - c. related specifically to your discipline (i.e. department and/or division)
3. What division do you work in? (Choose from list)
4. Are you full-time or part-time? (Choose from list)

Also ask divisions deans and councils for specific needs. Solicit input from all employees in the division.

Once the open-ended questions are answered, this team will sort through the answers and create a list for the faculty to prioritize using a second survey, if necessary. This process will be announced with the first survey, so everybody understands the goal of the project.

During the meeting, the method of facilitating this survey was unclear Matt Kline agreed to contact Irene Graff. Based on the discussions with Irene, the best solution for administering the survey appears to be through the online service: Ultimate Survey. However, paper surveys should also be made available.

The meeting adjourned at 1:55pm.

# FACULTY DEVELOPMENT TEAM MINUTES

March 10, 2009

Attendees: David Vakil, Donna Manno, Christina Gold, Mercedes Thompson, Margaret Steinberg, Moon Ichinaga.

## **Recognition**

### *Improving the Distinguished Faculty Award*

Chris Gold agreed to continue researching the Hayward Award given annually by the Academic Senate of California Community Colleges. She will print copies of the award and solicit input on what changes (if any) we'd need to make to make the Hayward Award our new version of the Distinguished Faculty award. The rubric that is used to assess the ASCCC's Hayward Award may satisfy the administration's request for a more objective selection process.

### *Distinguished Adjunct Faculty Award*

The possibility of creating an award that is different from the Distinguished (full-time) Faculty award was discussed. Perhaps faculty could donate to a fund, if a monetary prize is to be awarded. The Foundation or the Accounting department might be able to collect and distribute the funds. The committee also discussed the possibility of having one adjunct award winner in each division. Recipients of this award would likely only receive a plaque and/or certificate (because there are 9 divisions). This topic will be discussed further and the deans should be consulted.

### General acknowledgement of excellence

The committee came up with two suggestions regarding general acknowledgement. First, create a web page that lists recipients of the Distinguished Faculty and Distinguished Staff awards, as well as the people on the Women's Wall of Fame. Second, publicize the names of employees who receive letters from President Fallo after students acknowledge the employees during a survey administered during commencement. David Vakil will follow up with Ann Garten on both recommendations.

## **Teaching Book Club**

The Teaching Book Club is now being run by Robin Bouse, an adjunct instructor in the Natural Sciences division. The book for this semester is *Brain Matters: Translating Research into Classroom Practice* by Patricia Wolfe. Donna Manno will see if she can order books for people participating in the book club. If not, the book costs \$17 from Amazon.com.

The committee discussed the possibility of inviting Patricia Wolfe to be a speaker at El Camino College during a flex day in 2009-2010. Two options were presented: a keynote speech during the spring flex day, and/or two breakout sessions during spring or fall. Both options may be available for spring, if the author is willing to come to ECC for a day. The team decided to wait to see how well the book is received by the Book Club before proceeding with this idea.

The meeting adjourned at 1:55pm.

# FACULTY DEVELOPMENT TEAM MINUTES

March 24, 2009

Attendees: David Vakil, Donna Manno, Christina Gold, Mercedes Thompson, Margaret Steinberg, Barbara Jaffe, Dovard Ross.

## **Creating a Faculty Development Plan**

### *Needs Assessment Survey*

We need to create an electronic form for our Needs Assessment survey. The questions we developed a month ago were a good start but need both clarification and specific sample examples. An example answer to the question, “What (additional) professional development technology needs do you have as overall as a college employee” could be “web conference training.” An answer to the question, “What (additional) institutional professional development support do you need overall as a college employee” could be “training in or understanding copyright law.”

Donna Manno will obtain samples of past ECC Needs Assessment surveys and samples from other colleges (e.g. Saddleback, College of the Canyons) for the next meeting.

## **Recognition**

### *Improving the Distinguished Faculty Award – modifying the Hayward Award*

The committee felt the Hayward Award used by the Academic Senate for California Community Colleges (ASCCC) was a good model to adopt. Changes we will implement include:

- Overall process: nominations will be solicited from the campus. Anybody can nominate a faculty member by writing a candidate support letter. After receiving these nominations, the nominees will be notified they have been nominated, and the nominee will be asked to supply the rest of the application materials. This shifts the burden of the nomination from the nominator to the nominee, which hopefully will encourage more nominations. Currently only approximately people are nominated each year.
- Delete the requirement for anonymity of the nominee. It would be too hard to maintain, and usually candidates are easily identified based on their departments and/or accomplishments.
- The “statement of candidate support” would be written by the nominator, not the academic senate. The announcement form will suggest nominators address the rubric (discussed below) and it will be specifically mentioned on the page with the nominator letter prompt.
- All other documents would be requested from the nominee.
- The resume model in the Hayward will be followed to allow for more uniformity. It will be re-ordered slightly in the “Professional Experience” category as follows: Educational Background, Positions Held, Campus Activities, Professional Affiliations. The rest is unchanged.
- The “educational philosophy” question will be changed slightly to “discuss your educational philosophy, how you apply it, and how your professional activities contribute to student success.”
- Up to 3 pages of supporting materials will be allowed, and these may include documents such as student letters or student or peer evaluations. [Documents chosen by the nominee.]
- Grading rubric has minor modifications: scoring system will be something like 10 each for the first 4 items and 7 for the last, as noted below. Revisions to the item descriptions include:
  - Serving students: last sentence changed “local senate” to “nominator.” [10 points?]
  - Commitment to the philosophy of the community College: change “his or her” to “the.” [10 points?]

- Campus, Professional, and/or student activities: delete “and” from the name, and change the last sentence to, “There should be evidence of participation with institutional, division, departmental, or student groups.” [10 points?]
- Commitment to education and discipline: no changes [10 points?]
- Publication, community, state and/or national activities: rename to “Community, state, or national professional activities or publications” First sentence changed to read, “... serving as a representative of the profession beyond the institution through service in local, statewide, or national activities.” [7 points]

## **Mentorship**

### *Update and Discussion*

The committee discussed the current pilot-testing of the faculty mentorship program to try to determine why there are low participation rates. There were two thoughts. First, the Humanities division already had its own informal mentorship processes in place which was successful. Second, the original mentorship documents seemed long, cumbersome, and involved a lot of reporting. That message seems to have spread, so the newer streamlined model probably never became popular because the original version was seen as a burden and cumbersome. However, David Vakil took this new model to the Natural Science division, where more people signed up.

The committee thought it best to have a Flex event later this semester to announce and discuss the mentorship program, in preparation for and in advance of the full-campus launch in Fall 2009.

The meeting adjourned at 2:10 pm.

## **Miscellaneous**

After the meeting adjourned, David Vakil and Donna Manno briefly discussed the idea of having an ECC Great Teachers Seminar with most/all attendees being adjunct faculty.

A Planning Summit was held on March 13, 2009 to discuss the El Camino College planning structure in relation to the Sustainable Continuous Quality Improvement standard set forth by the Accrediting Commission for Community and Junior Colleges (the Commission). Participants included faculty, staff, and managers from the College and Center.

The desired outcomes from the summit were phrased as questions: Where are we not meeting the Commission's highest standard; and, what do we need to do to meet or exceed that standard? Participants were randomly assigned to teams to address both questions with their responses listed below. Team responses tended to be repeated as the questions were similar.

The following tables were created by themes to show responses to avoid multiple response listings. Numbers in parenthesis indicate the number of times the comment was listed by teams.



**COMMUNICATION**

<b>Action Item</b>	<b>Next Steps</b>	<b>Timeline</b>	<b>Assignment</b>
“In-progress” status needs to be communicated on the portal Note: The status of any plan can be accessed Plan Builder	All managers will be instructed to add their employees into Plan Builder	April 2009 - ongoing	All Managers
More effective use of the portal and websites to communicate.	A summary of goal achievement will be posted on the portal in February and late August of every year	August 2009 - ongoing	Spor
Curriculum review is not up to date	Curriculum review is quickly moving to a 6-year timeline and is fully incorporated into program review	March 2009 - ongoing	Arce
Lack of consistency in program review timelines	All program reviews have been placed on a 6-year schedule with programs at the College and Center conducted simultaneously	March 2009 - ongoing	Arce, Cox, Higdon, Nishime, Perez
Communicate plan implementation	Division and Area Councils	April 2009 - ongoing	Managers
Publicize accomplishments	Newsletters – President, Provost, Research and Planning	March 2009 - ongoing	Spor
Not all constituents have an adequate understanding of the process	Presentations have and will be made at the Planning and Budgeting Committee (PBC), Academic Senate, Council of Deans, and Division and Area Councils	February 2009 - ongoing	Spor
No explanation of how priorities are set.	Priorities are determined through voting at the Program, Unit (division), and Area levels	March 2009 - ongoing	Managers
No implementation of the planning model	The process has been in place for sometime but it has not been referred to as the Planning Model until recently	Spring 2008 - ongoing	Spor
Consideration for how plans affect/impact other areas on campus	Plans that could impact others will require Managers to discuss the impact with the other areas	Spring 2009 - ongoing	Managers
Find a way to connect ECC and CEC Plan Builder	Both links are posted on the new portal	March 2009 - ongoing	ITS

**PROCESSES**

<b>Action Item</b>	<b>Next Steps</b>	<b>Timeline</b>	<b>Assignment</b>
Need a better process for enhancing existing budgets to meet new demands	Multiple funding sources are now being directed to funding plans in Plan Builder	Spring 2009 - ongoing	Arce, Cox, Higdon, Nishime, Perez
No understanding of how plans are adjusted when budgets are tight	Plans need to be adjustable (up or down) to match annual funding irregularities	Spring 2009 - ongoing	Arce, Cox, Higdon, Nishime, Perez
Lack of planning linkage and its outcomes to how it improves student learning	All plans require evaluation components which can be linked to student learning	February 2009 - ongoing	Managers, Spor
Need to refine further our process of developing planning from program review.	Plans are based upon prioritized Program Review recommendations at the Program level	Spring 2009 - ongoing	Division managers, Spor
Need to base program review recommendations on tangible criteria that incorporate the needs of students, the campus, and the community.	Faculty and managers need to critically assess what is needed versus desired to improve the program. Data is available on the Institutional Research and Planning webpage	Fully implemented spring 2009	Jaffe, Spor, Arce, Cox, Higdon, Nishime, Perez
Allocation of (budget) resources not visible in planning process	The Planning and Budgeting Calendar will be added to the Planning Process document as the timeline drives resource allocation	April 2009	Spor
SLOs not visible on Planning Model	The SLO and Curriculum narratives will be expanded to be more comprehensive. Core Competencies will be added to the Planning Model	April 2009	Spor / Kjeseth / Simon / Young
Evaluation process is more ad-hoc rather than systematic	Plan evaluations are currently set for July and January. They will transition to quarterly reports.	February 2009 - ongoing	Managers, Spor
The planning process needs to include institutionalization of successful programs	This change could occur if a similar process were added to combine or eliminate programs in decline.	Researching other models beginning April 2009	Spor
Streamline process for filling vacant, funded positions	This item will be assessed during the creation of a new Staffing Plan	Late spring 2009	Perez, Arce, Cox, Higdon, Nishime

