



OFFICERS & EXECUTIVE COMMITTEE

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

Senate Mailing List

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



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

<u>FALL 2008</u>	Student Act. Center	<u>SPRING 2009</u>	Student Act. Center
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

<u>FALL 2008</u>		<u>SPRING 2009</u>	
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	



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Committees

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

ACADEMIC SENATE ATTENDANCE & MINUTES

May 19th, 2009

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

Behavioral & Social Sciences

<u>Gold, Chris</u>	<u>X</u>
<u>Widman, Lance</u>	<u>X</u>
<u>Wynne, Michael</u>	<u>X</u>

Business

<u>Halamka, Dagmar</u>	
<u>Saddiqui, Juneaid</u>	
<u>Lau, Philip S</u>	<u>X</u>

Counseling

<u>Beley, Kate</u>	<u>EXC</u>
<u>Jackson, Brenda</u>	<u>X</u>
<u>Jeffries, Chris</u>	<u>X</u>
<u>Key, Ken</u>	

Fine Arts

<u>Ahmadpour, Ali</u>	<u>X</u>
<u>Davidson, Jason</u>	
<u>Wells, Chris</u>	<u>X</u>
<u>Crossman, Mark</u>	
<u>Berney, Daniel</u>	<u>X</u>

Health Sciences & Athletics

<u>Hazell, Tom</u>	<u>X</u>
<u>Orton, Tory/Victoria (sharing)</u>	
<u>Stanbury, Corey</u>	
<u>McGinley, Pat</u>	<u>X</u>
<u>Moon, Mary (sharing)</u>	
<u>Parsley, Guenever</u>	

Humanities

<u>Hong, Lyman</u>	<u>EXC</u>
<u>Marcoux, Pete</u>	<u>X</u>
<u>Uyemura, Evelyn</u>	<u>X</u>
<u>Kline, Matt</u>	<u>X</u>
<u>Adrienne Sharp</u>	<u>X</u>

Industry & Technology

<u>Gebert, Pat</u>	
<u>Hofmann, Ed</u>	<u>X</u>
<u>MacPherson, Lee</u>	<u>X</u>
<u>Marston, Doug</u>	<u>X</u>

Rodriguez, George

Learning Resources Unit

<u>Striepe, Claudia</u>	<u>X</u>
<u>Ichinaga, Moon</u>	<u>X</u>

Mathematical Sciences

<u>Scott, Greg</u>	
<u>Glucksman, Marc</u>	<u>X</u>
<u>Boerger, John</u>	
<u>Fry, Greg</u>	<u>X</u>
<u>Yun, Paul</u>	<u>X</u>

Natural Sciences

<u>Cowell, Chas</u>	
<u>Herzig, Chuck</u>	<u>X</u>
<u>Palos Teresa</u>	<u>X</u>
<u>Vakil, David</u>	<u>X</u>

Adjunct Faculty

<u>Kate McLaughlin</u>	<u>X</u>
<u>Jeremy Estrella</u>	

ECC CEC Members

<u>Panski, Saul</u>	<u>X</u>
<u>Pratt, Estina</u>	
<u>Smith, Darwin</u>	
<u>Evans, Jerome</u>	
<u>Norton, Tom</u>	

Assoc. Students Org.

Joe Udeochu

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

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

The sixth Academic Senate meeting of the Spring 2009 semester was called to order at 12:36 pm.

Approval of last Minutes:

The minutes [pp. 1-7 of packet] from the last Academic Senate meeting were approved with 2 amendments: to change *the Fine Arts Faculty to the Fine Arts Department* on pg 7, and to change *recommendations to the Foundation to recommendations to the President* on pg 5.

REPORTS OF OFFICERS

President's report – Pete Marcoux (henceforth PM)

PM reported that there is currently an online survey re: Program Review, and that the Senators should encourage their colleagues to complete the survey. The Program Review process is working but Dr. Jaffe wants faculty feedback to help improve the process, and to aid in getting funding for programs.

On Facilities, PM noted that there has been some discussion on the Health Sciences Field House, and long term plans for Student Services. PM said that the College will have to go out for a Bond extension at some point.

Budget news is grim, with Categorical Funds programs taking a major hit of 45% to 50% (Programs like Puente, EOP&S, and faculty and staff positions related to those programs) PM encouraged all the Senators to vote today. PM wants to ensure that all the stakeholders have a say in the talks on possible cuts and restructuring of the programs. These are programs that effect retention and impact enrollment. PM spoke of the Academic Senate meeting over the Summer. Mr. Vakil said that the Senate Executive Board would very likely meet during the Summer and the question was whether the entire Senate would be willing to meet to discuss the budget issues. Mr. Panski said that he would be talking at the Compton Board meeting on the same subject. Mr. Widman noted that the PBC meets year round and would be meeting during the summer. PBC meetings are open to all and meet in Library 202 on the first and third Thursdays of the month.

PM also noted that we currently have no policy re: the discontinuation of academic programs, and we should. Mr. Vakil said the budget is 85% salaries, so faculty must be involved in the discussion on where to cut so as to have the least impact on students. PM reminded faculty to tell current students to register soon as Fall may fill quickly.

Compton Education Center - Saul Panski (SP)

SP presented three Resolutions.

The Compton Educational Center is awaiting an Administrative report on Health and Safety issues relating to adequate space in the Fine Arts areas.

The Compton Center wishes to commend the Office of Recruitment and Outreach. Compton is in the enviable position of being able to grow in the next year. Dr.

Arce commented that Compton can indeed support growth up to 6400FTES and they hope to reach 5600FTES.

ECC has had oversight of the Compton Center bookstore, and the last resolution moves to commend this new management.

SP mentioned that the Compton Center had their Academic Awards on Sunday and ECC had donated some monies for awards. Dr. Jaffe and Mr. Vakil were among those attending this positive event. The Compton Center also wished to increase their Distance Education offerings, and Dr. Dever was going to recruit faculty to this end. Mr. Vakil said it was good to talk up each other's campuses.

Curriculum Committee report – Janet Young (JY)

[pp26-48 of packet]

JY reported that the total number of courses reviewed this year was 558. The Summer Curriculum Review is in place and ready to go. The quality of work re: course submissions, etc. is very high.

VP- Educational Policies – Evelyn Uyemura (EU)

[pp. 51- 73 of packet]

This is the second reading of the Policies described below:

BP 4260 (2nd reading) [pp51-59 of packet]

BP & AP 4400 Community Services Programs (2nd reading) [pp 60- 61 of packet]

and

BP & AP 4020 (1st reading)

VP - Faculty Development – Dave Vakil (DV)

No report

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

[pp. 74-76 of packet] contains the minutes of the PBC meeting of 4/16/2009. Hardware/software maintenance/replacement was discussed, as was the 09-10 budget assumptions. Note discussions on ending balance (reserves), which are projected to exceed 10%, and their use.

[pp. 77-78 of packet] contains the minutes of the Council of Deans meeting of 4/16/09. BP 5500 (Academic Honesty/Standards of Conduct) was discussed.

VP - Legislative Action – Chris Wells (CW)

No report.

.REPORTS OF SPECIAL COMMITTEES

None.

UNFINISHED BUSINESS

BP4260. Pre- requisites and Co- requisites. (2nd reading)

Pgs 51-58 contain the proposed Administrative Procedure and Pg 59 contains the Policy.

The phrase “*in consultation with faculty*” has been changed to “*and with the approval of the faculty*”. EU noted that the Board can only direct the President to do something, and the President would delegate the VP’s and so on to act. The Board does not have a direct line to the faculty. The template did not mention faculty so that area has been strengthened. EU remarked that it may not make it to the Board, but the Educational Policies Committee recommends it be written this way. Ms. Perez asked whether the phrases “mutual agreement” or Collegial consultation” would not be better as these are phrases used in the Ed. Code. Mr. Vakil suggested “accept recommendation of”. PM asked whether EU wanted to take these recommendations back to the Educational Policies committee or make a friendly amendment. Dr. Arce recommended making a friendly amendment and moving it along as it still had to go through the Council of Deans. The recommended amendment would be “with mutual agreement from the Academic Senate.”

EU noted that on pg 52 point C3a had been changed from Department to Division, following a suggestion from Mr. Berney – otherwise the wording was straight from the Ed. Code. After a call for further questions and comments a vote was called on BP 4260 as amended. The vote passed unanimously.

BP 4400 Community Services Programs (2nd reading)

EU reported that following the last discussion re: minors, the text had been tweaked a little and the spelling of monies corrected. A vote was called on BP 4400, which passed unanimously.

NEW BUSINESS

VETEA Funding. Kathy Brinkman (KB)

[Pp80 – 90 of packet] aka Perkin’s IV funding aka Carl D. Perkins Career and Technical Education Act of 2006. “Career and technical education” replaces “vocational and technical education throughout the Act. KB reported that this is the third year of a five year plan. The emphasis is on career and technical education in secondary and post-secondary institutions, on developing programs for high wage, high demand employment areas, and on combining academic and technical skills. The purpose is to improve programs not courses and to provide definitions of special populations which is important when applying for funds.

The college must meet all the core performance indicators to get the Perkins IV funding, and we must predict how we will fare based on data/statistics gathered two years ago. The state negotiates with the federal government for the funds. KB noted that ECC did meet all the performance indicators last year and we also have to demonstrate continual improvement.

PM asked how the programs are funded. KB said by application and advisory committee who look at lots of data. KB intends to hold some workshops for faculty. PM asked whether any Compton faculty were on the advisory committee, and KB answered that five or six Compton faculty were indeed on the committee. Dr. Nishime asked whether this was state or federal money, and KB said it was her understanding that it was federal money channeled through the state.

Advanced Placement Exams – Lori Suekawa (LS)

[See Powerpoint handout] LS stepped the Senate through a Powerpoint presentation on Advanced Placement exams, noting that California had the highest number of students taking the exams and that counselors were seeing more students with AP exams. LS explained that ECC's current policy is to grant credit if the student receives a score of 3, 4, or 5 on the exam. Community colleges in California are facing some challenges in that some students are attending more than one college, and each community college awards credit differently.

Recently a resolution was passed calling for a standardized template re: AP equivalency for the Associate degree general education. LS proposed that El Camino consider adopting the template to better serve the students and community of El Camino College. She urged the senators to talk to their colleagues, and noted that the counselors and the college Curriculum Committee are in support of adopting the template.

PM said that this would mean a change in the catalog for 2010/11, and added that all colleges are being asked to look at this issue. Ms. Jeffries thanked LS for raising the matter and added her support. LS reassured some that this would NOT count toward Major preparation, just for general education purposes. LS would like us to adopt the California Community College pattern, but we are not legally obligated to do so. Dr. Nishime asked how this would appear on the transcripts. LS was not sure and said that was a question for Admissions.

It was decided to treat this as a first reading and vote on the issue at the next meeting.

BP and AP 5500 Academic Honesty. (1st reading) - Dr. Nishime

[pp65 – 73 of packet] Previously the Academic senate had agreed to merge the academic honesty section into the policy, as now shown in the packet.

Dr. Nishime reported that at the Dean's Council, questions had been raised by the wording in the section A. Consequences for Academic Dishonesty.[pg 68]

Point 1 states" The instructor SHOULD document the evidence..."

Point 2 states "the instructor WILL complete the appropriate reporting..."

The question was whether the words should be the same?

EU replied that in the first point it was a matter of advising the faculty member to gather evidence for a strong case. Any case would be weak without documentation, but it was not meant as a mandate.

The second point illustrated a clear procedure that has to be followed.

Dr. Nishime noted that the Deans were also confused by Dishonesty point vi [pg 66] "**Obtaining** or copying exams..."

After discussion it was decided that the Ed Policies committee will take another look at the wording.

BP and AP 4020 Program, Curriculum, and Course Development (1st reading) – Evelyn Uyemura (EU)

[pp 63 – 64 of packet] Please send comments to EU or PM.

AGENDA ITEMS FOR NEXT MEETING

None

The meeting adjourned at 2:01pm
CS/ecc2009

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting May 11, 2009

Present: Francisco Arce, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Megan McLean, Jeanie Nishime, Michael Odanaka, Barbara Perez, Pete Marcoux, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, and Arvid Spor.

1. Employee Access Agreement/Pop-up information when we turn on Computers, BP 6160- El Camino Community College District Email, Internet and Network Use Policy, ECCFT Contract Appendix E. There is an implication that there could be some discipline. The ECCFT contract does not lay out what the discipline would be. The ECCE contract does lay out discipline steps. Luukia noted that the ECCE contract does not actually speak to this issue. There is a question as to what type of discipline will be used. Barbara will review the Employee Access Agreement, the pop-up information screen, and also Appendix E of the ECCFT contract and report back. They may be governing different issues.
2. Basing Grades on Attendance. Francisco will look at the regulations and minimum qualifications for grading and report back in three weeks.
3. Policies. The Academic Senate passed the following three policies: 4270-Substitute Courses for Health Education (deletion), 4312-Soliciting Funds from Students (deletion), and 4320-Public Performance by Students (policy replaced by procedure).
4. Summer Schedule. College Council will meet on Board meeting days.
5. Planning Session – Follow-up Luncheon. A report with assignments and timelines was distributed.
6. Board Meeting – The next Board agenda will include the tentative budget. A Board member has placed a resolution supporting the propositions on the Board agenda. There was a request to use a timer for public comment. It was also requested that the public speakers state a topic they will be addressing.

