



**OFFICERS & EXECUTIVE COMMITTEE**

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

**Senate Mailing List**

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



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

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

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

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

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

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



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# Committees

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

## ACADEMIC SENATE ATTENDANCE & MINUTES

### May 5<sup>th</sup>, 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>	

#### Business

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

#### Counseling

<u>Beley, Kate</u>	<u>X</u>
<u>Jackson, Brenda</u>	<u>EXC</u>
<u>Jeffries, Chris</u>	<u>EXC</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>EXC</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>X</u>
<u>Fry, Greg</u>	
<u>Yun, Paul</u>	

#### Natural Sciences

<u>Cowell, Chas</u>	
<u>Herzig, Chuck</u>	<u>EXC</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: Alice Grigsby (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 fifth Academic Senate meeting of the Spring 2009 semester was called to order at 12:36 pm.

Approval of last Minutes:

The minutes [pp. 1-8 of packet] from the last Academic Senate meeting were unanimously approved.

**REPORTS OF OFFICERS**

President's report – Pete Marcoux (henceforth PM)

PM reported that in College Council President Fallo had spoken on faculty hiring, saying that the college might hire fourteen positions (instead of the original ten). The extra four positions would probably be in the areas of Math, English, Nursing and Chemistry.

PM said that Joanne Higden had announced that there would be a memory upgrade on certain faculty laptops. ITS has a list of the older computers and they will notify the faculty, probably around the end of May. PM asked that we remind faculty to back- up files, etc.

The Accreditation Report is due soon. Copies will be available on the Academic Affairs website in due course. President Fallo is meeting with the Commission as he is concerned about the Planning and Budget warning. PM said it is not yet clear whether this will be a public or private meeting.

President Fallo is also to go to the Board of Trustees regarding extending the Bond. Rather than go out for a new Bond, the present Bond can be extended. This will mean another measure to be put to the voters.

PM noted that there is also talk of hiring more Classified positions, but no positions have been specified.

The STRS district contribution will be increased from 8% to 10%. Employee contributions may also be increased at a later date.

Compton Education Center - Saul Panski (SP)

No Report.

Curriculum Committee report – Janet Young (JY)

JY reported that funds have been allotted to support summer curriculum review (Maximum of \$53,000)

- Lars (32 hours x 10 weeks)
- Janet (20 hours x 10 weeks)
- DCC members\*
- CCC members for one meeting

However faculty are NOT normally compensated for conducting curriculum review as this is part of our professional obligation.

The CCC will vote (Tuesday, May 12<sup>th</sup>) to suspend the DCC quorum standard for summer review to allow DCC approval by 3 members instead of the entire committee and \*these 3 DCC members will be compensated for review in the summer.

Curriculum for Summer review are due in the Curriculum Office by the following dates:

- Monday, June 15, 2009
- Monday, June 29, 2009
- Monday, July 13, 2009
- Monday, July 27, 2009

JY continued to report that a full status report (courses reviewed/left to be reviewed) will be presented at the next Senate meeting and that great progress is being made.

JY noted that two more Curriculum Review Workshops were due to be held this week on Thursday, May 7 12:30 – 2:00 (Board Room) and Friday, May 8 12:30 – 2:00 (Board Room) and more would be added if necessary.

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

[pp. 33- 37 of packet] This is the second reading of the Policies described below and Senate will vote on these later.

The Policies are as follows:

- BP 4320 Public Performance—to be changed from Board Policy to Admin. Procedure
- BP 4270 Substitute Courses for Health Education—to be deleted.
- BP 4312 Soliciting Funds—to be deleted.
- BP 4400 Community Services—approved change from Board Policy to Admin. Procedure

Additionally:

- BP 4255 Student Progress Early Alert. EU noted that the Committee is still investigating issues related to this Policy.
- BP 4020. EU said that work on this Policy will be finalized at the next meeting and the Committee hopes to be finished with it this year.
- BP 4020 (formerly BP 4260.1) Prerequisites— This has been broken into a small Board Policy and larger Administrative Procedure and will have a first reading later in the meeting.

#### VP - Faculty Development – Dave Vakil (DV)

DV reported that the Distinguished Faculty award has been revised & going forward to the VP's this week.

The Faculty Mentorship project was discussed with deans on Thursday, and will be going campus-wide starting in the Fall.

An Adjunct Great Teachers Seminar will be in the Fall, and the Lecture Club (classroom visits) will also be launched in the Fall

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

No report.

VP - Legislative Action – Chris Wells (CW)

No report.