## Summarized 2009 Planning Summit Notes

**INVOLVEMENT**

<b>Action Item</b>	<b>Next Steps</b>	<b>Timeline</b>	<b>Assignment</b>
Lack of access to or broad participation in Plan Builder	Managers to add all employees into Plan Builder and involve staff and faculty in planning activities	April 2009 - ongoing	Managers
Assign responsibility for each goal and objective	Managers are responsible for the plans created at their level (i.e., Program, Unit, Area)	Spring 2008 - ongoing	Managers

**IMPLEMENTATION / EVALUATION**

<b>Action Item</b>	<b>Next Steps</b>	<b>Timeline</b>	<b>Assignment</b>
Plans lack supporting documentation for requests.	Managers, faculty, and staff should utilize Institutional Research and industry sources when creating plans	Ongoing	Managers, Graff, Spor
Availability of raw data for decision-making	Data is available from the Research Office. New reports and web postings will be promoted in the President's and Provost's newsletter, Academic Senate, PBC, and all Councils - Division, Area, and College	Ongoing	Graff, Spor
Plans should include non-budgetary items	Many plans do not require funding and are posted in Plan Builder	February 2008 - ongoing	Spor
There is a need for a program reduction or termination assessment and process	Create an Ad Hoc group representing all college constituencies. Develop a rubric with ratings for objective assessment of the program	May – fall 2009	Spor
Bond implementation needs to be improved at CEC	Create Educational, Technology, and Facilities Master Plans to guide the process. Post planning agenda status.	Fall 2008 - 2009	Cox, Spor
The Comprehensive Master Plan has components not being evaluated, communicated, or implemented.	Comprehensive Master Plan planning agenda items are tracked and reported to PBC. Updates will be posted to the Research and Planning webpage.	On-going	Spor
How are the plans connected to student success?	All components of the Master Plan tie into the strategic initiatives which are designed to promote student success.	Ongoing	Spor

**EL CAMINO COLLEGE  
Planning & Budgeting Committee  
Minutes  
Date: March 5, 2009**

**MEMBERS PRESENT:**

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

**OTHERS ATTENDING:** Francisco Arce, Jo Ann Higdon, Claudia Lee, Luis Mancina, Jeanie Nishime, Barbara Perez, Emily Rader

**Handouts:** ACCJC letter; “Next test for Calif. Budget deal: Voters”  
Planning and Budget Development Calendar  
El Camino College Planning Model  
“Next test for Calif. Budget deal: Voters”

The March 5, 2009 meeting was called to order at 1:06 p.m.

**Approval of February 5, 2009 Meeting Minutes**

Corrections:

1. Page 1, Budget Update #1: Change ‘PELL’ to ‘Cal’ Grants.
2. Page 2, #11, change second sentence wording to: ‘In reality, some funding decisions may not be made until the final budget goes before the Board.’

Updates:

3. Page 1, Budget Update #3: Did not bring the actual percentage of salaries and benefits to this meeting (email sent to PBC members 3/6/09).
4. Page 2, Planning Model with Timelines #4 will be addressed at this meeting.
5. Page 3, #6: A. Spor has not had a chance to create narratives for planning model arrows.

The February 5, 2009 minutes were approved as amended.

**Accreditation Update – Letter from Dr. Barbara Beno to President Fallo:**

1. Need to send response to Recommendations 1 and 3 to Commission by April 1<sup>st</sup>.
2. Recommendation 1 specific wording “college should complete the full implementation of its process” – some processes already in place but not throughout the entire college. Making effort to have program review recommendations in Plan Builder. Timelines are being created to have all program reviews completed on a timely basis.
  - a. Plan Builder has status report function for updates and evaluation. Evaluation with analysis and data help determine feasibility of plans.
  - b. Resource allocation (Standard IB) – plans don’t always involve new monies. Resources may include what departments already have. Managers at ECC and Compton were asked to enter program review recommendations over the last six years into Plan Builder and roll over funding requests into 2009-10 plans. PBC will review prioritized recommendations (some funded, some not) to forward to President Fallo for Cabinet review. With the exception of the Master Plan, all other plans will be entered into Plan Builder. Use one application to access various funding sources.

- c. Dialogue and voting of prioritized plans promote buy-in. Plan Builder can generate reports listing plans that involve technology and personnel.
3. Fiscal management plan in Recommendation 6 is driven by level of FTES. Includes instructional components, number of full-time and part-time faculty needed to deliver level of FTES, number of staff, fixed costs (utility, insurance), instructional supplies. Basically a zero-based budget approach for all sites. Report indicates that although ECC is fiscally able to meet eligibility requirement, Compton Center is not. Need to examine and develop a fiscal model for all sites. Recommendation 6 refers to Standard IIID – Financial Resources.
  4. Recommendation 5 was removed – ECC had incorporated a process to include SLOs into faculty evaluations, but did not use. Will need to address this in mid-term report to show how it is incorporated in faculty evaluation.
  5. Recommendation 7 – already have Staffing Plan for ECC. Need more rigorous staffing plan for both ECC and Compton that shows how institution should proceed in next 3-5 years.
  6. Recommendation 8 – ECC does have a Facilities Master Plan based on the Educational Master Plan – the report makes it sound as if a Facilities Master Plan doesn't exist. The Comprehensive Master Plan will be completed in fall consisting of educational, technology, facilities, staffing plans for both locations and a resource plan for ECC.
  7. Recommendation 3 – Academic Affairs program review shows curriculum review, a six year cycle, is integrated with program review. The term “consistently” means using the same process and cycle throughout the organization. Matriculation legislature requires a six-year cycle for pre-requisite courses. Vocational programs require two-year cycle.
  8. Recommendation 9 – ECC's Board of Trustees' code of ethics did not include would happen if code were violated. Standard IIIA states there should be a code of ethics for employees. There is an employee code of ethics draft in development.

#### **Budget Update:**

1. Tax Revenue Anticipation Notes (TRAN) – Board approval for up to \$10M. May have to request a TRAN for the current year (mid-TRAN) and another for the next fiscal year (July 1). Mid-year TRAN level will decrease slightly. Next fiscal year TRAN has the potential of being very large (around \$20-25M). Delay of cash flows because of state budget. May not get payments normally received this fiscal year until October.
2. Special election on May 19<sup>th</sup> – budget issues go before voters must pass or budget situation will get worse. Page 2 of article “Next test for Calif. Budget deal: Voters,” left column bottom paragraph: explanation of critical issues such as vehicle and sales taxes, Prop 98, and securitizing the lottery. Substantial percentage of lottery money goes to schools. If securitizing begins, education will no longer have priority in receiving lottery funding.
3. J. Higdon will notify PBC of recertified P1 and cash flows when received.
4. May revise usually occurs between the 12<sup>th</sup> and 18<sup>th</sup>.

#### **Planning & Budget Development Calendar Update:**

1. All prioritized plans will be in Plan Builder by March 31<sup>st</sup>. Recommendations from program levels are prioritized at the Unit level. Unit plans are prioritized at the Area level. Number of recommendations prioritized is up to each unit and area.
2. Added to calendar: April - 1) Proposed tentative budget is reviewed for approval, and 2) All planning and budget assumptions are finalized; September – PBC annual evaluation

#### **Planning Model with Timelines:**

1. Some aspects of program review will require updates i.e. changes in personnel or equipment. Suggestion was made to broaden recommendations pertaining to technology/equipment changes that can be updated annually in Plan Builder.
2. Dialogue at multiple levels is theme of accreditation standards.

3. Strategic Initiatives, page 2: link goals to strategic initiatives to work towards institutional goals. Ten initiatives were originally developed by 2007 Planning Summit committee. The ten were modified into the current format in 2007. Strategic Initiatives follow five-year cycle. Processes are flexible, but due to recent accreditation activity, it may be advisable to wait for a brief period of time.
4. Planning Summit on Friday, March 13<sup>th</sup>:
  - a. Discuss Accrediting Commission's planning rubric – all colleges should be at highest sustainable level.
  - b. Planning model – groups will discuss what needs to be done to achieve sustainable level of planning.
  - c. Planning process not always clear. Educate invitees who have lesser level of understanding of planning process.
  - d. Develop common and consistent understanding of process.
5. Who represents Facilities in collegial consultation? Facilities component is overarching part of master plan. There is a Facilities Steering Committee and C. Shenefield represents all Administrative Services (including facilities and technology) on PBC.

The next meeting is scheduled on March 19, 2009.

Meeting adjourned at 2:35 p.m.

Note taker: Lucy Nelson

### **Request for funding to support FYE counseling.**

FYE was originally allocated \$75,000 from Fund 15 through the budgeting process. This amount funds two adjunct counselors for the program which serves 1000+ students. When the college was asked to cut 30% from the budget, \$1 million of the cuts were designated from Fund 15. The entire FYE allocation was cut with the assumption that BSI funds could be used to fund the program's counseling needs. FYE then submitted a proposal to the Basic Skills Initiative requesting funding for the counseling hours. The BSI grant was able to fund half of the amount: \$37,500. (Issues of supplanting may arise based upon a recent memo from the Chancellor's Office.)

**Amount needed:** \$37,500

**Impact on program if funding is not received:** Effective immediately, the adjunct counselors would be laid off and the 1,000+ students in the program would receive limited counseling if any. The only counseling hours would come from Cynthia Mosqueda, who is currently serving 50% as the interim coordinator and 50% counselor. Counseling is the key factor in the success of FYE, so this will be extremely detrimental to the program.

I propose that this funding request be approved by redirecting resources from that allocated for the ACSESS project. This project has not moved forward because space is not currently available for an ACSESS center. Terminals/kiosks have been set up in the SSVCB lobby to provide students access to on-line services as a stop-gap measure. A recommendation for an ACSESS center is among the recommendations from Plan Builder which will be prioritized by SCA managers for funding consideration in 2009-10.

### **Request for Admission's hourly for laser fishe scanning**

Document imaging was stopped for several months in anticipation of the implementation of the new Hershey document scanning system. Unfortunately, there has been a delay in the implementation resulting in a current backlog of 47,700 documents (transcripts, Ed Plans, rosters) which need to be scanned. The transcripts and Ed Plans are especially critical for counselors in their work with students. The documents can be scanned into the current laser fishe with a conversion of all the images by Hershey when the new system is functional. We had hoped to avoid the additional

charges for the conversion by holding off and scanning directly into Hershey.