Agenda for the May 18, 2009 Meeting:

1. Minutes of May 11, 2009
2. Board Agenda

College Council Goals 2008-2009

1. Focus on responding to the Accrediting Commissions Recommendations.

2. College Council members will report to and from their constituent groups. This will be done quarterly.
3. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
4. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
5. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted.
6. All Administrative Procedures that accompany Policies will go through College Council.
7. Incorporate the spirit of Accreditation in every day college operations.
8. Academic integrity as a team. Pete will determine how this can be measured.
9. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

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.
4. BP 5030 – Fees – Adopted on 5/18/09.
5. AP 5030 – Fees – Adopted on 5/18/09.
6. BP 2715 – Code of Ethics/Standards of Practice – First Reading on 5/18/09.

Pending from 2008-2009

7. BP 3050 – Institutional Code of Ethics, distributed at College Council on 12/1/08
8. AP 7120A – Administrative Hiring Procedures, distributed at College Council on 2/23/09

COMMUNITY COLLEGE LEAGUE OF CALIFORNIA



Goal: Advance the League as the primary advocacy organization for community college districts.

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Impact of Proposed Budget Cuts on El Camino CCD

Projected lost students: 3,545 (9%)

Each mortarboard represents 1,000 students.



General Cuts: \$4,860,000

General shortfall:	-\$720,000
Physical education cut:	-\$2,100,000
Property tax shortfall:	-\$2,040,000

Ongoing Categorical Cuts: \$3,753,195

Basic Skills:	-\$215,147 (-58.8%)
Cooperative Agencies Resources for Education (CARE):	-\$143,359 (-58.8%)
Counseling, Placement and Assessment (Matriculation-Credit):	-\$706,203 (-58.8%)
Disabled Students Programs and Services:	-\$950,487 (-58.8%)
Extended Opportunities Programs and Services:	-\$1,011,815 (-58.8%)
Instructional Equipment:	-\$120,569 (-58.8%)
Part-time Faculty Compensation:	-\$485,035 (-58.8%)
Scheduled Maintenance:	-\$120,580 (-58.8%)

Additional One-time Categorical Cuts: \$964,571

Basic Skills:	-\$55,293 (-14.7%)
Cooperative Agencies Resources for Education (CARE):	-\$36,843 (-14.7%)
Counseling, Placement and Assessment (Matriculation-Credit):	-\$181,494 (-14.7%)
Disabled Students Programs and Services:	-\$244,275 (-14.7%)
Extended Opportunities Programs and Services:	-\$260,036 (-14.7%)
Instructional Equipment:	-\$30,986 (-14.7%)
Part-time Faculty Compensation:	-\$124,654 (-14.7%)
Scheduled Maintenance:	-\$30,989 (-14.7%)

Note: Significant additional cuts not included are career technical education, nursing and economic development, which are allocated on a grant basis and for which the 58.8% reduction methodology has not been released.

El Camino College – Office of the President
Facilities Steering Committee
May 11, 2009

Present: Francisco Arce, Rocky Bonura, Tom Brown, Thomas Fallo, Bob Gann, Ann Garten, Pete Marcoux, Megan McLean, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, and Luukia Smith.

- I. Minutes of December 8, 2008 were approved.

- III. Monument and Directional Signage prototypes were reviewed. A sample directional sign will be located on the main walk on the south side of the Library.

- III. Bob Gann presented the May 2009 Facilities Master Plan Report.
 - A. Track Modernization & Field House Replacement. Additional justification is needed for the included weightlifting room and number of team meeting rooms. We have a number of different weight facilities on campus and we should put them all in one area. The dean must provide additional information to justify the need for some of the project's elements.

 - B. Math, Business & Allied Health Building (MBA). The Cisco Lab will be relocated to the Communications Building.

 - C. Bookstore Renovation. The Bookstore relocation will start July 1st.

 - D. MSC Computer Room Cooling Upgrade is completed.

- IV. Deborah Shepley presented the 2009 Facilities Master Plan. The draft timeline is as follows:
 - 1. February – Strategic Review
 - 2. March – April – Site and Facilities Analysis
 - 3. May – June – Educational Plan Analysis
 - 4. June – July – Educational Plan Forecast
 - 5. July – September – Option Development
 - 6. September – November – Solution Development
 - 7. November – December – Documentation (and Approval)

EL CAMINO COLLEGE
Facilities Master Plan Report May 2009
PROJECTS IN DESIGN

- I. Electrical & Data Conversion – When the Infrastructure Phase 3 project is completed, the underground conduit and vaults will be in place to connect the campus' buildings to the new electrical substation and provide for an expanded data network with redundant capacity.

At its April meeting the Board of Trustees approved a recommendation to award a design and construction administration contract to S & K Engineering in the amount of \$890,000.

A project schedule and budget for this project will be included in the June 2009 edition of this report.

- II. Track Modernization & Field House Replacement – The scope of this project includes the demolition of the existing Field House, Handball Courts, and the southeast Stadium restrooms, ticket booth and concession stand. New construction of the Field House, restrooms, concession and ticket booth at their current sites is also included. Also, the existing track and inner field will be replaced with synthetic surfaces. Replacement and expansion of the bleachers on the track's west side and replacement of adjacent walkways and roads will be included in this project.

The initial project programming was reviewed by Cabinet on March 23, 2009. Issues discussed included security for Field House users and the need for additional justification for the included weightlifting room and number of team meeting rooms. A meeting was held on April 10 with the Division Dean and the Vice Presidents of Academic Affairs and Student and Community Advancement to discuss these and other issues. The dean was requested to provide additional information to justify the need for some of the project's elements. Planning for this project is on hold until additional information is received.

Deborah Shepley of HMC Architects has worked with the user group to define their needs and desires to this point. If it is desired to consider other firms to perform the design this can be done once the basic programming is decided.

- A. Budget – A preliminary cost estimate was prepared with the results indicating the project could be accomplished within the current budget of \$15,040,000.
- B. Schedule – Agreement must be reached on the basic programming scope before a realistic schedule can be produced.

III. Math, Business & Allied Health Building (MBA) – The scope of this project is the construction of a new building at the site of the existing Business Building. The building will be a four-story structure, approximately 105,000 square feet in size. Also included are landscape and hardscape improvements to the area surrounding the new building. The Math and Business Divisions will occupy the new building along with the Nursing, Respiratory Therapy, and Radiological Technology Programs.

A. Design – The project’s architectural firm and District representatives participated in a design review meeting with the Los Angeles Office of the Division of the State Architect (DSA) on March 27. It was determined that this project may qualify for an expedited review process. A request for expedited design review has been submitted to DSA. If accepted, the anticipated final DSA approval would be on or before December 15, 2009.

The recommendation has been made to not include the Cisco Lab in the new building.

B. Budget – The current budget of \$63,456,000 is unchanged.

C. Schedule – The schedule is adjusted for the expedited review period.

1. Design – 02/01/08 to 05/14/09.
2. Division of the State Architect review – 05/15/09 to 12/15/09.
3. Bidding – 01/04/10 to 03/18/10.
4. Construction – 03/19/10 to 09/19/11.

D. Construction – It has been decided to use a general contractor to perform the construction for this project. A prequalification will be made of contractors eligible to bid on the project.

E. Relocation – Planning is underway to relocate the affected Business Division programs and staff to the Communications Building during the summer of 2009. It is anticipated the moves will be complete by July 31, 2009.

IV. Social Sciences Building – The scope of this project is the renovation and modernization of the existing Social Sciences Building. Additional classroom space will be obtained by increasing the building’s efficiency ratio of assignable square feet to gross square feet.

A. Design – The Chancellor’s Office has approved a revised design that enhances program effectiveness. Due to the State of California’s budget difficulties, the Chancellor’s Office has notified El Camino College that funding for future phases will not be authorized until further notice.

- It is requested the Cabinet review and sign off on the construction documents
- B. Budget – The project’s current budget is \$11,345,000. Fifty percent of the funding will be provided by the State.
 - C. Schedule – Due to the State of California’s budget difficulties, it is impossible to project when State funding will be obtained to proceed with the construction phase of the project.
 - 1. Design – 09/01/07 to 04/31/09.
 - 2. Review by the Division of the State Architect - 05/01/09 to 10/30/09.
 - 3. Bidding – To Be Determined (TBD)
 - 4. Construction – TBD
 - D. Relocation – Planning is underway to move the building occupants to temporary locations prior to the start of the Spring 2010 semester.

PROJECTS IN THE ACQUISITION PHASE

- V. Restroom Accessibility Renovations – This project will improve the accessibility, functionality, and appearance of 40 restrooms in 16 buildings on campus.
 - A. Budget – The budget for this project is \$2,360,000. The funding is from Measure E and is contained within the budgets of the individual buildings.
 - B. Schedule – Due to the heavy workload that will be experienced due to other more critical projects, the implementation of this project is being delayed until Fall 2009.

The current schedule will allow for a bid award recommendation be made to the Board of Trustees at the August 2009 meeting.

PROJECTS IN CONSTRUCTION

- VI. Bookstore Renovation – The scope of this project is to upgrade the building infrastructure, improve accessibility, and convert a portion of the Cafeteria to house Fiscal Services, Business Services, the Print and Copy Centers and other components of the Public Information Office. Also included is the renovation of the Bookstore Office area.
 - A. Budget – A bid award recommendation for the construction contract was approved by the Board of Trustees at their April 2009 meeting. The contract was awarded to Mackone Construction in the amount of \$4,899,000; this is

below previous estimates for the cost of construction. The project budget is being revised and an updated budget will be included in the June edition of this report.

B. Schedule

1. Bid Award – April 2009
2. Construction – June 2009 to May 2010

C. Relocation – Planning is underway to relocate the Bookstore and food service operation to temporary locations. The Bookstore will be moved to the Activities Center East Lounge and the Communication basement will house the catering component of the food service operation.

VII. Infrastructure Phase 3 – The scope of this project extends hydronic piping, electric conduit, data conduit, and water piping to the southern portion of the main campus.

A. Budget – A bid award recommendation for the construction contract was approved by the Board of Trustees at their April 2009 meeting. The contract was awarded to HPS Mechanical in the amount of \$9,382,373; this is below previous estimates for the cost of construction. The project budget has been revised from \$17,400,000 to \$12,174,000, incorporating the lower amount. The detail of the revised budget is shown in Appendix A.

B. Schedule –

1. Bid Award – April 2009
2. Construction – May 2009 to April 2010

VIII. MCS Computer Room Cooling Upgrade – The scope of this project is to provide increased cooling capacity to the portion of the computer room containing the network switching equipment and computer drives. Also included are measures to provide redundant cooling capacity and electrical supply for the same area.

A. Budget – The cost of construction is \$675,000 and equipment costs of \$420,600.

B. Schedule – This project is substantially complete with minor punch list items to be resolved.

1. Design – 01/01/08 to 06/13/08.
2. Bidding - 07/13/08 to 09/01/08.
3. Bid Award - 10/20/08.

4. Construction – 11/01/08 to 04/15/09.

IX. Humanities Mall Landscaping and Food Service Venue – The scope of this project is to provide hardscape, landscaping, and a food service venue in the area bounded by the MCS Building on the north, the Library Building on the south, the Humanities Building on the east, and the main north/south walkway on the west. The building size is 1,750 gross square feet.

A. Budget - A bid award recommendation for the construction contract was approved by the Board of Trustees at their January 2009 meeting. The contract was awarded to Best Quality Painting in the amount of \$1,895,000; this is below previous estimates for the cost of construction. The project budget has been revised from \$3,350,000 to \$2,424,000, incorporating the lower amount. The detail of the revised budget is shown in Appendix B.

B. Schedule –

1. Construction – 04/01/09 to 12/31/09

X. Lot H Parking Structure and Athletic Facilities – The scope of this project is to construct a five-level parking structure, an intersection at Stadium Way and Redondo Beach Blvd., ten tennis courts, and a softball field.

A. Budget – The budget of \$25,175,480 is unchanged from the last update detailed in the April 2008 FMP Report.

B. Schedule – Due to rain the contract period has been extended, which now will provide for a June 2009 completion date.

1. The Grand Opening Ceremony of this facility is scheduled for June 15, 2009 at 3:30 p.m.

C. Parking Space Count Monitoring System – It is planned to install a monitoring system that will provide an available parking space count per level at the two entrances of the parking structure. The estimated cost is \$76,000.

XI. Projects Awaiting Division of the State Architect Closeout Certification – The construction on the following projects is complete. The status of DSA closeout documentation is listed below.

A. Science Complex – All closeout documentation has been submitted.

B. Modular Buildings – All closeout documentation has been submitted.

- C. Central Plant – Closeout documentation is being compiled.
- D. Humanities Building – Closeout documentation is being compiled.
- E. Learning Resources Center - Closeout documentation is being compiled.