**.REPORTS OF SPECIAL COMMITTEES**

Student learning Outcomes and Assessment – Lars Kjeseth (LK)

LK reported that the Assessment of Student Learning Week and mini Conference were a success and that attendance had been good. The conference had been held in the new Distance Education Room, and the ‘theme’ had been “Put a Lid on it!” LK admired the room. The mini conference may be repeated on a smaller scale for the Divisions.

Asked about Compton attendance, LK said that David Maruyama of Compton might be able to organize something at Compton. Mr. Panski said that the SLO process at Compton needed to be re-energized, and that a coordinator may be needed. PM noted that ECC faculty should make a concerted effort to include the Compton campus on SLO matters via meetings and e-mails as El Camino needs evidence that we are including Compton.

Mr. Vakil asked whether the Distance Education room, so admired by LK, might be a suitable/available venue for Academic Senate meetings next semester as the current venue will not be available. If not, please send suggestions for other possible meeting places to Mr. Vakil. Mr. Ahmadapour said he might know of some places in the Fine Arts building.

PM asked the Curriculum Committee to make a final decision on what to do with SLO’s as regards curriculum forms. The Curriculum Committee will discuss this and report back.

Program Review – David Vakil (DK)

[pp 41-42 of packet]

DV reported that he had read the information compiled on the first 36 Program Reviews that had included recommendations, and had looked for common themes within the recommendations. Most often requested were requests for more faculty, additional equipment or maintenance of equipment, staff, office space...and so on. See packet or the Academic Affairs website for a complete listing.

Mr. Ahmadapour asked how we could pursue the matter of seeing that these recommendations were followed up on. PM noted that these would go into Plan Builder if there were dollar amounts attached. Mr. Ahmadapour wondered whether there were deadlines attached to the recommendations. PM said that each Division was in charge of following up on items, but that there were no real deadlines. Mr. Vakil said that the common themes list afforded a global view of the recommendations that may reorder priorities in terms of showing communal patterns.

The iGrants (Innovation Grants) awarded by the Foundation will also change their process and will use recommendations listed in Plan Builder as a basis for the grants. Mr. Ahmadapour noted that the Foundation gave no feed back as to why an application was



rejected and argued that innovation could not be planned. Mr. Widman stated that all these pockets/different sources of money only led to problems. Dr. Nishime said that there was so much on Plan Builder it may be problematic for the Foundation to go through all the lists and that perhaps another way would have to be found. PM said that he had had an innovative, experimental idea – to get Kindle readers for all students taking his English class but was not sure how to get that into Plan Builder. Dr. Arce said that all ideas could be put into Plan Builder – not just those generated through Program Review – but it was up to each Division to prioritize the requests. Mr. Wells queried the use of the Foundation budget and wondered who controlled that budget, and Mr. Widman noted that the PBC only made recommendations to the Foundation and that the Foundation made the final decision.

Mr. Ahmadapour wondered if an entity could be created to follow up on issues for a set period of time, but PM said that that was what Program Review was for. Dr. Jaffe thanked DV for compiling the common themes list.

ASO Representative Report - Joe Udeochu (JU)

No report.

**UNFINISHED BUSINESS**

Board Policy 4270 (2<sup>nd</sup> Reading) Evelyn Uyemura (EU)

[pg 12 of packet] EU reported that this policy BP 4270 Substitute Courses for Health Education is about 40 years old, and upon investigation it was found that there was no need for this outdated policy. EU recommended that it be brought to the Board of trustees with a recommendation to delete. There are other options/alternatives for students now. The Senate voted unanimously to delete the Policy.

Board Policy 4312 (2<sup>nd</sup> Reading) Evelyn Uyemura (EU)

[pg 13 of packet] EU reported that this policy BP 4312 Soliciting Funds dated from the 1950's and was a type of United Fund Drive. EU recommended that it be brought to the Board of trustees with a recommendation to delete. The Senate voted unanimously to delete the Policy.

Board Policy 4320 (2<sup>nd</sup> reading) Evelyn Uyemura (EU)

[pg 14 of packet] EU reported that the first recommendation on this policy BP 4320 Public Performance had been to delete it, but after discussion it had been decided that it might be wiser to change it to an Administrative Procedure, as it still has some relevance. EU recommended suggesting to the Board of Trustees that this be removed as a Policy and added as an Administrative Procedure. It was noted that this is specific to student performances OFF –CAMPUS. No requirements are being changed, only the status. The Senate voted unanimously to recommend changing BP 4320 from a Policy to a Procedure.

Board Policy 4400 (2<sup>nd</sup> reading) Evelyn Uyemura (EU)

[pp 15 - 17 of packet] Originally it was thought that part of this Policy could be made into an Administrative Procedure, but Dr. Nishime had had argued for it remaining as part of the Policy. The Education Policies Committee had relooked at it and agreed with Dr. Nishime and had rewritten it to make it clearer, especially as regards community education – defining the purpose, and clarifying the class composition.