**Amount needed: \$15,300**

**Impact on program if funding is not received:** Counselors are unable to provide accurate Ed Plans to student without transcripts from all colleges attended. Asking students to reschedule their appointments when they can bring in a copy of their transcripts places an additional burden on students and a wasted counseling appointment. With the May 11 beginning of continuing student registration, it is critical that these documents be made available for the counseling “crunch”.

**Source of Funds:** The \$50,000 allocated for the ACSESS program has remained unspent. Dedicated space is not available to move forward with this program. As an interim measure, virtual computers have been added (at no cost) to the SSVCB lobby to provide on-line access for students.



## **Board Policy 3050**

## **Institutional Code of Ethics**

The District shall adopt an institutional code of ethics, which shall be reviewed by the College Council on a regular basis.

Reference: Accreditation Standard III.A.1.d

Board Approved:  
Administrative Procedure: 3050

## AP 3050 INSTITUTIONAL CODE OF ETHICS

El Camino College strives to create an environment that fosters ethical behavior. Our highest value is placed on our students and their education goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the college's stability, its source of strength, and its driving force.

While members of ECC differ in age, gender, race, ethnicity, religion, sexual orientation, political persuasion, and many personal values, we agree *to strive for* on the following:

**Respect for persons:** Recognize that we are distinctive individuals with our own goals, beliefs, feelings, values and relationships, and that these have a vital place in one's sense of dignity and autonomy. Protect the privacy of individuals. Value the diversity of thought which strengthens the institution.

**Excellence in education:** Create a student-centered environment for teaching and learning, which emphasizes a respect for the institution and for the values of education and learning. Encourage the belief that access to education is a right and learning at the college level is a privilege and a responsibility. Promote a nurturing environment that supports culturally enriched opportunities for the professional and personal growth of students, faculty and staff.

**Collegiality and individual responsibility:** With respect for the individual, we also value collegiality, learning and decision-making in the spirit of collaboration with the ultimate goal of institutional unity. All members of the college community facilitate a climate of trust and mutual support through relationships focused on respect for reason, freedom of expression, and the right to dissent.

**Integrity:** Be sincere and seek truth and reliability in all communications. Interact with consideration for others in the college community and the community-at-large. Honorably reflect the District in all professional interactions and adhere to Board Policy in all contacts related to professional activities.

**Freedom:** Members of the El Camino College community have the right to academic and artistic expression, which include investigating and describing their values and beliefs, exploring and discussing controversial points of view and advocating what they believe is in the best interest of the college. Students, in particular, have a right to be free from indoctrination and communication that fail to respect the autonomy of the student.

**Do no harm:** Avoid actions and policies that cause unnecessary harm to the college community. The College is committed to promoting increased individual self worth, dignity and safety. All members of the college community have the right to learn and work in a safe environment free of discrimination.

~~Violations of the Code will be addressed through due process and subject to disciplinary action as specified in the employee bargaining agreements and board policy.~~ *Anyone may file a complaint alleging violations of the Code of Ethics which will need to be*

*investigated. Complaints may result in disciplinary action in accordance with the stipulations and protections set forth in the individual's collective bargaining agreement, Board policy, or statutory law*

\*\*The Code of Ethics Committee would like to acknowledge that it borrowed ideas from the Feather River College policy and meshed it with our own.

DRAFT

**BP 5030 Fees**

The Board authorizes the following fees. The Superintendent/President shall establish procedures for the collection, deposit, waiver, refund, and accounting for fees as required by law. The procedures shall include required fees and fees allowable by law and also assure those who are exempt from or for whom the fee is waived are properly enrolled and accounted for. When the State of California increases a mandatory fee, the El Camino Community College District shall increase that fee by the amount and within the timeframe prescribed by law.

Fee amounts shall be published in the college catalogs.

**A. Enrollment:** E.C. 76300; 5 CCR 58500-585091. Establishment of an Enrollment Fee

Each student shall be charged a fee for enrolling in credit courses as required by law. The Superintendent/President shall present for board approval the enrollment fee for students.

2. Non-Applicable Courses

The Superintendent/President shall have the authority to create a list of courses in which the enrollment fee by statute or legal directive does not apply. This list shall be contained in appropriate guidelines and procedures.

3. Waiver of the Enrollment Fee Requirements

The Superintendent/President shall have the authority to create a list of student cohorts whose enrollment fee shall be waived by statute or legal directive. This list shall be contained in appropriate guidelines and procedures.

4. Citation of the Enrollment Fee

The enrollment fee for a course shall be contained in the Schedule of Fees and published annually.

**B. Nonresident Tuition:** E.C. 76140, 76140.51. Establishment of a Nonresident Tuition Fee

The Superintendent/President shall present for board approval a nonresident tuition fee for nonresident students.

The district shall have a separate policy regarding the criteria for determining California residence, the residency determination date, permissive exemptions, corrections to erroneous residency classification, a residency appeals process, falsification of records, drop for non-payment, and all other relevant aspects of residency.

The nonresident tuition fee shall be set by the board not later than February 1 of each year for the succeeding fiscal year. Nonresident students shall be provided with notice of nonresident tuition fee changes during the spring term before the fall term in which the change will take effect.

At the discretion of the Vice-President of Administrative Services (or designee) a non-resident student may be allowed to pay in installments. Payment plans shall be designed to be fair and non-arbitrary and capricious.

## 2. Citation of the Nonresident Tuition Fee

The nonresident tuition fee for a course shall be contained in the Board of Trustees fee table and published annually.

### **C. Allowable Fees:** For a complete reference of code sections, please see AP5030.

#### 1. Course and Service Fees

Where permitted by law and approved by the Board of Trustees, allowable fees shall be collected.

#### 2 Citation of Allowable Fees

Allowable fees for courses and services shall be contained in the Schedule of Fees and published annually.

**Reference: Education Code (E.C.) Sections 70902(b)(9), 76300, 66025.3; Title 5, Section 51012; California Code of Regulations (CCR) 58500-58509; Chancellor's Student Fee Handbook (CSFH)**

## **AP5030 Fees**

### **Required fees include:**

1. Enrollment (E.C. 76300; 5 CCR 58500-58509)
2. Nonresident tuition (E.C. 76140, 76140.5)

#### **The following may be exempted:**

- All nonresident students enrolling for 6 or fewer units; or
- A student who is a citizen and resident of a foreign country who demonstrates financial need

### **Fees authorized by law include:**

#### Course Fees

1. Audit of courses (E.C. 76370)
2. Instructional Material (E.C. 73365, 81457, 81458; 5 CCR 59400-59408)
3. Athletic Insurance (E.C. 70902)
4. Non-District Physical Education Facilities (E.C. 76395)
5. Cross Enrollment (E.C. 66753)
6. Non-Credit Courses (E.C. 76385)
7. Community Service Courses (E.C. 78300)

#### Fees for Services

1. Health (E.C. 76355)
2. Parking (E.C. 76360)
3. Transportation (E.C. 76361, 82305.6)
4. Student Representation (E.C. 76060.5; 5 CCR 54801-54805)
5. Student Records (E.C. 76223)
6. Foreign Citizen/Resident Capital Outlay (E.C. 76141)
7. Foreign Citizen/Resident Application Processing (E.C. 76142)
8. Credit By Examination (E.C. 76300; 5 CCR 55753)
9. Use of facilities financed by revenue bonds (E.C. 81901(b)(3))
10. Refund Processing (5 CCR 58508)
11. Telephone registration (E.C. 70902(a))
12. Physical fitness test (E.C. 70902(b)(9))
13. Instructional Tape Lease/Deposit (E.C. 70902(b)(9))
14. Credit Card Use (E.C. 70902(b)(9))
15. International Student Medical Insurance Fee (E.C. 70902)
16. Criminal Background Checks (CSFH: LO: M 06-11 Sec 3.19)
17. Providing Special Certificates (CSFH: LO: M 06-11 Sec 3.20)

18. Child Care (E.C. 79121 et seq., 66060)

**Fees prohibited by law include:**

1. Late application (CSFH)
2. Add/drop (CSFH)
3. Mandatory student activities (CSFH)
4. Student Identification Cards (CSFH)
5. Student Body Organization (CSFH)
6. Nonresident application (CSFH)
7. Field trip (5 CCR 55450, 55451)
8. Tuition or fees for dependents of certain veterans (E.C. 66025.3)
9. Tuition or fees for dependents of certain victims of the September 11, 2001, terrorist attacks. (CSFH)
10. Tuition or fees for certain recipients of the Medal of Honor and certain children of the recipients of the Medal of Honor (E.C. 66025.3)
11. Required or funded services (CSFH)
12. Refundable deposits (CSFH)
13. Distance education (other than the statutorily authorized enrollment fee) (CSFH)
14. Mandatory mailings (CSFH)
15. Rental of practice rooms (CSFH)
16. Apprenticeship courses (E.C. 76350)
17. Technology fee (CSFH)
18. Late payment fee (5 CCR 58502, 59410)
19. Nursing/healing arts student liability insurance (5 CCR 55234)
20. Cleaning (CSFH)
21. Breakage (CSFH)
22. Test proctoring (CSFH)

Criteria, Guidelines, Procedures, Prohibited Practices and Restrictions

The Superintendent/President shall have the authority to establish relevant criteria, guidelines, procedures, prohibited practices and restrictions for each of the above fees based on statute or legal directive.

Citation of Course and Service Fees

Course and service fees shall be contained in the Schedule of Fees and published annually.

## Collection and Refund of Fees

1. Enrollment and other fees are charged to the student at the time of enrollment. Students are required to pay fees within ten (10) days of their enrollment in courses. If additions are made to the course program after payment is made, students will be billed for the additional units. Students who overpay their fees will have those fees refunded or applied to a subsequent term of enrollment.
2. Students who reduce their enrollment, **by the published deadline per Class Schedule**, will have their enrollment fees refunded.
3. Fees increased by an act of the State legislature after a student has enrolled will be billed to the student.
4. Fees reduced by an act of legislation will be refunded to the student.
5. Non-resident students who increase their program after payment is made will be billed for the additional units.
6. Non-resident students who reduce their program will have their fees refunded on a pro-rata basis according to the District's non-resident tuition refund policy.
7. The District publishes in the Schedule of Classes and the College Catalog the availability of exemption from the student health fee, the availability of financial aid awards for enrollment, tuition and health fee assistance.