XII. Minor Projects

- A. Stadium Way Landscaping – This project will enhance the landscaping adjacent to Stadium Way from Redondo Beach Blvd. to the south entrance of the Lot F Parking Structure. The estimated cost is \$50,000 and the work will be performed May–June 2009. Funding is from Measure E.

A bid award recommendation for the construction contract was approved by the Board of Trustees at their April 2009 meeting. The contract was awarded to Marina Landscape in the amount of \$27,600. The work will be completed in June.

- B. Field Renovations – This project provides for renovating the North Field and the Stadium Field. The work includes grading, irrigation and sod. The Stadium Field will be renovated first prior to graduation. The North Field work will be performed in June and July.

A bid award recommendation for the construction contract was approved by the Board of Trustees at their March 2009 meeting. The award was made to Valley Crest Landscaping in the amount of \$263,900. The source of funding continues to be under review.

- C. Roofing – Over the summer, it is planned to replace the roofs on the Behavioral Science, Auditorium, and South Gym Buildings. Funding will be from the state’s Scheduled Maintenance Program and Measure E. Bids were opened on April 15. A recommendation for bid award will be prepared for the May 2009 Board of Trustees meeting.
- D. Recycled Water – This project will provide recycled water from the Hyperion Sewage Plant to four athletic fields; Stadium, Track, North, and Baseball. The estimated cost is \$50,000 and funding is from Measure E.
- E. Photography Program Relocation – Work is ongoing to prepare an area for the Photography Program in the basement of the Behavioral Science Building. The estimated cost is \$70,000 excluding equipment, and the funding is from Measure E. It is planned to move the program at the end of the Spring Semester.

OTHER ISSUES

XIII. Other Issues

- A. Maas Companies – It has been decided to extend the base contract from 36 to 40 months.
- B. 2009 Facilities Master Plan – In April and May, managers and key staff will be interviewed regarding their program’s facilities needs. The specific grouping of managers and the schedule will be developed in conjunction with the area vice presidents. In order to provide for input from campus groups, the discussion of the plan is scheduled to occur in the Fall of 2009.
- C. Administration Building – The current plan is to demolish the west wing of this building and renovate the remaining building after the completion of the MBA Building. Programs and Offices that will occupy the building after the renovation are: Boardroom, President’s Office, Vice Presidents’ Offices, Human Resources, Foundation, Institutional Research, Resource Development, Public Relations and Staff and Student Diversity.

MINUTES OF THE
COMPTON CENTER FACULTY COUNCIL
May 7, 2009

Senators present: Fred Lamm, Eugene Benson, Ahmad Manzoor, Annaruth Garcia, Darwin Smith, Michael Odanaka, Leonard Clark, Estina Pratt, Jerome Evans, Art Flemming, Shemiram Lazar, Marjeritta Phillips, Tom Norton, Saul Panski, Chris Halligan
15 Senators Present

Guests present: Chelvi Subramaniam, Toni Wasserberger, Carol Fisher, Pieter VanNiel, Tim Stewart, Mandeda Uch, Aurora Cortez-Perez, Ella Stewart, Irene Graff, Steve Thorsen, Debra Robertson, Andy Nasatir, Ricky Shabazz, Joyce Duren, Alicia Zembrano.
15 Guests present

Administrators present: Keith Curry, Dr. Dever, Dr. Harmon, Fred Sturner, Macheo Shabaka.
5 Administrators present

I. CALL TO ORDER

The Meeting was called to order at 2:05 p.m. by Saul Panski.

II. APPROVAL OF AGENDA

The Agenda was approved. Pratt, Halligan/ (moved, seconded).

III. APPROVAL OF MINUTES

The minutes of 4.23.09 were approved. Smith/Pratt (moved, seconded).

IV. REPORTS

ARCC REPORT

Irene Graff, ECC Director of Institutional Research gave a report on the most recent ARCC Report from the Systems Office and its findings relative to the Compton Center. She explained that the Center has been placed into a group of “comparable” institutions and that our still weak ratings may reflect the loss of accreditation and its negative repercussions.

COMMENCEMENT EXERCISES

Dean Curry reported that information about the Commencement Exercises for Friday, June 12th, will be disseminated soon. He indicated that the venue had been changed from the Stadium to the area in front of the LRC. He was also pleased to report that the keynote speaker will

V. DISCUSSION

Dr. Dever indicated that the Center develop a graphic report card and give itself grades on such things as enrollment growth, program improvements, retention rates, etc. Curry indicated that such an analysis was possible due to the variegated data provided by the ECC Institutional Research Department.

Dr. Harmon indicated that the early reports were that our FCMAT ratings in matters pertaining to academics had significantly improved.

VI. ACTION ITEMS

The Council presented Director of Outreach and School Relations, Ricky Shabazz, with a resolution commending both him and his staff, several of whom were in attendance with him. The resolution was read by its initiator, Michael Odanaka.

The Council presented Compton Center Bookstore Manager, Debra Robertson, with a resolution commending both her and the Center Bookstore. The resolution was read by its initiator, Chris Halligan. In accepting this resolution, she singled out for credit her superiors who joined her—Andy Nasatir and Steve Thorsen.

Before adjourning, Panski commended Dean Curry for his work on securing a commencement for the Center at the inception of the partnership and for the collaborative relationship he has developed with his colleagues on the Torrance campus.

VII. ADJOURNMENT

Motion to Adjourn Norton/ Ahmad/ (moved, seconded) passed
Meeting adjourned at 2:53 p.m.

**COMPTON ACADEMIC SENATE
MEETING SCHEDULE
FALL 2009**

CCCD Academic Senate Fall Meeting Schedule:

All meetings are held from 1:00 to 2:00 p.m.

Thursday, September 15, 2009	Board Room
Thursday, October 8, 2009	Board Room
Wednesday, October 22, 2009	Board Room
Wednesday, November 5, 2009	Board Room
Thursday, November 19, 2009	Board Room
Thursday, December 3, 2009	Board Room

**EL CAMINO COMPTON EDUCATIONAL
CENTER FACULTY COUNCIL
MEETING SCHEDULE
FALL 2009**

Compton Center Faculty Council Fall Meeting Schedule:

All meetings are held from 2:00 to 3:00 p.m., immediately following the Academic Senate Meeting

Thursday, September 15, 2009	Board Room
Thursday, October 8, 2009	Board Room
Wednesday, October 22, 2009	Board Room
Wednesday, November 5, 2009	Board Room
Thursday, November 19, 2009	Board Room
Thursday, December 3, 2009	Board Room

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
April 28, 2009

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

Absent: R. Hughes, C. Somin

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, M. Armstrong, L. Back, S. Bartiromo, P. Chambers-Salazar, I. Drew,
P. Gebert, B. Gibson, T. Hazell, M. Inouye, B. Jaffe, M. Leiby, A. Mannen, J.
Meredith, G. Miranda, S. Rodriguez, P. Schulz, J. Schwartz, S. Warren, C. Wells

CALL TO ORDER

Chair Young called the College Curriculum Committee (CCC) meeting to order at
2:30 p.m.

CHAIR'S REPORT

Chair Young welcomed the Committee to today's meeting. She thanked the faculty and deans for their diligent work on course reviews. She reported that the Standard and Full committees continue to work well, with the goal kept in mind to maintain integrity for the courses. She also announced that Chair Elect, L. Kjeseth attended his first academic senate meeting.

VICE PRESIDENT – ACADEMIC AFFAIRS REPORT

F. Arce announced that he is calling for deans and faculty to work on Student Learning Outcomes simultaneously with course reviews. He reminded the committee of the goal to get off of accreditation warning status and get in compliance.

CURRICULUM REVIEW

Industry and Technology Proposals

- Chair Young introduced Dean of Industry and Technology, S. Rodriguez as errata sheets were distributed to the committee.
- S. Rodriguez presented Nutrition and Foods 15. She fielded a question from Chair Young regarding part VI. on the course outline of record, and the recommendation was accepted.

- There were no other questions and Chair Young announced that starting today there would be a new procedure for approving proposals, whereby the revisions, conditions of enrollment, and distance education versions are approved as separate motions, but as the same time. If a member of the committee would like to disapprove one part only, they can request the motions be separated for approval.
- Chair Young then called for a motion to approve Nutrition and Foods 15 course revisions, conditions of enrollment, and distance education version. A Himsel moved, M. Lipe seconded, and the motion carried.

Behavioral and Social Sciences Proposals

- Dean G. Miranda distributed an errata sheet to the committee and took the podium to present Behavioral and Social Sciences proposals.
- She introduced faculty members B. Gibson, and A. Mannen to the committee.
- Beginning with Anthropology 8, G. Miranda fielded a question from the committee regarding the UC and CSU transfer dates. Q. Chapman announced the correct dates to be added to the course outline of record.
- Continuing with revisions to Child Development 122, G. Miranda fielded a question from the committee regarding section V. part C., and the recommendation was accepted.
- She then presented Child Development 123. The committee to correct an error in section III.
- She continued with Economics 1. The committee requested reviewers names be added to the distance education addendum.
- She then presented revisions to Human Development 5 with no questions or recommendations.
- Continuing with History 17, L. Suekawa noted changes to the CSU transfer and IGETC status. There were no other questions or recommendations.
- Chair Young then called for a motion to approve the Behavioral and Social Sciences proposal revisions, conditions of enrollment, and distance education versions. V. Rapp moved, L. Kjeseth seconded, and the motion carried.

Fine Arts Proposals

- P. Schulz took the podium to present Fine Arts proposals. J. Schwartz distributed an errata sheet to the committee.
- P. Schulz began presenting the revisions to Music 3A, noting the change in section III., subject matter hours. Chair Young requested that he inform the committee how the hours have been re-distributed, and P. Schulz explained the redistribution, reading through section III.
- He continued with Music 3B and Music 3C, also reading aloud the changes to section III. There were no questions or recommendations for either course.
- Chair Young called for a motion to approve the Fine Arts proposal revisions and conditions of enrollment. M. Lipe moved, J. Davidson seconded, and the motion carried.

Health Sciences and Athletics Proposals

- I. Drew distributed an errata sheet to the committee and took the podium to present Health Sciences and Athletics proposals.

- He began presenting revisions to Physical Education 74abcd.
- Discussion ensued regarding units, faculty load and the lecture/lab hours for the Physical Education courses being presented today. These issues will be resolved among the division and Academic Affairs, and it was decided that the courses will continue through the process of being reviewed by the committee and approved by the board.
- I. Drew continued with revisions to Physical Education 74abcd.
- I. Drew continued with Physical Education 101abcd. The committee raised a question regarding section V. part C., to which M. Lipe provided an explanation. No revisions were made.
- He then presented revisions to Physical Education 102abcd with no questions or recommendations.
- Continuing with Physical Education 238abcd, the committee corrected a grammatical error to Form 3 section 7.1. There were no other questions or recommendations.
- I. Drew presented revisions to Physical Education 240abcd and Physical Education 241abcd with no questions or revisions.
- He then presented changes to Sign Language 264. I. Drew and S. Bartiromo fielded questions from the committee regarding the course description, and changes were made to wording. S. Bartiromo also answered inquiries from the committee which clarified that the course is a professional course.
- Chair Young then called for a motion to approve the Health Sciences and Athletics proposal revisions and conditions of enrollment. M. Lipe moved and thanked the faculty. L. Kjeseth seconded, and the motion carried.

CONSENT AGENDA PROPOSALS

- Chair Young directed the committee's attention to today's Consent Agenda handout. She gave them time to read and review the recommendations for approval.
- There were no questions or recommendations upon review.
- She then called for a motion to approve the Consent Agenda proposals. S. Panski moved, J. Thompson seconded, and the motion carried.

CURRICUWARE ONLINE REVIEW DEMONSTRATION

- Chair Young made an overhead projection presentation about how to review and comment on course outlines of record in the CurricuWare online database.
- She fielded questions from the committee regarding submitting and deleting comments, and provided answers.
- L. Kjeseth noted that he would speak with the new database providers from CurricUNET about deleting comments.

CURRICUNET COURSE OUTLINE TEMPLATE

- L. Kjeseth continued the meeting with a presentation of the CurricUNET course outline of record template (draft).
- He noted the side-by-side changes and enhancements made to the new draft.

- Discussion ensued regarding Student Learning Outcomes and their placement on course outlines of record in CurricuWare and/or CurricUNET.
- Chair Young called for a motion to approve inserting Student Learning Outcomes on course outlines of record when the new software is up and running (CurricUNET), but not presently in CurricuWare. J. Thompson moved, M. Lipe seconded, and the motion carried.

SUMMER CURRICULUM REVIEW PROCESS

- Chair Young explained the processes for summer curriculum review. The specific details will be explained at the next meeting with times and figures for compensation.
- She distributed a Summer Review Survey which the committee completed and returned.