### Reference:

Education Code (E.C.) Sections 70902(b)(9), 76300, 66025.3; Title 5, Section 51012; Chancellor's Student Fee Handbook (CSFH)



### 2009-2010 Schedule of Fees

FEE TITLE	FEE	COMMENT
1. Enrollment Fee	20.00	Per unit
2. Nonresident Tuition	190.00	Per unit
3. Audit Fee	15.00	Per unit
4. Instructional Material	TBD	-
5. Athletic Insurance	TBD	-
6. Non-District Physical Education Facilities	TBD	-
7. Cross Enrollment	10.00	Per Enrollment
8. Non-Credit Courses	TBD	-
9. Community Services Classes	Varies	Fees by class
10. Health Fee – Fall & Spring	17.00	Per Semester
11. Health Fee - Intercession	TBD	
12. Parking Permit - Car	35.00	Per Semester
13. Parking Permit - Motorcycle	20.00	Per Semester
14. Parking Permit – BOGW	20.00	Per Semester
15. Student Representation	0.50	Per Semester
16. Transcript/Verification – Regular Request	5.00	Per Document
17. Transcript/Verification – Express Request	10.00	Per Document
18. Foreign Student Capital Outlay	31.00	Per unit
19. Foreign Student Application Processing	50.00	Per applicant
20. Credit By Examination	20.00	Per unit
21. International Student Medical Insurance Fee	360.00	Per Semester
22. Degree/Certificate Replacement Fee	15.00	Per Occurrence
23. Child Care	Flexible	Sliding Scale

TBD – To Be Determined

## BP 5500 Academic Honesty & Behavioral Standards of Conduct

### ACADEMIC HONESTY

El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty.

It is the responsibility of all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair advantage over other students when completing an assignment, taking an examination, or engaging in any other kind of academic activity.

### BEHAVIORAL STANDARDS OF CONDUCT

Conduct at El Camino College must conform to the laws of the State of California, District policies, and campus rules and regulations. The El Camino College faculty, staff, and administration are dedicated to maintaining a positive learning environment. Optimal standards for behavior are essential to the maintenance of a quality college environment. These standards will apply to all students on campus, other college property or while attending any college-sponsored event. Violation of such laws, policies, rules, and regulations or behavior adversely affecting suitability as a student, will lead to disciplinary action. Disciplinary actions as noted in Administrative Procedure 5520 may be taken against any person who engages in behavior defined as misconduct.

The following misconduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

#### I. DISHONESTY

- a. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty including but not limited to:
  - i. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
  - ii. Copying from another student or former student or allowing another student to copy from one's work.
  - iii. Allowing another individual to assume one's identity or assuming the identity of another individual.
  - iv. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.

**Comment [CVJ1]:** All highlighted text is from the Academic Senate document.

Reference: Education Code Sections 66300, 66301, 76033; Accreditation Standard II.A.7.b

4/2/2009

- v. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.
  - vi. Obtaining or copying exams or test questions unless specifically authorized by the instructor.
  - vii. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
  - viii. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor.
  - ix. Handing in the same paper or other assignment in more than one class without the knowledge and permission of the instructors.
  - x. Any other action which is not an honest reflection of a student's own academic work.
- b. Other forms of dishonesty, including but not limited to forgery or attempted forgery of any academic record; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
  - c. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

**II. DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT AND EXPRESSION**

- a. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- b. Lewd, indecent, or obscene conduct on District-owned or -controlled property, or at District-sponsored or -supervised functions.
- c. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, other college property, or while attending any college-sponsored event, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.

**III. DRUGS, ALCOHOL AND SMOKING**

- a. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Sections 11053-11058 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

Reference: Education Code Sections 66300, 66301, 76033; Accreditation Standard II.A.7.b

4/2/2009

- b. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or District.

**IV. THEFT, ROBBERY AND DAMAGE**

- a. Committing or attempting to commit robbery or extortion.
- b. Causing or attempting to cause damage to District property at any location or to private property on campus.
- c. Stealing or attempting to steal District property at any location or private property on campus, or knowingly receiving stolen District property at any location or private property on campus.
- d. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals on campus.

**V. HARRASSMENT AND THREATENING/VIOLENT BEHAVIOR**

- a. Causing, attempting to cause, or threatening to cause physical injury to another person.
- b. Committing sexual harassment as defined by law or by District policies and procedures.
- c. Engaging in harassing, hazing, or injurious behavior for any reason or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.
- d. Willful misconduct which results in injury or death to a student or to college personnel.

**VI. WEAPONS AND MISUSE OF FACILITIES**

- a. Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from the appropriate State agency and a District employee, which is concurred in by the college president.
- b. Unauthorized entry upon or use of college facilities.

**VII. MISCELLANEOUS**

- a. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.

Reference: Education Code Sections 66300, 66301, 76033; Accreditation Standard II.A.7.b

4/2/2009

## AP 5520 Student Discipline Procedure

Disciplinary action appropriate to the misconduct as defined in BP 5500 may be taken by an instructor (see items C-1 and 5 below), the Director of Student Development or his or her designee (see items C-1, 2, 3, 4, 6, and 7 below), and the Board of Trustees (see item C8 below).

### A. Consequences for Academic Dishonesty

When there is evidence of dishonesty in any academic work, the student may receive a failing grade for that piece of work and disciplinary action may be pursued. Any or all of the following actions may be imposed:

1. The instructor may assign a failing grade (no credit) to an examination or assignment in which cheating or plagiarism occurred. The instructor should document the evidence used to determine that cheating or plagiarism occurred.
2. The instructor may remove the student from the class or activity for the day of the incident and one additional class day as stipulated in C.5 of this procedure.
3. In any case in which an instructor removes a student from a class and/or assigns a failing grade based on academic dishonesty, the instructor will complete the appropriate reporting forms (Disciplinary Form C – Academic Dishonesty Report Form and/or Disciplinary Form B – Notice of Suspension from Class/Lab/Library) and submit them along with a copy of the evidence to the Director of Student Development. This information will be placed in the student file.
4. If there is evidence of serious or repeated violations of academic dishonesty, the college may pursue additional disciplinary action in accordance with the disciplinary measures outlined in this procedure.

### B. Notify Campus Police

Misconduct as noted in BP 5500 sections II, III, IV, V and VI should be brought to the immediate attention of the Campus Police or local police department/security force (for courses taught off campus). This does not preclude a staff member from calling Campus Police for any other misconduct that warrants such action. Campus Police are to be called immediately and a police report will be written with notice to the Director of Student Development, or his or her designee.

### C. Discipline

The following types of disciplinary action may be taken or pursued by the college:

1. Warning - A verbal or written notice, given to the student by a faculty member, the Director of Student Development, or any college manager or delegated authority that continuation or repetition of the specified conduct may be cause for other disciplinary action. A copy of such action shall be sent to the Director of Student Development and placed in the student file.
2. Reprimand - A written reprimand for violation of specified regulations sent to the student by the Director of Student Development, or his or her designee, noting that continued violations may result in further disciplinary action. The Director of Student Development shall place a copy of this reprimand in the student file.

Reference: Education Code Sections 66300, 72122, 76030

4/2/2009

3. Restitution - A letter from the Director of Student Development, or his or her designee, requesting reimbursement for damage or misappropriation of property will be sent to the student. A copy of this letter will be sent to the student file, Dean of Enrollment Services, and the Vice President of Student and Community Advancement. Reimbursement may take the form of appropriate service to repair or otherwise compensate for the damage.

4. Disciplinary Probation - Exclusion from college activities or services set forth in the notice of disciplinary probation. It may include one or all of the following and may be imposed upon an individual or groups of students.

- a. Removal from any or all college organization offices.
- b. Denial of privileges or participation in any or all college or student-sponsored activities or services. Disciplinary probation may be imposed for a period not to exceed one year. Repetition of conduct resulting in disciplinary probation may be cause for suspension or further disciplinary action. A written statement from the Director of Student Development, or his or her designee, will state those activities from which the student will be excluded. A copy of the disciplinary probation letter will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, and Campus Police.
- c. Requirement to complete one or more counseling or behavioral modification programs or classes including but not limited to drug/alcohol diversion program, anger management workshop, interpersonal communication workshop, life-skills class, Special Resources Center program and academic or psychological counseling appointments.

5. Removal by Instructor – In cases of academic dishonesty or disruptive behavior, an instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, a conference shall be held with the instructor and the student in an attempt to resolve the situation that led to the student's removal.

- a. If a student is suspended for one class meeting, no additional formal disciplinary procedures are necessary. A record of the suspension should be sent to the Director of Student Development and placed in the student file.
- b. If a student is suspended from class for the day of the incident and the next class meeting, the instructor shall send a written report of the action to his or her dean who shall forward this information to the Director of Student Development, or his or her designee. The Director of Student Development, or his or her designee, shall send copies to the Vice President of Student and Community Advancement and the President. If the student removed by an instructor is a minor, the President's designee shall ask a parent or guardian of the student to attend a parent conference with the instructor regarding the removal as soon as possible. A college administrator shall attend the conference if any party (instructor, parent, or guardian) so requests.
- c. The instructor may recommend to his or her dean that a student be suspended for longer than two class meetings. If the dean, instructor, and student cannot resolve the problem, the recommendation for a suspension of more than two class sessions will be referred to the Director of Student Development, or his or her designee, for possible actions described in Section 6 of this procedure.
- d. During the period following the initial suspension from class for the day of the incident and the following class meeting, the student shall be allowed to return to the class until due

Reference: Education Code Sections 66300, 72122, 76030

4/2/2009

process and the disciplinary procedures are completed unless the student is further suspended as a result of actions taken as defined in Section 6 of these procedures.

6. Suspension - The President or the President's designee may suspend a student as follows:

- a. From one or more classes for a period of up to ten days of instruction; or
- b. From one or more classes for the remainder of the term; or
- c. From one or more classes and activities of the community college for one or more terms not to exceed a period of two years. The Director of Student Development, or his or her designee, shall send the notice of suspension to the student, the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. Whenever a minor is suspended from the College, the parent or guardian shall be notified in writing by the Director of Student Development, or his or her designee.

7. Immediate Suspension - Any college manager or college delegated authority during non-school hours, may immediately suspend a student from the campus in an emergency action to protect lives or property and to insure the maintenance of order. Within twenty-four (24) hours or the next regular work day of the suspension, the college manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, shall send a written notice to the suspended student, informing the student of his or her right to a hearing within ten (10) days of the suspension. A copy of this notice will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police.

Immediate suspension will be enforced for the following types of student misconduct:

- Possession or use of any weapon, firearms, or explosives.
- Willful misconduct which results in injury or death to a student or college personnel.
- Assault, battery, sex crimes, including sexual assault, or rape.

When there is probable cause to believe that a student has committed any of the above actions, that student will be immediately suspended from the campus by any college manager or college delegated authority. Within twenty-four (24) hours of, or the next regular work day after the suspension, the manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, will then send a written notice to the suspended student, informing the student that he or she has been suspended for the remainder of the semester at a minimum and/or up to two years at a maximum and that he or she has the right to a hearing within ten (10) days of the suspension.

8. Expulsion - The termination of student status for an indefinite period of time. The Board of Trustees is authorized to expel a student for good cause when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the physical safety of the student or others. The notice of expulsion will be sent to the student with copies to the student file, Director of Student Development, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. The expulsion of a student shall be accompanied by a hearing if requested by the student.

Reference: Education Code Sections 66300, 72122, 76030

4/2/2009

**Assessment of Student Learning Week:**

(All events will take place in the Distance Education Room.)

**Mon., April 27 1:30-3:00pm**

**Forms Workshop** (for faculty groups to learn about forms, deadlines, and processes /work on their SLOs with help of coordinators / ALC members)

**Tues., April 28 12:30-2:00pm**

**Forms Workshop** (repeat)

**Wed., April 29 2:30-4:00pm**

**Rubric Workshop** (for faculty to be introduced to "Rubric for Evaluating Assessment Proposals" / evaluate their own proposals wrt the rubric)

**Thurs., April 30 12:30-2:00pm**

**Rubric Workshop** (repeat)

**Fri., May 1 8:30-1:00pm**

**Training Workshop for Division SLO Committees**



Recommendation 2:

The college should immediately

**define and publish** a timeline in respect to how it will develop and implement student learning outcomes at the course, program and degree levels,

**establish systems** to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure that the College shall attain, by 2012, the level of Proficiency in the ACCJC Rubric for Evaluating Institutional Effectiveness—Part III: Student Learning Outcomes.

The college should immediately

**implement processes** to communicate to students expected student learning outcomes in course outlines, course syllabi, college catalog and/or other effective channels.

(II.A.1.a; II.A.1.c; II.A.2.a-b; II.A.2.f; II.A.6)

Attaining Proficiency by December, 2011 – Traits and Proposed Evidence

Column one of this table are the traits that indicate that a college has reached the level of “proficiency” with regards to student learning outcomes and assessments. In column two, we have drafted what we believe would serve as evidence that we have attained each trait. The ALC and the Recommendation 2 Group are currently mapping out a timeline designed to produce the listed evidence by December, 2011.

Traits of Proficiency	Evidence of Attainment
<p>1. Student learning outcomes and authentic assessments <b>and assessment results</b> are in place for all courses, programs, degrees, and certificates.</p>	<p>A. Outcome assessment proposals exist for all courses, programs, degrees and certificates</p> <p>B. Outcome statements, associated program and core competencies, and assessment information are available to all students in each course and for each program, degree or certificate through</p> <ol style="list-style-type: none"> <li>1) Course information material (syllabi, course brochures, or other means)</li> <li>2) Campus Kiosks / Plasma Screens</li> <li>3) Division, department and program websites</li> <li>4) Division, department and program offices</li> </ol> <p>C. Outcome Assessment Proposals and Assessment Results are publicly available through</p> <ol style="list-style-type: none"> <li>1) College website</li> <li>2) Division / Unit offices</li> <li>3) CurricUNET and CurricUNET generated webpages</li> </ol> <p>D. Updated timelines have been published leading to a sustainable cycle of SLOs and assessments</p>
<p>2. Results of assessments are being used for improvement and further alignment of institution-wide practices.</p>	<p>A. Results of assessments mentioned and considered in</p> <ol style="list-style-type: none"> <li>1) Course review (specific worksheet in course review process)</li> <li>2) Plan Builder</li> <li>3) Program review</li> <li>4) Syllabus development (?)</li> <li>5) Budget and planning decisions (?)</li> </ol>

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## Recommendation 2

Traits of Proficiency	Evidence of Attainment
	<p>B. CurricUNET set up to produce reports of how results of assessments were used in course and program review</p>
<p>3. There is widespread institutional dialogue about the results of assessments.</p>	<p>A. Core Competencies are regularly assessed, with broad participation by administrators, faculty, staff and students, and the results publicized and discussed by the same groups</p> <p>B. Assessment of Student Learning Week institutionalized</p> <p>C. Discussion of assessment results are frequent agenda items at college-wide committees, such as the Academic Senate or the Student Senate, as well as at public events, such as the Assessment of Student Learning Week</p> <p>D. Assessment results are included in the Program Review process</p>
<p>4. Decision-making includes dialogue on the results of assessments and is purposefully directed toward improving student learning.</p>	<p>A. Frequent agenda items and recorded in the minutes of college-wide, decision-advising committees, including Division and Area Councils, Planning &amp; Budget Committee, Academic Senate, and College Cabinet</p> <p>B. Public and campus-wide discussions of core competency assessments lead to recommendations to the College Cabinet and the Board</p>
<p>5. Appropriate resources continue to be allocated and fine-tuned.</p>	<p>A. A coordinating team for outcomes and assessment is established and institutionalized, including</p> <ol style="list-style-type: none"> <li>1) Administrator</li> <li>2) Faculty coordinators</li> <li>3) Clerical staff</li> <li>4) CurricUNET support and training staff</li> </ol> <p>B. Funds and processes for appropriately compensating adjunct faculty assigned SLO tasks are institutionalized</p>
<p>6. Comprehensive assessment reports exist and are completed on a regular basis.</p>	<p>A. An ongoing and updated timeline for assessments is available for public viewing</p> <p>B. Public archive of assessment reports exists</p>
<p>7. Course student learning outcomes are aligned with degree student learning outcomes.</p>	<p>A. Program outcomes are aligned with college core competencies and course outcomes.</p> <p>B. CurricUNET will report Course / Program / Core Competency alignment</p>
<p>8. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</p>	<p>A. Regular student surveys are conducted sampling student awareness of core competencies / program / course outcomes.</p>

## Updated List of Upcoming Deadlines

Due Date	Task
June 2009	Write a first draft of program-level SLO statements
December 2009	Create at least one SLO and assessment proposal (plan) for all courses.
December 2009	Create an assessment proposal (plan) for each program-level SLO.
December 2009 (December 2010, December 2011, and every December after that)	<p>Continue to assess existing course-level SLOs.</p> <p>Course outcome assessments take place throughout the year; assessment reports due annually on December 1.</p> <p>How many?</p> <ul style="list-style-type: none"> <li>▪ For small programs (5 or fewer full-time faculty): two complete assessment cycles per year</li> <li>▪ For medium programs (6 to 12 full-time faculty): three complete assessment cycles per year</li> <li>▪ For large programs (13 or more full-time faculty): four complete assessment cycles per year</li> </ul>
June 2010 (June 2011, June 2012, and every June after that)	<p>Submit report for a program-level SLO assessment.</p> <p>Program outcome assessments take place throughout the year; assessment reports due annually on June 1.</p>



**EL CAMINO COLLEGE**  
Academic Affairs

## ECC/CEC Guidelines for Completion of Program Review 2008-2009

### I General Information--Overview

- A) **Program Review (PR) is a self-study process to...**
1. recognize and acknowledge program/department performance
  2. assist in program/department improvement through self-reflection
  3. provide recommendations
- B) **The Program Review (PR) format:**
1. helps programs/departments justify the need for the college's resources through qualitative and quantitative data and analysis
  2. provides faculty the opportunity to write about the strengths and weaknesses of their programs/departments
- C) **The Timeline:**
1. A PR will be submitted every *six years*
  2. An annual PR update will be submitted in the spring semester.\*\*
  3. Annual updates enable faculty to:
    - a) identify new resource needs and recommendations (e.g. faculty positions, space, equipment, etc...).
    - b) provide the status of current year's goals and assessments
    - c) provide any additional information not included in the most recent PR

### II Program Review Timeline

1. At the fall semester PR Orientation Meeting:
  - a) All PR packets are distributed to faculty working on the assessment.
  - b) Packets include Institutional Research (IR) data to help in the analysis of the *specific* department/program. Data provided both in hard-copy and electronic access.
  - c) Faculty have *option* to design and conduct surveys with assistance from IR.
2. Drafts, submitted to Academic Affairs, due at the end of fall semester
3. Responses from the PR Committee or Designee will be provided by beginning of spring semester
4. Final drafts due by April
5. Faculty members and deans meet with PR committee to discuss document
6. Full or conditional approval given. Revisions might be needed.
7. Approved PRs will be posted on the web.
8. Faculty and dean ensure:
  - a) PR prioritized recommendations placed into the college's planning software (Plan Builder).

\*\* The annual update should include, but not limited to, areas of personnel; technology (software, hardware and maintenance); equipment; and supply needs, where applicable.

### III Program Review Step-by-Step Content

#### 1 Overview of your Program/Department

**Include:**

- a) A complete description of the program/department
- b) Information on degrees/certificates offered (where applicable)
- c) Status of previous recommendations

#### 2 Analysis of Institutional Research Data

**Include:**

- a) Course grade distribution; success and retention rates
- b) Enrollment statistics with section and seat counts; fill rates
- c) Improvement rates (where applicable)
- d) Recommendations (where applicable)

#### 3 Curriculum--Course, Content, and Articulation

**List:**

- a) Courses not reviewed in the last 5 years
- b) Specific timeline for submission of out-of-compliance courses to the College Curriculum Committee for updating and review
- c) Course additions to current course offerings with explanations
- d) Course deletions from current course offerings with explanations
- e) Concerns and explanations regarding department/program's courses and their articulation
- f) Recommendations (where applicable)

#### 4 Student Learning Outcomes (SLOs)

**List:**

- a) SLOs for each course in the discipline
- b) Courses with assessments
- c) Description of changes resulting from assessment of the courses
- d) Program certificate and degree SLOs and manner of assessment
- e) Results of the assessment
- f) Program's level of SLO/assessment implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement—Based on the Accrediting Commission for Community and Junior Colleges' (ACCJC) Rubric for Student Learning Outcomes (copy will be provided at annual PR orientation meeting)
- g) Recommendations (where applicable)

#### 5 Facilities, Equipment, and Technology

**List:**

- a) Facilities, equipment, software and hardware, supplies, and maintenance updates used and needed by the program/department
- b) Adequacy and currency of these facilities, equipment, and technology
- c) Immediate needs of facilities, equipment, and technology
- d) Long-range needs in these areas

**6 Staffing****Examine:**

- a) Current staffing
- b) Program/department's current needs
- c) Program/department's future needs
- d) Recommendations (where applicable)

**7 Planning****List:**

- a) Internal and external changes or trends impacting program in the next five years
  - b) Direction of program in five years
  - c) Goals and objectives of program related to the college mission and strategic initiatives
- Information is found at the following site:  
[http://www.elcamino.edu/administration/ir/docs/planning/ECC\\_strategicplan.pdf](http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf)

**8 Conclusion and Summary****List:**

- a) Prioritized recommendations and needs of your program/department.
- b) Provide *estimates* of any probable expenditures or purchasing needs.
- c) Questions to guide you in this process and the format of the PR, for example:
  1. Where is the program/department now? Mention the status of your previous recommendations.
  2. Where does the program/department want to be in 5 years?
  3. What does the program/department need to do to get there?
  4. How will you validate (or account for) the program/department's progress?
  5. Finally, make sure that your program/department's prioritized recommendations have been or will be submitted into Plan Builder, the college's planning software.