ADJOURNMENT

Chair Young called for a motion to adjourn the meeting. V. Rapp moved, A. Himsel seconded, and the motion carried.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
April 28, 2009**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

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

Current Status/Proposed Change

1. Anthropology 8 – Ancient Civilizations of ~~the~~ Mesoamericas
This course is ~~a survey of ancient Indian cultures of North, Central and South America, including their prehistory, and social, political and religious beliefs. The role which Central America played in~~ traces the development of ~~pre-Columbian societies will be examined. The impact of European contact and resulting adaptations will be evaluated, as will current life situations of~~ the indigenous descendants in contemporary society societies of Mesoamerica from the entry of humans into the Americas at the end of the Upper Paleolithic Period until the arrival and conquest by the Spaniards in the early sixteenth century AD. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include languages, writing systems, belief systems, political systems, economies, and the art of these peoples.

Recommendation:

Anthropology 8 – Ancient Civilizations of Mesoamerica
This course traces the development of the indigenous societies of Mesoamerica from the entry of humans into the Americas at the end of the Upper Paleolithic Period until the arrival and conquest by the Spaniards in the early sixteenth century AD. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include languages, writing systems, belief systems, political systems, economies, and the art of these peoples.

COURSE REVIEW

1. Anthropology 50 – Special Topics in Anthropology
2. Child Development 50 - Special Topics in Child Development
1. Child Development 152 – Disabilities in the Developing Child
2. Child Development 154 – Role and Responsibilities of the Special Education Assistant
3. Economics 50 – Special Topics in Economics
4. History 50 – Special Topics in History

5. Human Development 50 – Special Topics in Human Development
6. Philosophy 50 – Special Topics in Philosophy
7. Political Science 50 – Special Topics in Political Science
8. Psychology 50 – Special Topics in Psychology
11. Sociology 50 – Special Topics in Sociology

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

2. Child Development 111 – Pediatric First Aid and CPR

Current Status/Proposed Change

~~No Transfer CSU~~ Proposed Transfer CSU

Recommended Preparation: Child Development ~~40~~ 110

This course offers students certification in pediatric cardio pulmonary resuscitation (CPR) and first aid, which includes, but is not limited to, the assessment and interpretation of emergency situations and safe responses to those situations. ~~The~~ Students will learn the proper methods for the control of bleeding and shock, maintenance of airways, breathing and circulation, the care of burns, frostbite, poisonings and other first aid techniques.

Note: This course satisfies the pediatric CPR and first aid requirements for child care programs under current Title 22 regulations.

Recommendation:

Proposed Transfer CSU

Recommended Preparation: Child Development 110

This course offers students certification in pediatric cardio pulmonary resuscitation (CPR) and first aid, which includes, but is not limited to, the assessment and interpretation of emergency situations and safe responses to those situations. Students will learn the proper methods for the control of bleeding and shock, maintenance of airways, breathing and circulation, the care of burns, frostbite, poisonings and other first aid techniques.

Note: This course satisfies the pediatric CPR and first aid requirements for child care programs under current Title 22 regulations.

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

1. Child Development 122 – Development of the School Age Child

Current Status/Proposed Change

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

This course focuses on the theories of middle childhood which spans the ages of five through ~~twelve~~ fourteen. Emphasis is placed on the interrelationship between the physical, cognitive, and social/emotional domains of development. Topics include family, school, community, diversity, and special needs as they relate to the healthy development of school age children. This course also examines current developmental trends specific to middle childhood. Students will ~~observe~~ conduct observations in programs that serve school age children.

Recommendation:

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

This course focuses on the theories of middle childhood which spans the ages of five through fourteen. Emphasis is placed on the interrelationship between the physical, cognitive, and social/emotional domains of development. Topics include family, school, community, diversity, and special needs as they relate to the healthy development of school age children. This course also examines current developmental trends specific to middle childhood. Students will conduct observations in programs that serve school age children.

2. Child Development 123 – Principles and Practices of School Age Care Programs

Current Status/Proposed Change

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

This course focuses on the principles and methods of planning, implementing, and evaluating school age programs. The standards for developmentally appropriate practices and effective methods of guiding behavior will be examined. Topics will include adult/child relationships, diversity, environmental assessments, family and community involvement, career opportunities, and issues of advocacy as they relate to out-of-school age programs. Students will develop and evaluate curriculum in the areas of math, science, creative arts, music, language arts, community service, and physical education. In addition, students will ~~observe~~ conduct observations in programs that serve school age children.

Recommendation:

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

This course focuses on the principles and methods of planning, implementing, and evaluating school age programs. The standards for developmentally appropriate practices

and effective methods of guiding behavior will be examined. Topics will include adult/child relationships, diversity, environmental assessments, family and community involvement, career opportunities, and issues of advocacy as they relate to out-of-school programs. Students will develop and evaluate curriculum in the areas of math, science, creative arts, music, language arts, community service, and physical education. In addition, students will conduct observations in programs that serve school age children.

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

1. Economics 1 – Principles of Economics: Macroeconomics

Current Status/Proposed Change

Prerequisite: Mathematics 73 or 80 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment

Recommended Preparation: Economics 5; with a minimum grade of C; Mathematics 70; eligibility for English 1A

Macroeconomics This course introduces students to the principles that explain the operation of the national economy. Topics to be analyzed include consumption of products, exchange, aggregate output, the money supply, national income, price level, economic growth, international trade, international finance, and macroeconomic policies.

Note: Economics or Business majors should consult with a counselor to determine which intermediate algebra course is appropriate for the major.

Recommendation:

Prerequisite: Mathematics 73 or 80 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment

Recommended Preparation: Economics 5; eligibility for English 1A

This course introduces students to the principles that explain the operation of the national economy. Topics to be analyzed include consumption of products, exchange, aggregate output, the money supply, national income, price level, economic growth, international trade, international finance, and macroeconomic policies.

Note: Economics or Business majors should consult with a counselor to determine which intermediate algebra course is appropriate for the major.

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN NUMBER, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT, IGETC GENERAL EDUCATION

Current Status/Proposed Change

1. History ~~1A~~ 101 – United States History to 1877

This course is a chronological survey of American ~~historical development~~ history from the first Americans to 1877. ~~Focus is placed~~ focusing on the ~~understanding~~ of American social, intellectual, political, economic, and diplomatic institutions. ~~The expansion of~~ Majors topics in the young nation within the scope of war and diplomacy and the influence of culture and ethnicity in American history will also be discussed course

include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction.

CSU General Education Requirement – Area C2

IGETC General Education Requirement – Area 4

Recommendation:

History 101 – United States History to 1877

This course is a chronological survey of American history from the first Americans to 1877, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics in the course include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction.

CSU General Education Requirement – Area C2

IGETC General Education Requirement – Area 4

COURSE REVIEW; CHANGES IN NUMBER, CSU GENERAL EDUCATION REQUIREMENT, IGETC GENERAL EDUCATION

Current Status/Proposed Change

1. History ~~47~~ 112 – History of the Chicano in the United States

CSU General Education Requirement - Area C2

IGETC General Education Requirement - Area 3

Recommendation:

History 112 – History of the Chicano in the United States

CSU General Education Requirement - Area C2

IGETC General Education Requirement - Area 3

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT

Current Status/Proposed Change

1. Human Development 5 – Career and Life Planning

CSU General Education Requirement - Area E

This course will provides students with an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Students will develop a career and life plan by applying career planning techniques. Emphasis will be placed on selecting a career based on self-examination of interests, personality, skills, and values through assessment inventories, skill exercises, career research, and group activities decision-making strategies. Emphasis will be placed on awareness of psychological, sociological, and physiological factors related to career and life satisfaction.

Recommendation:

Human Development 5 – Career and Life Planning

CSU General Education Requirement - Area E

This course provides an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Students will develop a career and life plan by applying career planning techniques and decision-making strategies. Emphasis will be placed on awareness of psychological, sociological, and physiological factors related to career and life satisfaction.

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Psychology 8 – Social Psychology

Current Status/Proposed Change

This course focuses on the scientific study of the ~~individual within the group. Social Psychology deals with the~~ psychological processes and interpersonal interactions in ~~groups~~ and between groups. The emphasis is on individual behavior rather than on the group as a unit. ~~This course focuses on~~ Topics include social cognition; social perception, social cognition, the nature and assessment of attitudes; prejudice and discrimination; attraction, social and group influence; prosocial behavior, aggression; group processes, personality, gender and human sexuality prosocial behavior; interpersonal attraction and intimate relationships; and gender and culture.

Recommendation:

This course focuses on the scientific study of the psychological processes and interpersonal interactions in and between groups. The emphasis is on individual behavior rather than on the group as a unit. Topics include social cognition; social perception, attitudes; prejudice and discrimination; social and group influence; aggression and prosocial behavior; interpersonal attraction and intimate relationships; and gender and culture.

NEW DISTANCE EDUCATION COURSE VERSIONS

1. Anthropology 8 – Ancient Civilizations of Mesoamerica (Online)
1. History 112 – History of the Chicano in the United States (Online)
2. Psychology 8 – Social Psychology (Online)

BUSINESS DIVISION

INACTIVATE COURSE

1. Real Estate 25 – Computer Applications in Real Estate

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change

1. Business 24 – Introduction to Small Business Management Entrepreneurship
In this This course the students will examine basic concepts and techniques used in is designed to provide systematic approach to planning, developing, and operating a small business, management. Emphasis will be on entrepreneurial strategy, new venture opportunities, the business plan, small business marketing, small business management, and financial management Students will focus on building skills needed to initiate and manage business ventures. The course will emphasize developing the expertise needed to analyze consumer and business trends and to use this information in planning and developing a business venture. Areas of concentration include the principles of developing new products, acquiring financing, drafting a business plan, advertising, taxation, accounting, legal forms of organizations, and e-commerce in a global environment.

Recommendation:

Business 24 – Introduction to Small Business Entrepreneurship
This course is designed to provide a systematic approach to planning, developing, and operating a small business. Students will focus on building skills needed to initiate and manage business ventures. The course will emphasize developing the expertise needed to analyze consumer and business trends and to use this information in planning and developing a business venture. Areas of concentration include the principles of developing new products, acquiring financing, drafting a business plan, advertising, taxation, accounting, legal forms of organizations, and e-commerce in a global environment.

COURSE REVIEW

1. Business 43 – Office Procedures
2. Business 50 – Special Topics in Business
3. Computer Information Systems 50 - Special Topics in computer Information Systems
4. Law 50 - Special Topics in Law
5. Real Estate 50 - Special Topics in Real Estate

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGE IN CATALOG DESCRIPTION

1. Business 60A – Microcomputer Keyboarding

Current Status/Proposed Change

In this course the student will learn the touch keyboarding method for alphabetic and numeric/symbol keys on micro-computers. ~~The course aids the student in developing~~ Students will develop the fundamental computer skills necessary to input information efficiently and accurately. ~~This course is recommended for students interested in developing basic computer keyboarding skills.~~

Recommendation:

In this course the student will learn the touch keyboarding method for alphabetic and numeric/symbol keys on micro-computers. Students will develop the fundamental computer skills necessary to input information efficiently and accurately.

2. Real Estate 11 – Real Estate Principles

Current Status/Proposed Change

This course covers various aspects of real estate, including an introduction to legal aspects, title and escrow procedures, property management, appraisal, finance, and the ~~transfer~~ ownership of real property. Students develop basic vocabulary and test-taking skills in partial preparation for state examination for ~~the~~ a California Department of Real Estate and appraiser licenses.

Note: The California Department of Real Estate (DRE) requires completion of this course prior to ~~obtaining~~ taking the California Real Estate salesperson examination and has approved this course for credit for the DRE broker's license requirement. ~~The DRE has approved this course as one of the elective courses for the real estate broker license. The Office of Real Estate Appraisal (OREA) has approved this course for 54 hours of basic education (BE) credit. OREA has approved this course for 51 hours of continuing education (CE) credit for license renewal provided the student has 90% attendance and passes a closed book final exam.~~

Recommendation:

This course covers various aspects of real estate, including an introduction to legal aspects, title and escrow procedures, property management, appraisal, finance, and the ownership of real property. Students develop basic vocabulary and test-taking skills in partial preparation for state examination for a California Department of Real Estate licenses.

Note: The California Department of Real Estate (DRE) requires completion of this course prior to taking the California Real Estate salesperson examination and has approved this course for credit for the DRE broker's license requirement.

3. Real Estate 13 – Real Estate Practice

Current Status/Proposed Change

~~In This course presents students will be introduced to the standard forms used in the real estate industry and provides instruction on the will learn techniques necessary to close a residential real estate sales transaction. Students will develop skills in partial preparation for the state examination for a California Department of Real Estate (DRE) license, with Emphasis is placed on the advertising, listings, financing, finance, appraisal, escrow and taxation the tax aspects of real estate property ownership.~~

Note: ~~The California Department of Real Estate (DRE) requires completion of this mandated course within 18 months of licensure for the prior to taking the California Real Estate sSalesperson conditional license in addition to completion of the required Real Estate Principles course. This course is statutorily required Examination and has approved this course for credit for the DRE broker's license requirement.~~

Recommendation:

In this course students will be introduced to the standard forms used in the real estate industry and will learn techniques necessary to close a residential real estate transaction. Students will develop skills in partial preparation for the state examination for a California Department of Real Estate (DRE) license, with emphasis placed on advertising, listings, finance, appraisal, escrow and the tax aspects of real property ownership.