### **ECC and CEC Program Review Organization**

The goal of Program Review is to provide an introspective examination and analysis of each department/program *on both campuses* with ultimate recommendations for the betterment of the department/program. From the analyses, the colleges can make informed budgetary decisions and recommendations. It is understood that not all programs/departments exist at both campuses. For consistency, CEC will follow the Program Review Cycle of the Torrance campus with regards to the specific department/programs to be reviewed each academic year.

In terms of the actual program review documents from ECC and CEC, when possible, the faculty from both campuses will be encouraged to work together, and the documents will be joined (e.g. Section 1 and Section 2) once each *separate* document has been approved by the respective campus committee—ECC Program Review Committee and the CEC Institutional Effectiveness Committee. The entire document, reflecting both campuses, will then be placed on the Portal. Prioritized recommendations from each program review will be put into the planning software, Plan Builder.

## ACADEMIC AFFAIRS PROGRAM REVIEW STATUS

<b>Department/Program</b>	<b>Year Completed</b>	<b>Next Review Cycle</b>
1. Dance	2004	2010-2011
2. Physics	2004	2010-2011
3. Astronomy	2004	2010-2011
4. English as a Second Language	2004	2010-2011
5. Speech Communications	2004	2010-2011
6. Air Conditioning and Refrigeration	2006	2010-2011
7. Construction Technology	2006	2010-2011
8. English – Reading	2006	2010-2011
9. Mathematics – Engineering	2006	2010-2011
10. Machine Tool Technology	2006	2010-2011
11. Music	2006	2010-2011
12. Real Estate	2006	2010-2011
13. Teacher Education Program	2006	2010-2011
14. Administration of Justice	2007	2011-2012
15. Architecture	2007	2011-2012
16. Auto Collision Repair/Painting	2007	2011-2012
17. Childhood Education	2007	2011-2012
18. Computer Information Systems	2007	2011-2012
19. Electronics & Computer Hardware Technology	2007	2011-2012
20. Film/Video	2007	2011-2012
21. Fire and Emergency Technology	2007	2011-2012
22. Life Sciences	2007	2011-2012
23. Music Library	2007	2011-2012
24. Anthropology	2008	2012-2013
25. Art	2008	2012-2013
26. Business	2008	2012-2013
27. CADD	2008	2012-2013
28. Cosmetology	2008	2012-2013
29. English	2008	2012-2013
30. Environmental Horticulture	2008	2012-2013
31. History/Ethnic Studies	2008	2012-2013
32. Kinesiology	2008	2012-2013
33. Learning Resources Unit	2008	2012-2013
34. Mathematics – Developmental	2008	2012-2013
35. Philosophy	2008	2012-2013
36. Photography	2008	2012-2013
37. Physical Education – Athletics Program	2008	2012-2013
38. Political Science	2008	2012-2013
39. Sociology	2008	2012-2013
40. Sign Language/Interpreter Training	2008	2012-2013
41. Welding	2008	2012-2013
42. Honors Transfer Program (HTP)	Annual Update	

43. Radiological Technology	Annual Accreditation Report
44. Respiratory Care	Annual Accreditation Report
45. MESA & Pre-Engineering	Annual Update/Accreditation Report
46. Nursing	Annual Accreditation Report
47. Paralegal Studies	Annual Accreditation Report
48. Distance Education	Annual Update
49. Study Abroad Program	Annual Update)
50. Licensed Vocational Nursing (LVN)	Annual (CEC only) Accreditation Report

**Program Reviews First Draft Due in April 2009 (08/09 cycle):**

51. Chemistry (draft submitted and reviewed)
52. Computer Science
53. Earth Sciences (Geology, Geography, Oceanography) (draft submitted and reviewed)
54. Economics
55. Engineering Technology (draft submitted and reviewed)
56. Fashion (draft submitted and reviewed)
57. Foreign Languages (draft submitted and reviewed)
58. Health Center (draft submitted and reviewed)
59. Human Development (draft submitted and reviewed)
60. Journalism
61. Psychology (draft submitted and reviewed)
62. Special Resource Center/Adapted PE (draft submitted and reviewed)
63. Theatre (draft submitted and reviewed)
64. Automotive Technology (draft submitted and reviewed)



## STUDENT and COMMUNITY ADVANCEMENT PROGRAM REVIEW TIMELINE

	<b>Completed</b>	<b>Next Cycle</b>
1. Freshman Year Experience	2006	2011-2012
2. Assessment & Testing	2006	2011-2012
3. Financial Aid & Scholarships	2006	2011-2012
4. Outreach & School Relations	2006	2011-2012
5. Admissions	2006	2012-2013
6. Evaluations	2006	2012-2013
7. Records	2006	2012-2013
8. Registration	2006	2012-2013
9. Veteran's Affairs	2006	2012-2013
10. International Student Program (ISP)	2006	2012-2013
11. Athletics	2007	2013-2014
12. Counseling & Student Services	2007	2013-2014
13. EOPS/CalWORKs/CARE	2007	2013-2014
14. Career Center	2007	2013-2014
15. Transfer Center	2007	2013-2014
16. Project Success	2007	2013-2014
17. Puente Program	2007	2013-2014
18. Student Development	2008	2011-2012
19. Foundation & Scholarships	2008	2014-2015
20. Grants Office	2008	2014-2015
21. Institutional Research		2015-2016
22. Contract & Community Education		2015-2016
23. El Camino College Language Academy (ECLA)		2015-2016
24. Inglewood Center		2015-2016

In progress for completion June 30, 2009:

1. Institutional Research
2. Contract & Community Education
3. El Camino College Language Academy (ECLA)
4. Inglewood Center

## ADMINISTRATIVE SERVICES PROGRAM REVIEW

<u>Program</u>	<u>Year Completed</u>	<u>Next Review Cycle</u>
Purchasing	2008	2010-2011
Parking Services	2008	2010-2011
Material Receipt & Delivery	2008	2010-2011
Recycling & Waste Management	2008	2010-2011
Technical Services	2008	2010-2011
Financial Reporting & Accounting	2008	2011-2012
Bookstore	2008	2011-2012
Accounts Payables	2008	2011-2012
Patrol/Cadet Services	2008	2011-2012
Building & System Maintenance	2008	2011-2012
Custodial Operations	2008	2011-2012
Utility Management	2008	2011-2012
Network Services	2008	2011-2012
Risk Management	2008	2012-2013
Dispatch Services	2008	2012-2013
Facilities Planning & Construction	2008	2012-2013
Grounds Maintenance	2008	2012-2013
Application Support	2008	2012-2013
Student Accounting Services	2008	2013-2014
Live Scan Services	2008	2013-2014

**EL CAMINO COLLEGE COMPTON CENTER  
STUDENT SERVICES PROGRAM REVIEW TIMELINE**

	<b>Completed</b>	<b>Next Cycle</b>
1. Assessment & Testing	2007	2011-2012
2. Outreach & Relations with Schools	2008	2011-2012
3. Financial Aid	2008	2011-2012
4. Admissions & Records	2008	2012-2013
5. Registration	2008	2012-2013
6. Athletics	2008	2013-2014
7. Matriculation	2007	2013-2014
8. CalWORKs/TANF	2007	2013-2014
9. EOPS/CARE	2007	2013-2014
10. Transfer Center	2007	2013-2014
11. Student Support Services	2007	2014-2015
12. Upward Bound	2008	2014-2015
13. Upward Bound Math/Science	2008	2014-2015
14. Special Resource Center (DSPS)	2008	2015-2016
15. Student Development/Student Life		2011-2012
16. Counseling		2013-2014

In progress for completion by June 30, 2009:

1. Student Development/Student Life
2. Counseling



**BASIC SKILLS TOTAL EXPENDITURES AND SIGNATURE PAGE**

Enter the total expenditures for each budget category. The total must not exceed the total basic skills allocation for 2008-09

Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Mid-Year Expenditures from 7/1/08 thru 12/31/08	Anticipated Expenditures from 1/1/09 thru 6/30/09	Total Amount for Expenditures
A. Program and Curriculum Planning and Development	0	0	0
B. Student Assessment	0	0	0
C. Advisement and Counseling Services	0	0	0
D. Supplemental Instruction and Tutoring	0	0	0
E. Articulation	0	0	0
F. Instructional Materials and Equipment	0	0	0
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs	0	0	0
<b>TOTAL:</b>			<b>392,885</b>

**Signatures:**

**TOTAL:**

\_\_\_\_\_  
 Academic Senate President

Pete Marcoux

Typed Name

Mar 11, 2009

Date

\_\_\_\_\_  
 Chief Business Officer

Jo Ann Higdon

Typed Name

Mar 11, 2009

Date

\_\_\_\_\_  
 Chief Executive Officer

Thomas M. Fallo

Typed Name

Mar 11, 2009

Date

# Accreditation NOTES

**Accrediting Commission for Community and Junior Colleges**

Western Association of Schools and Colleges

## *Where Do Course SLO's Live?*

**By Dr. John Nixon, Commissioner**  
*with Dr. Barbara Beno, President*

The 2002 Accreditation Standards and Eligibility Requirements (especially ER-10) placed an increased emphasis on the assessment of student learning as a means of evaluating and improving the educational effectiveness of institutions. A few examples of standards that deal with learning outcomes are below:

### **Standard IB: Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.

### **Standard II A.1.c:**

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

### **Standard II.A.6:**

In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

This article seeks to add some clarity to the dialogue between and among member institutions, particularly the faculty members, about what the Standards require. The interpretation and application of SLOs at the course level has generated four common questions:

- How do course SLOs relate to learning objectives?
- Must SLOs be consistent across all sections/classes of a course?
- Must SLOs appear in official institutional documents such as the official course outline or catalogue?
- Must SLOs appear in the faculty members' course syllabi?

In an ideal situation, intended student learning outcomes should be the foundation upon which a course is developed. Faculty first define the learning outcomes they expect successful students to achieve and demonstrate, and then from those intended outcomes, design the course. Pedagogy, learning environment, and learning support materials all follow from intended SLOs.

## SLOs...

Realistically, many course designs have been driven by other matters, including transfer institution requirements for general education, articulation agreements, course sequencing, and the notion of the canon of course objectives – what the course will “cover.” Vocational or technical courses may have begun with intended learning outcomes as the basis for design, but most institutions are really *adding* student learning outcomes onto existing academic courses. Nevertheless, a good course (and one that successfully addresses accreditation requirements) identifies the intended SLOs for the course, as well as the means of authentically assessing whether and how well students learn.

### How do course SLOs relate to learning objectives?

Most of the confusion about the difference between SLOs and learning objectives lies in the term “objectives.” Generally, objectives specify discrete steps taken within an educational program to achieve an outcome. They are the means, not the ends. So the “course” objectives specified by the California public college system’s Academic Senate, for example, are defined as follows: “Objectives are the key elements which must be taught each time the course is taught.”<sup>1</sup> Course SLOs are the intended learning outcomes; objectives are the things that must be taught/covered in order to achieve those learning outcomes. Sometimes, these things are very close; often, they are quite distinct.

**Must SLOs be consistent across all sections/classes of a course?** With SLOs defined in part as the foundation of a course, the ACCJC requirement is that each course has a single set of SLOs that is common to all

<sup>1</sup> The Course Outline of Record: A Curriculum Reference Guide, adopted Spring 2008 by the Academic Senate for California Community Colleges.

*Accreditation Notes* is published by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

#### Publication Address:

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sections/classes of the course, no matter who teaches the section or class (Standards II.A.6 and II.A.6.c.). This assures that all students will know what to expect as the potential outcomes of completing a course successfully. One might refer to that set of SLOs as “core” SLOs for the course. This also means each faculty member teaching the course must ensure the core SLOs are adequately addressed in the pedagogy, pacing, educational materials, learning environment and assessment strategies of the individual classroom. A question often asked is: Can individual faculty choose different strategies and course materials to help students achieve the same core SLOs? The answer is, “That depends on whether the strategies are appropriate to help students learn the intended SLOs.” Accreditation standards ask institutions to analyze learning and to use the results to guide improvements in learning by changing pedagogy, curriculum, etc. (Standards II.A.1.c, II.A.2, II.A.2.a, b, e and f). So, diverse strategies among faculty members will be a means of identifying diverse approaches to high quality education and, over time, of identifying which strategies should be abandoned in favor of more effective approaches. In addition, some faculty may want or need to emphasize *additional* SLOs within a course. As long as students are notified of all course SLOs, this practice is acceptable. (See the last question and answer in this article.)

**Must SLOs appear in official institutional documents such as the official course outline or catalogue?** Since a course must have a single set of core SLOs, it is reasonable to expect those SLOs to appear in the official course outline which guides the faculty teaching the course. The Commission’s use of the phrase “official course outline” refers to the document used by the institution to define its official curriculum. Should the SLOs appear in the catalogue? The catalogue serves as a contract between the institution and its students. Standard II.A.6 states that “The institution describes its degrees and certificates in terms of their purpose, content, course requirements and student learning outcomes.” It is clear the degree and certificate learning outcomes have to be in the catalogue. In practice, some current institutional catalogues, particularly those in print copy, do not provide a great deal of detail on course content. Others do. In any case, the intended course SLOs ought to be accessible to students who are contemplating taking the course, either in the catalogue or through a link or

## SLOs...

other reference found in the catalogue.

**Must SLOs appear in the faculty members' course syllabi?** Yes. The answer to this question appears at the beginning of this article, in the quotation from Standard II.A.6. The Commission acknowledges that the use of the words "learning objectives" in this standard appears to be vestigial language from the 1994 Standards. The Commission is currently editing the standards to change the words "learning objectives" to "student learning outcomes."

Just as important as the existence and placement of SLOs is their assessment and the use of assessment results to improve educational effectiveness and learning. These topics will be covered in future articles appearing in this newsletter.

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## Department of Education Begins Negotiated Rulemaking

The U.S. Department of Education will begin negotiated rulemaking to finalize the regulations that implement the Higher Education Opportunity Act passed last September by Congress. There are four negotiation committees scheduled, and the one that will negotiate on accreditation matters began its work March 4, 2009. Negotiated rulemaking will occur over the months of March through May in three-day sessions. The Department's list of topics to be negotiated includes both elements of the new law as well as issues it attempted to negotiate in 2007. Among those topics are:

**A new definition of distance education:** The new law attempts to more clearly distinguish between distance education and correspondence education, and the Department has indicated it wishes to incorporate a definition of correspondence courses into the regulations that pertain to accreditation. The accreditors would be required to assure the quality of correspondence courses.

**Qualifications of accreditation team members:** The new law requires accreditors to assure that their team members who evaluate distance education are "...qualified by education and experience in their own

right and trained by the accreditor, including training on their responsibilities regarding distance and correspondence education."

**Standards for Student Success:** The new law requires accreditors to have accreditation standards which effectively address "success with respect to student achievement in relation to the institution's mission which may include different standards for different institutions or programs, as established by the institution." This language is very confusing, and the rulemaking will be an important means of clarifying it.

**Transfer of Credit:** The law mandates accreditors to require institutions to have transfer of credit policies that are publicly disclosed and include a statement on the criteria established by the institution regarding transfer of credit.

**Teach-out Agreements:** The law mandates accreditors to require an institution to submit a teach-out agreement when the institution is notified by the Department that its participation in Title IV has been suspended or terminated, when the accreditor acts to terminate accreditation, and when the institution decides to cease operations.

**Conditional Recognition:** The Department wishes to negotiate a definition of the recognition process it uses to approve accrediting bodies and to include in that definition the conditional nature of recognition (i.e., that it can be withdrawn any time an accrediting body is found to fail to meet all required criteria). The Department's proposal includes no provisions for prior notification to the accreditor (i.e., no "due process").

Existing regulation called the "one-year rule" requires the Department to withdraw the recognition of any accreditor found out of compliance that fails to come into compliance within one year. The Department proposes to clarify this language.

A current regulation concerns the procedure for limitation, suspension or termination of recognition. The Department seeks to combine this topic with the first item on conditional recognition.

**Direct Assessment of Student Learning:** The new law requires that an institution that uses direct assess-

## Negotiated Rulemaking...

ment of a student's learning to grant credits to prove the learning is equivalent to a specific number of clock or credit hours. The new law requires accreditors to review this practice for inclusion in the institution's accreditation reviews.

**Distance Education:** The new law requires accreditors to assure that institutions offering distance education have processes in place that establish that the student who registers for a distance education or correspondence course or program is the same student who participates in and completes the program and receives the academic credit.

**Monitoring Institutions:** Current monitoring regulations are very broad and general and require an accreditor to periodically reevaluate whether an institution remains in compliance with agency standards throughout the accreditation period. The new law inserted a requirement that accreditors monitor the growth of programs at institutions that are experiencing significant enrollment growth, and also to be accountable if the distance education or correspondence course enrollments increase by more than 50% in a fiscal year. This language is of concern over how the negotiations will likely operationally define "monitoring."

**Substantive Change:** The Department wishes to negotiate additional language defining Substantive Change and the accreditors' responsibility for review of change. The Department has indicated a concern about the pace with which change is occurring in higher education, particularly in distance education programs, new locations, new curriculum, and change of ownership.

**Record Keeping and Confidentiality:** The Department wishes to obtain information about institutions from accreditors regarding Title IV eligibility and compliance and is sometimes thwarted in these efforts by the Freedom of Information Act, which offers some exemptions from disclosure such as trade secrets or privileged financial information. The Department wishes to clarify its regulations in this area. It also wants to develop a rule that would require accreditors to retain "necessary data and information." Presum-

ably this "retained data" is to serve the Department's own needs. In the last year, a contractor working for the Department has been asking accrediting bodies for extensive historical information on accreditation, substantive change approval of new programs and sites, and closure of programs and sites.

**Appeals:** The new law modifies the due process requirements for accreditors considering an institutional appeal of an accreditor's decision to deny or terminate accreditation. The Department proposes to also clarify some of the relevant terms used in the law, which uses both the terms "adverse action" and "adverse decision." The new law also requires an accreditor's appeals policy to permit an institution to introduce new and significant (and necessarily relevant) financial information during the appeals process; in all other regards, an appeal allows no introduction of new evidence.

**Summary of Agency Actions:** The new law requires that an accreditor make available to the public and the Department a summary of the agency's actions, including (1) the award of accreditation or reaccreditation, (2) final denial or termination of accreditation, and any findings made in connection with the action taken, together with the official comments of the affected institution, and (3) any other adverse action taken with respect to an institution or placement on probation of an institution.

ACCJC member institutions should check the Commission's website in June for a report on the outcome of negotiated rulemaking.





# *January 2009 Commission Actions on Institutions*

At its meeting January 7-9, 2009, The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

## **Reaffirmed Accreditation**

College of the Canyons  
Contra Costa College  
Los Medanos College  
San Bernardino Valley College

## **Removed from Warning and Reaffirmed Accreditation**

Cañada College  
College of San Mateo  
College of Marshall Islands  
College of the Redwoods  
Hawai'i Tokai International College  
Marymount College

## **Removed from Warning**

Victor Valley College

## **Removed from Probation and Reaffirmed Accreditation**

The Salvation Army College for Officer Training at Crestmont

## **Removed from Probation**

Modesto Junior College

## **Removed from Probation and Placed on Warning**

Lassen College

## **Placed on Warning**

Cuesta College  
El Camino College  
Long Beach City College  
Rio Hondo College  
Santa Ana College  
Santiago Canyon College

## **Continued on Warning**

Imperial Valley College  
Ohlone College  
Palo Verde College  
Shasta College  
Sierra College

## **Continued on Show Cause**

Northern Marianas College

**Placed on Probation**

American Samoa Community College  
Crafton Hills College  
San Joaquin Delta College

**Placed on Show Cause**

Diablo Valley College  
Solano Community College

**Accepted Midterm Report**

Mt. San Jacinto College  
Reedley College

**Accepted Focused Midterm Report**

Columbia College  
DeAnza College  
Deep Springs College  
Foothill College  
Fresno City College  
Yuba College

**Accepted Progress Report**

Grossmont College  
Heald College  
Irvine Valley College  
Saddleback College

**Accepted Follow-Up Report**

Antelope Valley College  
College of the Sequoias  
Hawai'i Community College  
Los Angeles Valley College  
MTI College  
Oxnard College  
Riverside City College  
San Jose City College

**Accepted Report**

Los Angeles Harbor College

**Accepted Closure Report**

Brooks College

**Accepted Show Cause/Closure Report and Terminated Accreditation effective April 3, 2009**

TransPacific Hawai'i College

**Rejected Follow-Up Report**

College of Micronesia – FSM

The following Substantive Change actions approved by the Committee on Substantive Change were ratified by the Commission at the January 7-9, 2009 meeting.