Note: The California Department of Real Estate (DRE) requires completion of this course prior to taking the California Real Estate Salesperson Examination and has approved this course for credit for the DRE broker's license requirement.

4. Real Estate 14A – Real Estate Finance I

Current Status/Proposed Change

This course provides instruction on the various aspects of finance, including fixed and variable rate loans, conventional and government financing programs, and creative financing options. Students will calculate unpaid loan balance, interest, and loan qualifying ratios.

Note: ~~This course is approved by Tthe California Department of Real Estate (DRE) has approved this course as one of the optional courses that must be completed within 18 months of conditional salesperson licensure in addition to the required courses of Real Estate Principles and Real Estate Practice. This course is statutorily required for the California DRE broker license. The Office of Real Estate Appraisal (OREA) has approved this course for 54 hours of basic education (BE) credit. OREA has approved this course for 51 hours of continuing education (CE) credit for license renewal provided the student has 90% attendance and passes a closed book final exam. as one of the mandatory eight statutorily required college-level courses for the broker license and for the salesperson license, which also requires real estate principles and real estate practice.~~

Recommendation:

This course provides instruction on the various aspects of finance, including fixed and variable rate loans, conventional and government financing programs, and creative financing options. Students will calculate unpaid loan balance, interest, and loan qualifying ratios.

Note: This course is approved by the California Department of Real Estate as one of the mandatory eight statutorily required college-level courses for the broker license and for the salesperson license, which also requires real estate principles and real estate practice.

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

1. Computer Information Systems 26 – Using Spreadsheets

Current Status/Proposed Change

Recommended Preparation: Computer Information Systems 13 ~~with a minimum grade of C or the ability to accurately construct a working spreadsheet which includes labels, values, formulas, and functions~~ equivalent experience

~~This course is designed for the student who has some initial experience with spreadsheets.~~ In this course students learn to use spreadsheets are used to solve business and information system problems in a graduated series of laboratory projects. The database, graphics features, macros, and advanced logical and mathematical financial functions of spreadsheets are also discussed and utilized. The student will create and enhance charts, work with multiple worksheets and integrate spreadsheets with other Windows applications.

Recommendation:

Recommended Preparation: Computer Information Systems 13 or equivalent experience
In this course students learn to use spreadsheets to solve business and information system problems in a graduated series of laboratory projects. The database, graphics features, macros, and advanced logical and financial functions of spreadsheets are utilized. The student will create and enhance charts, work with multiple worksheets and integrate spreadsheets with other Windows applications.

2. Computer Information Systems 28 – Using Database Applications

Current Status/Proposed Change

Recommended Preparation: Computer Information Systems 13 ~~with a minimum grade of C or the ability to solve business problems using pseudocode or logic flow diagrams~~ equivalent experience

~~This course offers introductory~~ the student advanced instruction in the use of relational databases management systems within in a Windows environment. The student designs and develops a database from user specifications. Topics include analyzing source documents, normalizing a database, techniques of effective design and creating and implementing all tables and database objects. Applications used for are typical business

activities operations such as inventory, sales, personnel, and finance will be presented human resources.

Recommendation:

Recommended Preparation: Computer Information Systems 13 or equivalent experience
This course offers the student advanced instruction in relational databases in a Windows environment. The student designs and develops a database from user specifications. Topics include analyzing source documents, normalizing a database, techniques of effective design and creating and implementing all tables and database objects. Applications used are typical business operations such as inventory and human resources.

3. Real Estate 31 – Mortgage Loan Brokering and Lending

Current Status/Proposed Change

Recommended Preparation: Real Estate 11 or concurrent enrollment or California Department of Real Estate (DRE) license or equivalent experience; Business 15

This course introduces the student to the principles and operations of the mortgage loan brokering field. The emphasis is on the lending rules for residential property. Students learn lending laws of Regulation Z, usury laws, disclosures, maximum fees and charges, agency relationships, advertising laws, HUD/RESPA Housing and Urban Development (HUD) and Real Estate Settlement Procedures Act (RESPA) calculations and the loan process. This course partially satisfies the California requirements for the Real Estate Salesperson and California Real Estate Broker's licenses.

Note: This course is approved by the California Department of Real Estate (DRE) as one of the optional elective courses that must be completed within 18 months of conditional for the eight statutorily required college-level courses for the broker license and for the salesperson license in addition to the required courses of license, which also requires Real Estate Principles and Real Estate Practice. The DRE has approved this course as one of the elective courses for the real estate broker license.

Recommendation:

Recommended Preparation: Real Estate 11 or concurrent enrollment or California Department of Real Estate (DRE) license or equivalent experience; Business 15

This course introduces the student to the principles and operations of the mortgage loan brokering field. The emphasis is on the lending rules for residential property. Students learn lending laws of Regulation Z, usury laws, disclosures, maximum fees and charges, agency relationships, advertising laws, Housing and Urban Development (HUD) and Real Estate Settlement Procedures Act (RESPA) calculations and the loan process. This course partially satisfies the California requirements for the Real Estate Salesperson and California Real Estate Broker licenses.

Note: This course is approved by the California Department of Real Estate as one of the elective courses for the eight statutorily required college-level courses for the broker license and for the salesperson license, which also requires real estate principles and real estate practice.

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Real Estate 19 – Real Property Management

Current Status/Proposed Change

~~Introduction to the~~ This course covers various aspects of real estate property management, including the for income producing real property; including rights and responsibilities of the parties, personnel, and ownership of income-producing for on-site and off-site rental-income property, with emphasis on residential introduction to the legal contracts for rental property, physical maintenance, and contracts trust fund accounting fundamentals including security deposits.

Note: ~~This course is approved by the California Department of Real Estate (DRE) has approved this course as one of the optional elective courses that must be completed within 18 months of conditional for the eight statutorily required college-level courses for the broker license and for the salesperson licensure in addition to the required courses of license, which also requires Rreal Eestate Pprinciples and Rreal Eestate Ppractice. The DRE has approved this course as one of the elective courses for the real estate broker license. The Office of Real Estate Appraisal (OREA) has approved this course for 54 hours of basic education (BE) credit. OREA has approved this course for 51 hours of continuing education (CE) credit for license renewal provided the student has 90% attendance and passes a closed book final exam.~~

Recommendation:

This course covers various aspects of property management for income producing real property, including rights of the parties, personnel for on-site and off-site rental-income property, introduction to the legal contracts for rental property, physical maintenance, and trust fund accounting fundamentals including security deposits.

Note: This course is approved by the California Department of Real Estate as one of the elective courses for the eight statutorily required college-level courses for the broker license and for the salesperson license, which also requires real estate principles and real estate practice.

FINE ARTS DIVISION

COURSE REVIEW

1. Art 10ab – Drawing Fundamentals I
2. Art 18abcd – Life Drawing II
3. Art 50 – Special Topics in Art
4. Communication Studies 50 – Special Topics in Communication Studies
5. Dance 50 – Special Topics in Dance

6. Film/Video 50 - Special Topics in Film/Video
7. Music 50 - Special Topics in Music
8. Photography 50 - Special Topics in Photography
9. Theatre 50 - Special Topics in Theatre

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Art 17ab – Life Drawing I

Current Status/Proposed Change

This course ~~includes~~ covers the art and technique of drawing from live models with an emphasis on anatomical structure, representation of gestures, foreshortening and proportion.

Recommendation:

This course covers the art and technique of drawing from live models with an emphasis on anatomical structure, representation of gestures, foreshortening and proportion.

2. Dance 19ab – Beginning Dance

Current Status/Proposed Change

This course is an introduction to basic dance techniques and terminology. ~~for the beginning student. This course~~ It includes segments on body alignment, flexibility, strength, coordination and combinations common to ballet, jazz and modern dance. Attendance is required at selected dance events ~~that are sponsored by the Center for the Arts.~~

Recommendation:

This course is an introduction to basic dance techniques and terminology. It includes segments on body alignment, flexibility, strength, coordination and combinations common to ballet, jazz and modern dance. Attendance is required at selected dance events.

3. Music 3B – Theory and Musicianship II

Current Status/Proposed Change

This course is a continuation of Music 3A and ~~includes~~ expands the enlargement study of the analytical tonal music by enlarging the harmonic vocabulary ~~by the addition of to include diatonic seventh chords symbols found in commercial music, figured-bass realization, and by the inclusion of all non-dominant ninths, and of altered chords.~~ Analysis from the literature will focus on vertical/linear structural versus prolongation events as well as species counterpoint in smaller to larger scale formal units. and secondary functions. Modulation types common to music of the 18th century and small forms will also be discussed. Appropriate exercises in sight-singing, ~~ear training, and dictation, and keyboard harmony~~ will accompany analytical written work.

Recommendation:

This course is a continuation of Music 3A and expands the study of tonal music by enlarging the harmonic vocabulary to include diatonic seventh chords and secondary functions. Modulation types common to music of the 18th century and small forms will also be discussed. Appropriate exercises in sight-singing and dictation will accompany written work.

4. Music 23abcd Applied Music/Private Lessons

Current Status/Proposed Change

This course is a ~~workshop/recital~~ workshop class which includes a weekly private ~~one hour~~ lesson ~~per week~~. The student is required to practice on campus a minimum of ~~five~~ six hours per week, to enroll and participate in a large performing ~~music~~ ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and in occasional master classes.

Recommendation:

This course is a recital workshop which includes a weekly private lesson. The student is required to practice on campus a minimum of six hours per week, to enroll and participate in a large performing ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and in occasional master classes.

5. Music 31B – Beginning Piano II

Current Status/Proposed Change

This course is a continuation of Music 31A (Beginning Piano) using increasingly complex materials. Students will attend selected musical events at the El Camino College Center for the Arts and in the community.

Recommendation:

This course is a continuation of Music 31A (Beginning Piano) using increasingly complex materials. Students will attend selected musical events at the El Camino College Center for the Arts and in the community.

6. Music 31C – Intermediate Piano I

Current Status/Proposed Change

This course continues the development of musical, technical and functional skills using selected intermediate repertoire representative of the ~~four~~ stylistic periods, ~~the Baroque, Classic, Romantic and Contemporary~~. Attendance at specified musical events at the El Camino College Center for the Arts and in the community is required.

Recommendation:

This course continues the development of musical, technical and functional skills using selected intermediate repertoire representative of the stylistic periods. Attendance at

specified musical events at the El Camino College Center for the Arts and in the community is required.

7. Music 31D – Intermediate Piano II

Current Status/Proposed Change

This course continues the development of ~~music~~ musical, technical and functional skills using selected intermediate and intermediate/advanced repertoire representative of the ~~four~~ style periods, the Baroque, Classic, Romantic and Contemporary. Attendance at ~~specific~~ specified musical events at the El Camino College Center for the Arts and in the community is required.

Recommendation:

This course continues the development of musical, technical and functional skills using selected intermediate and intermediate/advanced repertoire representative of the style periods, the Baroque, Classic, Romantic and Contemporary. Attendance at specified musical events at the El Camino College Center for the Arts and in the community is required.

8. Music 90abcd – Intermediate Applied Music/Private Lessons

Current Status/Proposed Change

This course for the continuing Applied Music student is a ~~workshop~~ recital class ~~workshop~~ which includes a weekly private one-hour lesson per week for the continuing Applied Music student. The student is required to practice on campus a minimum of ~~five~~ six hours per week, to enroll ~~in~~ and participate in a large performing ~~music~~ ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and occasional master classes.

Recommendation:

This course for the continuing Applied Music student is a recital workshop which includes a weekly private lesson. The student is required to practice on campus a minimum of six hours per week, to enroll and participate in a large performing ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and occasional master classes.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, TRANSFER STATUS, CATALOG DESCRIPTION

Current Status/Proposed Change

1. Art 147abcd – ~~Digital Video Design~~ Motion Graphics

Proposed UC Transfer

This course ~~will~~ covers techniques for creating digital movies and performing non-linear editing ~~techniques~~. Topics ~~covered will~~ include: a history and overview of analog and digital video; analysis of analyzing selected works of commercial and fine art videos; pieces; use of using sound effects and music; effective use of transitions; and

incorporating still images and text. ~~Technical issues such as~~ Also included are file formats, compression options, and hardware requirements will be covered relative to creating projects for output to videotape, required for output to multimedia sources and the World Wide Web. ~~Students will create a~~ An original digital video project will be created by each student.

Recommendation:

Art 147abcd – Motion Graphics

Proposed UC Transfer

This course covers techniques for creating digital movies and performing non-linear editing. Topics include history and overview of analog and digital video, analyzing selected works of commercial and fine art videos, using sound effects and music, effective use of transitions, and incorporating still images and text. Also included are file formats, compression options, and hardware required for output to multimedia sources and the World Wide Web. An original digital video project will be created by each student.