- a. **Hawai'i Community College:** To offer a Certificate of Completion in Substance Abuse Distance Education Program at Kaua'i Community College. (Approved 6/20/08)
- b. **Santiago Canyon College:** To offer 11 degree program majors, 40 degrees and 11 certificates of which 50% or more of the courses to complete the majors, degrees or certificates are offered online. (Approved 6/20/08)
- c. **West Hills Lemoore College:** To offer an Associate Degree Nursing (ADN) Program. (Approved 6/20/08)
- d. **Western Career College:** To change ownership by selling stock of the parent corporation, U.S. Education Corporation, to DeVry, Inc. (Approved 9/5/08)
- e. **Citrus College:** To add an Associate Degree Nursing (ADN) Program; to add 8 programs of which 50% or more of the courses to complete the programs are offered online. (Approved 9/19/08); to add an Emergency Management and Homeland Security Program via distance education. (Deferred for further information 9/19/08)
- f. **College of the Canyons:** To rename, relocate and enlarge the Canyon Country Access Center so that students can complete at least 50% or more of their educational program through the mode of distance or electronic delivery. (Approved 9/19/08)
- g. **Cosumnes River College:** To offer 16 degrees and 43 certificates of which 50% or more of the courses to complete the degrees or certificates are offered online. (Approved 9/19/08)
- h. **Napa Valley College:** To add an Emergency Medical Technician: Paramedic Program (Approved 9/19/08); to add a Geographic Information Systems (GIS) Program. (Deferred for further information 9/19/08)
- i. **City College San Francisco:** To offer distance education programs in General Education for the Associate Degree in Business, Computer Networking, Information Technology, Computer Science and Spanish. (Approved with additional information to be sent as an addendum to ACCJC 10/17/08)
- j. **College of Micronesia-FSM:** To offer a Public Health Training Program (Approved 10/17/08); to offer an Associate in Science in General Agriculture Program. (Deferred for further information 10/17/08)
- k. **Honolulu Community College:** To offer the Fire and Environmental Emergency Response Program (FIRE) 50% or more of which is offered through distance or electronic delivery at Kaua'i Community College. (Approved 10/17/08)
- l. **Napa Valley College:** To offer online instruction that constitutes 50% or more of the Associate Degrees in Administration of Justice, Business, and Hospitality and Tourism Management Programs. (Approved 10/17/08)

- m. National Polytechnic College of Science:** To offer Associate of Science Degrees in Health Information Technology and Substance Abuse Counseling. (Approved 10/17/08)
- n. TransPacific Hawai'i College:** To accept the Closure Report pending documentation for the legal plan and refer to the Commission for action at its January 2009 meeting. (11/14/08)
- o. San Joaquin Valley College:** To offer a Therapeutic Massage Program and a Registered Nursing Program; (Approved 11/14/08) to open a Victorville campus site. (Deferred for further information 11/14/08)
- p. Heald College:** To relocate the Portland campus (Approved 11/14/08); to offer 50% or more of programs through a mode of distance or electronic delivery. (Deferred for further information 11/14/08)
- q. Yuba College:** To offer general education degrees through a mode of distance or electronic delivery. (Approved 11/14/08 with a request for additional information)
- r. Allan Hancock College:** To offer courses that constitute 50% or more of a program through a mode of distance or electronic delivery. (Approved 11/14/08)
- s. Napa Valley College:** To offer a Geographic Information Systems (GIS) Certificate. (Approved 11/14/08 with a request for additional information)

## *January 2009 Commission Actions on Policy*

**At its meeting January 7-9, 2009, The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following policy actions:**

### **Policies Adopted After Second Reading**

- Policy and Procedure for Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems
- Policy on Credit for Prior Experiential Learning in Undergraduate Programs

### **Edited Policies**

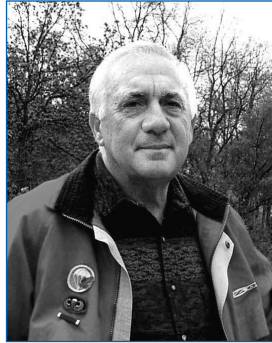
- Commission Actions on Institutions



## Changes in Commissioners

### Newly-selected Commissioners:

**Dr. Richard J. Scardamaglia** – Dr. Richard J. Scardamaglia was selected to serve as a public member of the Commission. Over the course of his career in education, Dr. Scardamaglia has served as a teacher, principal, and superintendent in seven school districts in northern California. He is founder and partner of a company that evaluates charter schools. Dr. Scardamaglia's service on the Commission began July 1, 2008.



**Dr. Sharon Whitehurst-Payne** – Dr. Sharon Whitehurst-Payne was selected to serve as a public member of the Commission. Dr. Whitehurst-Payne is employed by California State University, San Marcos, where she is the Clinical Practice Coordinator for Special Education Programs. She formerly served as a program evaluator and assisted public and private Title I schools prepare for state and federal reviews. Dr. Payne's service on the Commission began July 1, 2008.



## Commissioners to be Selected

The Commission is accepting applications to fill three vacant positions on the Commission. Application forms are available from the Commission Office.

Per ACCJC Bylaws, Commissioners are appointed for staggered three-year terms and are limited to two, three-year terms unless the person is elected as an officer for a term which extends beyond a sixth year. In such a case, an additional three-year term may be served.

A Selection Committee will meet this year to fill three Commission vacancies: two Commission members representing faculty and one member representing administration.

## Comprehensive Visits

Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding the institutional qualifications for accreditation. The institutions noted below are scheduled to undergo comprehensive visits in the spring of 2009, the fall of 2009, and the spring of 2010 and review by the Commission at its June 2009, January 2010, and June 2010 meetings. Third-party comment on these institutions should be made to the ACCJC President, Dr. Barbara A. Beno, at 10 Commercial Blvd. Suite 204, Novato, CA 94949. For consideration, such comment must be made in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission meeting.

### Spring 2009

(for June 2009 Commission Review)

Berkeley City College  
Butte College  
College of Alameda  
College of the Marshall Islands  
East Los Angeles College  
Laney College  
Los Angeles City College  
Los Angeles Trade-Technical College  
Merritt College  
Palomar College  
Pasadena City College  
Santa Rosa Junior College

### Fall 2009

(for January 2010 Commission Review)

American River College  
Chabot College  
Citrus College  
Cosumnes River College  
Folsom Lake College  
Las Positas College  
Moreno Valley Campus (Initial Accreditation)  
Napa Valley College  
National Polytechnic College of Science  
Norco Campus (Initial Accreditation)  
Sacramento City College  
Santa Barbara City College  
Southwestern College  
Taft College

**Spring 2010**  
(for June 2010 Commission Review)  
Allan Hancock College  
Chaffey College  
College of Micronesia – FSM  
College of the Siskiyous  
Glendale Community College  
Mira Costa College  
Monterey Peninsula College  
Palau Community College  
Santa Monica College

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## ***ACCJC Spring 2009 Workshops***

Each year, ACCJC holds workshops to train evaluators and team chairs who will conduct comprehensive reviews of member institutions as well as workshops for institutions about to begin the process of self study leading to the Self Study Report and comprehensive visit.

### **Self Study Training Workshops**

Self Study Training Workshops will be held this spring for the following institutions preparing for self study and comprehensive review:

**February 27, 2009** Victor Valley College, Deep Springs College

**March 6, 2009** West Hills College-Coalinga, West Hills College-Lemoore, Merced College

**March 13, 2009** Cypress College, Fullerton College, FIDM, College of the Desert

### **Additional ACCJC Workshops**

## **Academic Resource Conference April 15 – 18, 2009**

The Accrediting Commission for Community and Junior Colleges in collaboration with the Accrediting Commission for Senior Colleges and Universities

April 7, 2009

is holding the first ACSCU/ACCJC-WASC conference. The event will be held April 15 – 18, 2009 at the Renaissance Hollywood Hotel. The ACCJC strand of the Academic Resource Conference (ARC) will feature a session titled “Higher Education and Its Implications for Two-Year Colleges” and will focus on the key elements and most current themes in the new Higher Education Act, how it will affect higher education, and the expectations and requirements on institutions. In a session titled “ACCJC/WASC Requirement: SLOs in Accredited 2-Year Institutions by 2012,” ACCJC staff will explain what is required of member institutions to meet accreditation standards related to the development and implementation of the Student Learning Outcomes–Assessment–Analysis–Improvement Cycle by 2012. This session will feature an institution’s successful use of assessment to improve student learning. A third session titled “Program Review and Integrated Planning for Two-Year Institutions,” ACCJC staff will present the key components of integrated planning with the expectation that institutions achieve sustainable and continuous quality improvement throughout the college. A model diagram outlining the integration of the key components of data collection and use in planning and resource allocation will be presented together with one institution’s successful application of this process.

At this writing, ten ACCJC member institutions will be featured in the ACCJC strand: Barstow Community College, Chaffey College, College of Marin, College of the Marshall Islands, Long Beach City College, Guam Community College, Honolulu Community College, San Joaquin Valley College, and Taft College. Details of these workshops are noted in the program.

Assessment workshops will be held prior to the start of the conference. In addition, an invitation-only program will be offered for new chief executive officers on the accreditation process.

For registration and additional conference information, visit the ARC website at [www.wascarc.org](http://www.wascarc.org).



# ACCJC Fall 2009 Workshop Strengthening Student Success

The Accrediting Commission for Community and Junior Colleges is again proud to be a co-sponsor of the Strengthening Student Success Conference this fall (October 7-9, 2009). The conference will be held at San Francisco Airport Marriott Hotel. The purpose of the conference is to bring together practitioners to share new ideas and current assessment practices around strengthening student success through the themes of equity, professional learning and development, and student voices. The 2009 conference will explore using evidence to improve practice, as well as the integration of curriculum with basic skills, student services, CTE, and college institutional effectiveness structures.

For further information, see the Research and Planning Group conference web site at <http://www.rpgroup.org/events/sss09.html>.



# Substantive Change Committee Meeting Schedule 2009

April 7, 2009

Meetings are usually held on the 3<sup>rd</sup> Friday of each month from 2:30 to 4:30 P.M.

For the purposes of scheduling, and for an initial staff determination about the nature of the change in question, it is important to contact Commission staff **before** submitting a substantive change proposal. Institutional proposals for substantive change must be completed according to the requirements as detailed in the *Substantive Change Manual* ([www.accjc.org](http://www.accjc.org)). Every proposal must include supporting materials as detailed in Section VI of the Manual. The Substantive Change Committee reserves the right to return incomplete proposals without review.

Copies of each institutional substantive change proposal along with a college catalog must be mailed directly to each of the members of the Substantive Change Committee (mailing list will be provided). In addition, one electronic copy and one hard copy should be sent to the ACCJC office. Proposals must be received no later than **one month before** the date of the scheduled meeting.

### Dates of Meetings

(subject to change depending on scheduling circumstances)

March 13

April 17

May 15

**After April 1, 2009**, no new proposals will be scheduled until fall 2009. The 2009-2010 Committee on Substantive Change meeting schedule will be posted after the June 2009 Commission meeting.

If there are further questions, please contact ACCJC/WASC at 415-506-0234 or [accjc@accjc.org](mailto:accjc@accjc.org).





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## COMMISSIONERS

## COMMISSION STAFF

**Ms. Lurelean B. Gaines, Chair**  
East Los Angeles College

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