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

1. Music 3A – Theory and Musicianship I

Current Status/Proposed Change

Prerequisite: Music 1 with a minimum grade of C or equivalent

Recommended Preparation: Music 2A; Music 31A or equivalent; eligibility for English 84 1A or ESL 52C

~~In This course in music theory designed for the music major, commences with a review of music fundamentals terminology followed by an expansion of the concept of tonality in vocal and instrumental music from all style periods. Class assignments will focus on acquiring the descriptive language of chord grammar and mastery of the voice leading principles of standard SATB (Soprano, Alto, Tenor, Bass) part writing. In addition, students will construct melodic harmonic reductions of a students acquire knowledge of tonal harmony and develop corresponding aural skills. Four-part voice leading principles, harmonic progression, Roman numeral analysis, musical composition form, and non-chord tones are emphasized. Appropriate exercises in sight-singing, ear training, and dictation, and keyboard harmony will accompany and analytical written work.~~

Recommendation:

Prerequisite: Music 1 with a minimum grade of C or equivalent

Recommended Preparation: Music 2A; Music 31A or equivalent; eligibility for English 1A or ESL 52C

In this course designed for the music major, students acquire knowledge of tonal harmony and develop corresponding aural skills. Four-part voice leading principles, harmonic progression, Roman numeral analysis, musical form, and non-chord tones are emphasized. Appropriate exercises in sight-singing and dictation will accompany written work.

2. Music 3C – Theory and Musicianship III

Current Status/Proposed Change

Prerequisite: Music 3B with a minimum grade of C ~~and Music 31B or equivalent with a minimum grade of C~~

Recommended Preparation: ~~Music 8A or 8B, or concurrent enrollment;~~ Music 15A or Music 15B

~~This course is a continuation of Music 3B and completes the vertical chromatic expands the study of tonal music by enlarging the harmonic vocabulary. Analysis from to include the literature will focus on advanced modulation, sonorities including 9th, 11th, and 13th remaining chords, large first rondo and sonata forms, and the principles of instrumentation and orchestration. Small form will be reviewed as a precursor to sonata form, and students will study enharmonic modulation, modes, instrumental transposition, and orchestral score reading. Appropriate exercises in sight-singing, harmonic reduction, and dictation, and keyboard harmony will accompany analytical written work.~~

Recommendation:

Prerequisite: Music 3B with a minimum grade of C or equivalent

Recommended Preparation: Music 15A or Music 15B

This course is a continuation of Music 3B and expands the study of tonal music by enlarging the harmonic vocabulary to include the remaining chords. Small form will be reviewed as a precursor to sonata form, and students will study enharmonic modulation, modes, instrumental transposition, and orchestral score reading. Appropriate exercises in sight-singing and dictation will accompany written work.

HEALTH SCIENCES AND ATHLETICS DIVISION

COURSE REVIEW

1. Contemporary Health 50 – Special Topics in Contemporary Health
2. Educational Development 50 – Special Topics in Educational Development
3. Nursing 50 - Special Topics in Nursing
4. Physical Education 50 - Special Topics in Physical Education
5. Radiologic Technology 50 - Special Topics in Radiologic Technology
6. Sign Language/Interpreter Training 20 – Interpreting Practicum
7. Sign Language/Interpreter Training Special 50 - Topics in Sign Language/Interpreter Training

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

1. Educational Development 10abcd – English Grammar for Deaf and Hard of Hearing Students

Current Status/Proposed Change

Grading Method: ~~Letter~~ Pass/No Pass

Recommended Preparation: ~~that the student be eligible (and verified) for services through the Special Resource Center~~ None

~~This is a developmental course designed to transfer the student's first language into written English by focusing on English~~ introduces deaf and hard-of-hearing student to the basic principles of grammar, pre-writing skills sentence structure, and vocabulary. Students will combine structurally accurate develop clear, concise sentences into a comprehensive and write short paragraphs.

Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing.

Recommendation:

Grading Method: Pass/No Pass

Recommended Preparation: None

This course introduces deaf and hard-of-hearing student to the basic principles of grammar, sentence structure, and vocabulary. Students will develop clear, concise sentences and write short paragraphs.

Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing.

2. Educational Development 11abcd – Writing and Reading for Deaf and Hard of Hearing Students

Current Status/Proposed Change

Grading Method: ~~Letter~~ Pass/No Pass

Recommended Preparation: ~~that the student be eligible (and verified) for services through the Special Resource Center~~ None

~~This is a comprehensive writing and reading course incorporating for deaf and hard-of-hearing students. It incorporates the use of the writing process, development~~ developing writing skills, building basic reading skills and vocabulary development. Students will write in response to selected short stories, and personal experiences, and stories presented in the students' first sign language. Emphasis will be is placed on the development of efficient writing and reading skills that include pre-reading strategies, making inferences, using contextual clues and identifying the main idea.

Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing.

Recommendation:

Grading Method: Pass/No Pass

Recommended Preparation: None

This is a comprehensive writing and reading course for deaf and hard-of-hearing students. It incorporates the use of the writing process, developing writing skills, building basic reading skills and vocabulary development. Students will write in response to selected short stories and personal experiences presented in the sign language. Emphasis is placed on the development of efficient writing and reading skills that include pre-reading strategies, making inferences, using contextual clues and identifying the main idea.

Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing.

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT

1. Physical Education 74abcd - Soccer

Current Status/Proposed Change

This course offers soccer instruction, practice, and competitive ~~participation for the beginner to the play that is suited for students of every skill level. Basic and advanced soccer player.~~ Technical skills, such as passing, dribbling, shooting, shipping and juggling will be practiced. Conditioning, rules, tactics and tournament play are incorporated in the course laws of the game, tactics and strategies and set plays will be presented with the aim of improving the student's current ability level. Exercise training specific to the physical demands of soccer will be included along with discussions on the mental aspects of the sport and prevention of soccer related injuries. Students successfully completing this course will acquire the skills and knowledge to enjoy soccer as a lifelong sport.

CSU General Education Requirement - Area E

Recommendation:

This course offers soccer instruction, practice, and competitive play that is suited for students of every skill level. Basic and advanced technical skills, laws of the game, tactics and strategies and set plays will be presented with the aim of improving the student's current ability level. Exercise training specific to the physical demands of soccer will be included along with discussions on the mental aspects of the sport and prevention of soccer related injuries. Students successfully completing this course will acquire the skills and knowledge to enjoy soccer as a lifelong sport.

CSU General Education Requirement - Area E

3. Physical Education 240abcd – Beginning Swimming

Current Status/Proposed Change

This course is designed for the ~~beginning~~ beginner swimmer. Instruction and practice will emphasize the fundamentals and stroke mechanics of freestyle, backstroke, elementary backstroke, and side stroke. ~~Basic water safety and rescues will be demonstrated and practiced.~~ Beginning diving skills and treading water along with basic water safety and rescues will also be taught demonstrated and practiced.

CSU General Education Requirement - Area E

Recommendation:

This course is designed for the beginner swimmer. Instruction and practice will emphasize the fundamentals and stroke mechanics of freestyle, backstroke, elementary backstroke, and side stroke. Beginning diving skills and treading water along with basic water safety and rescues will be demonstrated and practiced.
CSU General Education Requirement - Area E

4. Physical Education 241abcd – Intermediate/Advanced Swimming

Current Status/Proposed Change

This course is designed for intermediate and advanced swimmers. Emphasis is on refinement of freestyle, backstroke, elementary backstroke, and sidestroke through instruction and practice, of swimming, diving and aquatic safety Butterfly and breaststroke skills, as well as flip turns, will be introduced.
CSU General Education Requirement - Area E

Recommendation:

This course is designed for intermediate and advanced swimmers. Emphasis is on refinement of freestyle, backstroke, elementary backstroke, and sidestroke through instruction and practice. Butterfly and breaststroke skills, as well as flip turns, will be introduced.
CSU General Education Requirement - Area E

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT

Current Status/Proposed Change

1. Physical Education 101abcd – ~~Introduction to Exercise and Physical Activity for Older Adults~~ Fitness and Aging

Recommended Preparation: ~~English 84~~ None

~~Though both lecture and activity, this introductory~~ This course is designed to develop an understanding of the benefits and health-enhancing values of exercise in the for older adults. ~~The focus will be on the major areas of importance regarding the influence of exercise and physical activity on aging. These include~~ Strength training, cardiorespiratory fitness; strength training and development of muscle mass and stretching exercises will be performed to enhance physical fitness, bone density, postural stability, flexibility, and the prevention of falls; the role of exercise in psychological function; and exercise body composition and posture. Training strategies suited for the every old and frail older adults and physical fitness assessments will also be implemented.

CSU General Education Requirement - Area E

Recommendation:

Physical Education 101abcd –Physical Fitness and Aging
Recommended Preparation: None

This course is designed to develop an understanding of the benefits and health-enhancing values of exercise for older adults. Strength training, cardiorespiratory fitness and stretching exercises will be performed to enhance physical fitness, bone density, body composition and posture. Training strategies suited for older adults and physical fitness assessments will also be implemented.

CSU General Education Requirement - Area E

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT, COURSE LENGTH

Current Status/Proposed Change

1. Physical Education 102abcd – ~~Exercise and Physical Activity for Older Adults, Advanced Training~~ Functional Fitness and Aging

Course Length: ~~9 weeks~~ Full Term

Prerequisite: ~~one semester of Physical Education 101abcd with a minimum grade of C~~ None

~~This is an advanced course; is designed to build upon previously developed exercise concepts in a continuing program of fitness development for the~~ develop an understanding of the benefits and health-enhancing values of functional fitness associated with older adults. Reassessments, and continued training in cardiorespiratory, strength, flexibility, balance, and posture training will allow the student to further develop health-related components of fitness. Balance, mobility, agility and coordination type exercises will be discussed and practiced to promote physical fitness, functional independence, and to reduce the risk of falling. Strength training, cardiovascular exercise and stretching will be performed as they are contributing factors to functional fitness. Training strategies suited for older adults and functional assessments will also be implemented.

CSU General Education Requirement - Area E

Recommendation:

Physical Education 102abcd –Functional Fitness and Aging

Course Length: Full Term

Prerequisite: None

This course is designed to develop an understanding of the benefits and health-enhancing values of functional fitness associated with older adults. Balance, mobility, agility and coordination type exercises will be discussed and practiced to promote physical fitness, functional independence, and to reduce the risk of falling. Strength training, cardiovascular exercise and stretching will be performed as they are contributing factors to functional fitness. Training strategies suited for older adults and functional assessments will also be implemented.

CSU General Education Requirement - Area E

COURSE REVIEW; DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT

Current Status/Proposed Change

1. Physical Education 238abcd – ~~Slow~~ Slow Pitch Softball

This course ~~provides~~ offers instruction ~~and in slow pitch softball, practice, in the and~~ competitive play suited for students of every skill level. Basic and advanced technical of ~~Slow Pitch Softball. Batting, fielding and base running skills, are taught along with rules~~ and of the game, strategy. Games are included in the course allowing the students to ~~execute the skills in a competitive environment. A conditioning program specific to the~~ sport will also be practiced ~~tactics and strategies and situational play will be presented.~~ Exercise training specific to the physical demands of slow pitch softball will be included, as well as discussions on the health aspects of the sport and the prevention of related injuries. Students successfully completing this course will acquire the skills and knowledge to enjoy slow pitch softball as a lifelong sport.

CSU General Education Requirement - Area E

Recommendation:

Physical Education 238abcd –Slow Pitch Softball

This course offers instruction in slow pitch softball, practice, and competitive play suited for students of every skill level. Basic and advanced technical skills, rules of the game, tactics and strategies and situational play will be presented. Exercise training specific to the physical demands of slow pitch softball will be included, as well as discussions on the health aspects of the sport and the prevention of related injuries. Students successfully completing this course will acquire the skills and knowledge to enjoy slow pitch softball as a lifelong sport.

CSU General Education Requirement - Area E

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Radiologic Technology A – Introduction to Radiologic Technology

Current Status/Proposed Change

This course provides a ~~basic~~ an introduction to Radiologic Technology as a profession. ~~The course will include foundation~~ including foundational skills necessary to prepare students ~~who are~~ planning to enter the Radiologic Technology A.S. Degree Program. Course ~~subject material~~ topics includes: ~~Patient Care, Darkroom Radiography, Radiation Protection, Radiographic Quality, Radiation Exposure and Safety, Medical Malpractice, Professional Ethics, and Introduction to Radiographic Examinations~~ educational and career pathways for radiologic technologists, program application procedures, radiographic and digital imaging equipment, principles of radiation production, exposure and quality, image processing, radiation safety, patient care, medical malpractice, professional ethics, and introduction to radiographic examinations.

Recommendation:

This course provides an introduction to Radiologic Technology as a profession including foundational skills necessary to prepare students planning to enter the Radiologic

Technology A.S. Degree Program. Course topics includes educational and career pathways for radiologic technologists, program application procedures, radiographic and digital imaging equipment, principles of radiation production, exposure and quality, image processing, radiation safety, patient care, medical malpractice, professional ethics, and introduction to radiographic examinations.

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

1. Sign Language/Interpreter Training 264 – Sign to Voice Laboratory

Current Status/Proposed Change

Prerequisite: Sign Language/Interpreter Training ~~18A 18B~~ and Sign Language/Interpreter Training ~~263~~ with a minimum grade of C in prerequisite

Corequisite: Sign Language/Interpreter Training 19

This course provides advanced practice in a lab setting. It will enhance sign to voice interpreting and translating skills. ~~The s~~Students will ~~view video tapes~~, participate in exercises and activities designed to increase comprehension skills and spoken presentations. Students will also practice both sign to voice consecutive and simultaneous interpreting.

Recommendation:

Prerequisite: Sign Language/Interpreter Training 18B with a minimum grade of C

Corequisite: Sign Language/Interpreter Training 19

This course provides advanced practice in a lab setting. It will enhance sign to voice interpreting and translating skills. Students will participate in exercises and activities designed to increase comprehension skills and spoken presentations. Students will also practice both sign to voice consecutive and simultaneous interpreting.

HUMANITIES DIVISION

COURSE REVIEW; REACTIVATE COURSES

1. Academic Strategies 50 – Special Topics in Academic Strategies
2. English 50 – Special Topics in English
3. English as a Second Language 50 - Special Topics in English as a Second Language
4. French 50 – Special Topics in French
5. Humanities 50 - Special Topics in Humanities
6. Japanese 50 - Special Topics in Japanese

7. Journalism 50 – Special Topics in Journalism
8. Spanish 50 – Special Topics in Spanish

INDUSTRY AND TECHNOLOGY DIVISION

INACTIVATE MAJORS

1. Family and Consumer Studies – Associate in Arts Degree
2. Quality Assurance – Associate in Science Degree

INACTIVATE CERTIFICATE OF ACHIEVEMENT

1. Quality Assurance

INACTIVATE COURSES

1. Culinary Arts 1 – Introduction to the Hospitality Industry
2. Culinary Arts 3 – Sanitation and Safety
3. Culinary Arts 5A – Quantity Food Preparation
4. Culinary Arts 5B – Food Preparation Management
5. Culinary Arts 10A – Baking Techniques I
6. Culinary Arts 10B – Baking Techniques II
7. Culinary Arts 15A – Catering and Garde Manger
8. Culinary Arts 15B – Catering Management
9. Culinary Arts 25 – Management by Menu
10. Culinary Arts 30 – Supervision in the Food Service Industry
11. Culinary Arts 35 – Food Service Facilities and Equipment
12. Culinary Arts 110abc – Specialty Beverage Technician Training I
13. Family and Consumer Studies 3 – Family and Consumer Studies Introduction to Macintosh

14. Family and Consumer Studies 20 – Textiles
15. Family and Consumer Studies 38 – Consumer Economics
16. Interior Design 3 – Interior Design Introduction to Macintosh
17. Interior Design 20 – Textiles
18. Interior Design 45 – Color Design
19. Interior Design 120 – Interior Design Careers
20. Interior Design 170 – Space Planning for Interior Design
21. Interior Design 230 – Professional Practice in Interior Design
22. Quality Assurance 1 – Fundamentals of Quality Assurance
23. Quality Assurance 4 – Inspection Methods and Techniques
24. Quality Assurance 7 – Introduction to Non-Destructive Testing
25. Quality Assurance 8 – Techniques for Statistical Process Control
26. Quality Assurance 9 – Participative Management: Introduction to Self-Regulating Work Teams
27. Quality Assurance 10 – Quality Planning
28. Quality Assurance 50 – Special Topics in Quality Assurance
29. Quality Assurance 95abcd – Cooperative Work Experience Education

COURSE REVIEW

1. Administration of Justice 50 – Special Topics in Administration of Justice
2. Air Conditioning and Refrigeration 50 - Special Topics in Air Conditioning and Refrigeration
3. Architecture 50 - Special Topics in Architecture
4. Automotive Collision Repair/Painting 50 - Special Topics in Automotive Collision Repair/Painting

5. Automotive Technology 50 - Special Topics in Automotive Technology
6. Computer Aided Design/Drafting 50 - Special Topics in Computer Aided Design/Drafting
7. Construction Technology 50 - Special Topics in Construction Technology
8. Cosmetology 50 - Special Topics in Cosmetology
9. Electronics and Computer Hardware Technology 50 – Special Topics in Electronics and Computer Hardware Technology
10. Fashion 50 – Special Topics in Fashion
11. Fire and Emergency Technology 50 – Special Topics in Fire and Emergency Technology
12. Machine Tool Technology 50 - Special Topics in Machine Tool Technology
13. Manufacturing Technology 50 – Special Topics in Manufacturing Technology
14. Nutrition and Foods 15 – Nutrition for Infants and Young Children
 1. Nutrition and Foods 50 – Special Topics in Nutrition and Foods
 2. Quality Assurance 50 – Special Topics in Quality Assurance
 3. Welding 50 – Special Topics in Welding

NEW DISTANCE EDUCATION COURSE VERSION

1. Nutrition and Foods 15 – Nutrition for Infants and Young Children (Online)

MATHEMATICAL SCIENCES DIVISION

COURSE REVIEW

1. Computer Science 50 – Special Topics in Computer Science
2. Mathematics 50 – Special Topics in Mathematics

NATURAL SCIENCES DIVISION

COURSE REVIEW

1. Astronomy 50 – Special Topics in Astronomy

2. Biology 50 - Special Topics in Biology
3. Chemistry 50 - Special Topics in Chemistry
4. Geography 50 - Special Topics in Geography
5. Geology 50 - Special Topics in Geology
6. Horticulture 50 - Special Topics in Horticulture
7. Oceanography 50 - Special Topics in Oceanography
8. Physical Science 50 - Special Topics in Physical Science

~~BOARD POLICY 4020.1~~ Curriculum Review and Approval

~~It is the purpose of this policy to ensure that the college faculty, through the Academic Senate, is responsible for the development and review of the college's curriculum and the maintenance of appropriate academic standards. For the purpose of this policy, the term "curriculum" is defined broadly to include credit, non-credit, and fee-based courses, the selection of prerequisites, the specification of degree requirements, and the arrangement of courses into degree, certificate and transfer programs.~~

~~The college faculty, through the Academic Senate, will be responsible for making all recommendations on curricular matters to the Vice President Instruction. After review, the Vice President Instruction shall forward these recommendations to the President for submission to the Board of Trustees.~~

~~It is the intent of the Board that suitable procedures be developed jointly by the Academic Senate and the Vice President Instruction to implement this policy. These procedures must provide for wide faculty involvement in the curriculum review and approval process, while also providing opportunities for timely comment by students, other members of the college staff and community representatives. These procedures are also to recognize the special responsibilities of divisional curriculum committees and academic departments, and provide opportunities for appeal.~~

~~Finally, it is the intent of the Board that suitable procedures be developed jointly by the Academic Senate and the Vice President Instruction to provide for the systematic and regular review of the college curriculum in terms of appropriate standards of academic rigor. These procedures are to ensure the clear definition of such standards, to provide for their uniform and equitable application, and to ensure full faculty involvement in the evaluation and review of the curriculum and the strengthening of all college offerings.~~

~~Previous Board Policy Number: 6123~~

~~El Camino College
Adopted: 6/22/87
Renumbered: 4/18/05~~

BP 4020

Program, Curriculum, and Course Development

Reference:

Education Code Section 70901(b), 70902(b); 78016; Title 5, Section 51000, 51022, 53200-53206, 55100, 55130, 55150.

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

These procedures shall include:

1. involvement of the faculty and the Academic Senate in creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines;
2. regular review and justification of programs;
3. opportunities for training for persons involved in curriculum development.
4. consideration of job market and other related information for vocational and occupational programs.

All new programs and program deletions shall be approved by the Board. All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

All new individual degree-applicable courses offered as part of an existing approved program shall be approved by the Board.

All new non-degree-applicable credit courses and new degree-applicable courses that are not part of an existing approved must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

Any changes in certificates and majors shall be approved by the Board.

This policy replaces Board Policy 4020.1 Curriculum Review and Approval.

AP 4020

Program, Curriculum, and Course Development

The college faculty, through the Academic Senate, is responsible for the development and review of the college's curriculum and the maintenance of appropriate academic standards. For the purpose of this procedure, the term "curriculum" is defined broadly to include credit, non-credit, and fee-based courses, the selection of prerequisites, the specification of degree requirements, and the arrangement of courses into degree, certificate and transfer programs.

The college faculty, through the Academic Senate, is responsible for making all recommendations on curricular matters to the Vice President of Academic Affairs. After review, the Vice President of Academic Affairs shall forward these recommendations to the President for submission to the Board of Trustees, if required.

Suitable procedures for program and curriculum development and review are developed jointly by the Academic Senate and the Vice President of Academic Affairs. These procedures must provide for wide faculty involvement in the curriculum review and approval process, while also providing opportunities for timely comment by students, other members of the college staff, and community representatives. These procedures are also to recognize the special responsibilities of divisional curriculum committees and academic departments and to provide opportunities for appeal.

Suitable procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs to provide for the systematic and regular review of the college curriculum in terms of appropriate standards of academic rigor. These procedures are to ensure the clear definition of such standards, to provide for their uniform and equitable application, and to ensure full faculty involvement in the evaluation and review of the curriculum and the strengthening of all college offerings.

Detailed procedures for curriculum and program development and review are maintained in the Office of Academic Affairs.

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.

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

- 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 expressly when prohibited 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 when prohibited by the instructor.
 - 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

- 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.

AP 5520 Student Discipline & Due Process Procedure

I. DISCIPLINARY ACTION

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 an instructor has determined that 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- may 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, honesty, 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.

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 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.

II. DUE PROCESS DISCIPLINARY PROCEDURES

A. LODGING OF CHARGES

1. Charges of misconduct against a student, as defined in Sections I through VII of Board Policy 5500, may be lodged by any person who has personal knowledge of facts indicating that the student participated in the alleged misconduct. Such a witness shall hereinafter be referred to as the "complainant" and the person being charged as the "accused."
2. The complainant must first lodge his or her charge(s) with a responsible manager at the level of director or above.
3. The responsible manager will review the charge(s). The manager will then either:
 - a. attempt to informally resolve the issue(s) or
 - b. recommend disciplinary action.
4. If the responsible manager recommends disciplinary action, he or she will forward the charge(s) to the Director of Student Development. The Director of Student Development shall review the charge(s) and make an independent determination as to whether or not the conduct charged amounts to misconduct as defined in Items I through VII of Board Policy 5500 and whether disciplinary action should be brought against the accused.
5. If disciplinary action is appropriate, the Director of Student Development or appropriate administrator shall give the accused a written notice of the lodging of charges, the specified acts of misconduct and the proposed disciplinary action. The accused will be notified of his or her right to request a hearing within five (5) working days. A copy of this policy will be included with the notice. If the student does not request a hearing, the proposed disciplinary action will be taken.

B. HEARING OF CHARGES

1. Scheduling of Hearing
 - a. Students who are placed on immediate suspension - If the student has been suspended prior to a hearing, the hearing shall be commenced within ~~ten (10) days~~ fifteen (15) days of the ordered suspension.
 - b. Students who have not been placed on immediate suspension:
 - (1) The accused shall receive written notice of the charge(s) giving rise to the proposed disciplinary action.
 - (2) The accused has five (5) working days after receipt of written notice of the charge(s) to request a hearing before the Disciplinary Hearing Committee. Failure to request such a hearing in writing within this five day period, or failure to appear at such hearing will constitute a waiver of his or her right to a hearing pursuant to these procedures. Unless the hearing may result in expulsion, the accused is not entitled to representation by counsel. If the accused wishes to be represented by counsel at an expulsion hearing,

the accused shall provide written notice in the request for hearing of the intention to be represented. If the accused is a minor, he or she shall be entitled to be accompanied by his or her parent or guardian at any hearing before the Disciplinary Hearing Committee.

- (3) The Disciplinary Hearing Committee shall be chaired by the Director of Student Development who will serve as the hearing officer and have as members one representative from each of the following groups: the Academic Senate, the Classified Employees, the Student Senate, and College Management.
- (4) If the accused requests a hearing, the Director of Student Development shall schedule a disciplinary hearing to take place within ~~five (5)~~ fifteen (15) working days of the receipt by him or her of the written request for a hearing.
- (5) The Director of Student Development shall give the accused and members of the Disciplinary Hearing Committee written notice of the time, place and date set for the hearing.
- (6) If the accused does not request a hearing, the Director of Student Development may finalize the disciplinary action with the exception of expulsion, which must be recommended to the Vice President of Student and Community Advancement. If the Vice President determines that expulsion is appropriate, he or she will recommend expulsion to the Board of Trustees for final approval.

2. How Hearing is to be Conducted

- a. The public shall be excluded from this hearing.
- b. The hearing officer may conduct the hearing in any manner he or she deems appropriate, provided the accused is given the opportunity to confront the witnesses testifying against him or her and to offer the statements of any supporting witnesses.
- c. If the Disciplinary Hearing Committee finds adequate support for the charge(s), it shall take appropriate disciplinary action pursuant to Section I.C of this procedure.
- d. When the Disciplinary Hearing Committee reaches a decision, the accused shall be given written notice of the decision, the disciplinary action, if any, to be taken, and the right to appeal the decision to the Vice President of Student and Community Advancement.

C. REVIEW BY THE VICE PRESIDENT OF STUDENT AND COMMUNITY ADVANCEMENT

1. The accused may seek review of the decision of the Disciplinary Hearing Committee by delivering to the Vice President of Student and Community Advancement, no later than ~~five (5)~~ ten (10) working days after notice to the accused of the Disciplinary Hearing Committee's decision, a signed statement containing:
 - a. A statement that the accused appeals the decision; and
 - b. A brief statement of why the accused considers the decision to be in error.
2. The Vice President of Student and Community Advancement shall examine all documents received and shall grant review of the matter only if he or she determines from these documents

that the decision of the Disciplinary Hearing Committee was in error or the sanctions imposed were excessive in light of the seriousness of the charge(s).

3. If the Vice President of Student and Community Advancement determines that review is not appropriate, he or she shall, within ~~five (5)~~ ten (10) working days after receipt of the accused's request for review, send written notice to the accused denying review and affirming the decision of the Disciplinary Hearing Committee.
4. If the Vice President of Student and Community Advancement determines that review is appropriate, he or she shall, within ~~five (5)~~ ten (10) working days after receipt of the request for review, schedule a meeting giving the accused at least ~~three (3)~~ five (5) working days written notice thereof with the accused and the hearing officer, at which time the accused will be allowed to present his or her objections to the Disciplinary Hearing Committee's decision, and the hearing officer will be allowed to respond thereto.
5. After such a meeting, the Vice President of Student and Community Advancement may reverse, revise or modify the decision and the disciplinary sanctions therein imposed on the accused, or the Vice President may let the decision and disciplinary sanctions stand.

D. GENERAL PROVISIONS

1. If students or other persons are suspended or expelled from the campus, they shall not appear on the campus without permission from the Vice President of Student and Community Advancement and must have a Campus Police escort.
2. The time limits specified in the Due Process and Disciplinary Procedures may be shortened or extended if there is a mutual written concurrence between the parties.
3. Failure of the accused to appeal any determination at any step to another step within the specified time limits shall be deemed acceptance by the accused of the last determination rendered.
4. Written notice to an accused pursuant to these procedures shall be sufficient if sent by first class mail to the last known address of the accused currently on file with the college. Notice shall be deemed given on the day of said mailing. Notice shall be in the English language.
5. In the absence of the Director of Student Development, a designee may be appointed by the Vice President of Student and Community Advancement.
6. No student shall be removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or college attendance. In addition, no student may be removed, suspended, or expelled for parking violations.
7. The President or the President's designee (Campus Police) shall, upon the suspension or expulsion of any student, notify the appropriate law enforcement authorities of Los Angeles County or the City of Torrance of any acts of the student which may be in violation of Section 245 of the California Penal Code - Assault with a deadly weapon or force likely to produce great bodily injury.

Reference: Education Code Sections 66300, 72122, 76030

AP Exam Policy:

Resolution: Consider the adoption of the Standardized AP template brought forth to the Senate and to remove the unit limitation of AP exams toward the associate degree;

Whereas, El Camino College would adopt the template and provide the information to students in the college catalog and website

Whereas, the policy as stated in the catalog limits students on AP applicability on the general education pattern if no course equivalent is established

Whereas, the policy as stated limits the student to 15 units that can be applied toward the associate degree

Whereas, the University of California does not limit the number of units or exams students may apply toward meeting minimum eligibility and awards credit for all AP tests on which a student scores a 3 or higher

Whereas, the California State University grants six units of credit for each exam in which a score of 3, 4, or 5 is earned and does not limit the number of units or exams students may apply toward meeting minimum eligibility

California Community College General Education Advanced Placement (CCC GE AP) List

Advanced Placement scores of 3, 4 or 5 required for general education certification.

<u>AP Examination</u>	<u>CCC GE Areas</u>	<u>Minimum Units</u>
Art History	Humanities	3
Biology	Natural Sciences	4
Calculus AB	Language and Rationality	3
Calculus BC	Language and Rationality	3
Chemistry	Natural Sciences	4
Chinese Language and Culture	Humanities	3
Comparative Government and Politics	Social/Behavioral Sciences	3
English Language & Composition	Language and Rationality	3
English Literature & Composition	Language and Rationality or Humanities	3
Environmental Science	Natural Sciences	3
European History	Social/Behavioral Sciences or Humanities	3
French Language	Humanities	3
French Literature	Humanities	3
German Language	Humanities	3
Human Geography	Social/Behavioral Sciences	3
Italian Language and Culture	Humanities	3
Japanese Language and Culture	Humanities	3
Latin Literature	Humanities	3
Latin: Vergil	Humanities	3
Macroeconomics	Social/Behavioral Sciences	3
Microeconomics	Social/Behavioral Sciences	3
Physics B	Natural Sciences	4
Physics C mechanics	Natural Sciences	3
Physics C electricity/magnetism	Natural Sciences	3
Psychology	Social/Behavioral Sciences	3
Spanish Language	Humanities	3
Spanish Literature	Humanities	3
Statistics	Language and Rationality	3
U.S. Government and Politics	Social/Behavioral Sciences	3
U.S. History	Social/Behavioral Sciences or Humanities	3
World History	Social/Behavioral Sciences or Humanities	3

Title 5 § 55063. Minimum Requirements for the Associate Degree.**(b) General Education Requirements.**

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) To include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.



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Changing CCC Funding Levels for Lower–Priority Credit Coursework

State Law Sets Educational Priorities for CCC System. The state’s Master Plan for Higher Education and existing statute charge the community colleges with carrying out a number of educational missions. Figure 18 summarizes those responsibilities. As the figure shows, the state has established a hierarchy that prioritizes the roles of the CCC system. The core mission of the community colleges is to provide academic and occupational programs at the lower–division (freshman and sophomore) level. Other key missions include providing opportunities for workers to update their job skills (such as by taking a computer class) and offering precollegiate basic skills instruction. In addition, the state allows CCC to perform two activities on a conditional basis if funding is available: offer community services courses (such as Art Appreciation and Pilates classes) and conduct research on student success.

Figure 18

California Community Colleges’ Statutory Missions and Functions

Core Mission—Education Code Section 66010.4(a)(1)

“Offer academic and vocational instruction at the lower-division level.”

Other Missions and Functions—Education Code Section 66010.4(a)(2)

“A primary mission.”

- Provide education, training, and services that help to continuously improve California’s workforce.

“Essential and important functions.”

- Provide remedial education for those in need of it.

- Provide instruction in English as a second language.
 - Provide adult non-credit education in areas defined as being in the state's interest.
- “Authorized function” to the extent it does not reduce CCC's ability to fulfill its main missions.
- Provide community services courses and programs.
- “Permitted activity to the extent that state funding is provided.”
- Conduct research on student learning and retention.

Two Funding Rates for Noncredit Instruction. Community college courses can be either for credit or noncredit. Noncredit instruction, which is the equivalent of K–12's adult education program, does not assign grades, and students are typically permitted to join or leave a class at any point in the term. The state provides two rates of noncredit instruction: about \$3,250 per FTE student for courses that advance career development and college preparation (defined to include programs such as short-term vocational coursework and English-as-a-second-language classes), and \$2,750 per FTE student for regular noncredit courses (such as home economics and fitness classes for older adults).

Credit Courses Vary Significantly, Yet Receive the Same Funding Rate. The vast majority (over 90 percent) of CCC courses are categorized as for credit. There are several different types of credit instruction. Some credit courses (such as calculus) are transferable to a four-year institution, while others (such as basic arithmetic) do not even count toward an associate's degree. Some credit courses (such as welding) are designed to train students for a trade, while others (such as golf and tennis) are primarily for students' personal enjoyment. Notwithstanding these differences, all credit courses receive the same per-student funding rate (about \$4,600 per FTE student in 2008–09).

Recreational Courses Are Popular at Community Colleges. The CCC system provides a variety of recreational courses to students. Credit physical education courses accounted for about 65,000 FTE students in 2007–08, or over 5 percent of total credit enrollment. (Although these courses are designed primarily for personal enrichment, some four-year institutions such as CSU allow students to apply one CCC unit of physical education toward a bachelor's degree.) In addition, the system served about 3,000 FTE students in credit courses that are neither transferable to four-year institutions, nor vocational, nor precollegiate basic skills. Figure 19 includes examples of such courses.

Figure 19

Examples of Credit Recreational Courses at California Community Colleges

2007-08

Physical Education	Other Personal Enrichment Instruction
Aerobic Exercise	Birds of Southern California
Badminton	Broadway Tap Dance
Bowling	Introduction to Ceramics
Weight Training	Painting for Pleasure
Yoga	Recording Your Autobiography

Recommend New Funding Rate for Lower-Priority Credit Enrollment. All CCC courses can be of value to students. Given resource limitations, however, the Legislature has established priorities for the CCC system that emphasize developing basic skills (such as communicating in English) and preparing students for professional careers. Given the state's fiscal condition, it is more important than ever to ensure that available resources are put to their highest use. We recommend, therefore, that the Legislature reflect its priorities in the way it funds CCC classes. Specifically, we recommend the Legislature reduce the funding for credit-bearing physical education courses and other enrichment classes to the regular noncredit rate. (Our recommendation excludes "adaptive physical education" courses, which are designed for individuals with physical disabilities.) Under our recommendation, these courses would continue to be classified as credit; only the funding rate would change. This action would result in savings to the state of up to \$120 million in 2009–10.

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SENATE BILL

No. 386

Introduced by Senator Runner

February 26, 2009

An act to add and repeal Section 66406.8 of the Education Code, relating to college textbooks.

LEGISLATIVE COUNSEL'S DIGEST

SB 386, as introduced, Runner. Postsecondary education: textbooks.

(1) The Donahoe Higher Education Act authorizes the activities of the 4 segments of the higher education system in the state, including the 3 public segments, which are: the University of California, which is administered by the Regents of the University of California; the California State University, which is administered by the Trustees of the California State University; and the California Community Colleges, which is administered by the Board of Governors of the California Community Colleges. Provisions of the Donahoe Higher Education Act apply to the University of California only to the extent that the regents act, by resolution, to make them applicable.

Existing law urges textbook publishers to take specified actions aimed at reducing the amounts that postsecondary education students currently pay for textbooks. Existing law requires the Trustees of the California State University and the Board of Governors of the California Community Colleges, and requests the Regents of the University of California, to work with the academic senates of each respective segment to encourage faculty to give consideration to the least costly practices in assigning textbooks, to encourage faculty to disclose to students how new editions of textbooks are different from previous editions and the cost to students for textbooks selected, to review procedures for faculty to inform college and university bookstores of textbook selections, and to encourage faculty to work closely with publishers and college and

university bookstores in creating bundles and packages that are economically sound and deliver cost savings to students.

Existing law expresses the intent of the Legislature to encourage private colleges and universities to work with their respective academic senates and to encourage faculty to consider practices in selecting textbooks that will result in the lowest costs to students.

This bill would require a faculty member at the California Community Colleges and the California State University who adopts a new edition of a textbook within 3 years after the adoption of a previous edition of the textbook, to justify the adoption of the new edition of the textbook by performing a specified cost-benefit analysis. The bill would require a faculty member to submit the cost-benefit analysis to specified entities within the institution of higher education. The bill would request the University of California to adopt regulations for the implementation of these requirements. The bill would repeal these provisions on January 1, 2016.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

- 1 SECTION 1. Section 66406.8 is added to the Education Code,
2 to read:
3 66406.8. (a) The Legislature finds and declares all of the
4 following:
5 (1) As the costs of tuition and fees at institutions of higher
6 education are expected to rise, students need relief from the costs
7 of higher education.
8 (2) Making it easier for students to use older editions of
9 textbooks will allow students to offset increased costs of tuition
10 and fees at institutions of higher education.
11 (b) (1) A faculty member at the California Community Colleges
12 or the California State University who adopts a new edition of a
13 textbook, as defined in subdivision (b) of Section 66406.7, within
14 three years after the adoption of a previous edition of that textbook,
15 shall justify the adoption of the new edition of the textbook by
16 performing a cost-benefit analysis that includes all of the following:
17 (A) A justification for changing textbook editions within the
18 three-year period.

1 (B) A comparison of the differences between the new edition
2 of the textbook and previous editions of the textbook.

3 (C) A disclosure of any financial interest of the faculty member
4 related to requiring students to purchase the new edition of the
5 textbook.

6 (2) The faculty member shall submit, in writing, copies of the
7 analysis described in paragraph (1) to the institution's academic
8 senate, administration, and student government. The faculty
9 member shall make copies of the analysis available to students.

10 (c) The Regents of the University of California are requested
11 to adopt regulations for the implementation of subdivision (b) by
12 the University of California.

13 (d) This section shall remain in effect only until January 1, 2016,
14 and as of that date is repealed, unless a later enacted statute, that
15 is enacted before January 1, 2016, deletes or extends that date.

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