Mr. Ahmadapour argued for the inclusion of the word “technical”. EU said that she felt the statement “mental development of the individual” would include technical development and said she did not want to make the statement too specific.

Ms. Ichinaga asked whether these classes were held accountable to any standard as she had noted in the Summer Community Education schedule that some classes were being held with arrangement with Crossroads. It seems that there is currently some scandal involving the Director of Crossroads, and there might be some public concern. Dr. Nishime replied that many of the classes were recreational not academic in nature and that the Director of Community Advancement had only arranged to rent space from Crossroads. Ms. Ichinaga said that this was not clear from the statements in the schedule. PM said that ECC might want to add some disclaimer to disassociate ECC from Crossroads.

A spelling error “moneys” [pg15] was noted and will be amended to “monies”. Mr. Kjeseth noted that some classes are designated “Kids College” yet technically would be open to adults. He felt that the language here was odd and could lead to irregularities. EU said that the intent was that students would not have to formally apply for classes through the college, and to exempt student s from college prerequisites, but she agreed the language was odd. Dr. Nishime noted that the language in the template is clear, and that Admissions could be doing some screening. EU decided to pull the item back and have the Committee relook at the language.

## **NEW BUSINESS**

Board Policy and Administrative Procedure 4260 (1<sup>st</sup> reading) Evelyn Uyemura (EU)  
 [pp18 – 40 of packet] EU noted that the policy, as currently written, covers pages 18 through 32 of the packet, which is the longest Board Policy we have. The Policy is about establishing co- and pre- requisites and other limitations on enrollment. There were some legal issues that had come about as a result of the earlier policy, so this one is carefully worded and very strict. This version uses the same wording but most of it has been turned into an Administrative Procedure, and the Policy is now just the short portion on the top of pg 18. In addition the phrase “in consultation with the faculty” has been added. EU indicated that she did not like and would remove the hyphen in pre- requisistes. Look at the underlined areas for minor changes, for instance, the words El Camino College have been added, but this is largely word- for- word the language from the CCLC. Dr. Nishime said that some points may seem questionable, but because these items have been mandated they cannot be changed. Mr. Kjeseth said that many of the points made sense and that our students used these standards for transfer. We are not in a position to change much. This is a first reading and the Senate will vote on the item at the next meeting.

Mr. Ahmadapour wanted to question the idea that students could challenge the president on prerequisites, but faculty cannot. For instance on pg 18. Faculty create the

course outline of record, but the issue could be taken up with the Curriculum Committee. Dr. Nishime remarked that a student could challenge, but the burden of proof fell on the student. Mr. Panski pointed out that the language left much open to debate – for instance a prerequisite being imposed without the knowledge of the faculty. EU will reexamine the Education Code.

Mr. Berney queried the word department in IIIA, asking if it should not be Division.

Please send suggestions to EU.

### **AGENDA ITEMS FOR NEXT MEETING**

Mr. Ahmadapour stated that he wanted to talk about the Fine Arts hiring committee for the Fine Arts Dean position. The Fine Arts faculty feel that they have not been consulted, and they are the biggest department in the Fine Arts Division. They are upset that no input has been requested of them and are asking for a dismissal of the current committee, and an explanation. Mr. Ahmadapour stated that he had raised this issue of who would be on the hiring committee before, and why was it not the job of the department concerned? Mr. Ahmadapour felt it might be political.

PM noted that he had asked for volunteers for the committee and had sent the names to Dr. Arce's office in the order received.

Mr. Vakil asked Mr. Ahmadapour to note down what he felt had gone wrong in the process and send it to him, Mr. Vakil, to examine. Mr. Ahmadapour said he had the note with him and gave it to Mr. Vakil.

Mr. Kjeseth said he would give a report on the Plenary Session at the next meeting. He thanked the Academic Senate and El Camino College for funding the trip.

The meeting adjourned at 1:44pm

*CS/ecc2009*

DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting April 20, 2009

Present: Francisco Arce, Thomas Fallo, Bob Gann, Ann Garten, Irene Graff, Jo Ann Higdon, Megan McLean, Jeanie Nishime, Michael Odanka, Barbara Perez, Susan Pickens, Luukia Smith, Arvid Spor, David Vakil, and Nina Velasquez.

1. Michael Odanka is the new Compton Center faculty representative. We need to get the word out that we do need Compton representation.
2. College Council Goals 2008-2009 - Update
  1. Focus on responding to the Accrediting Commissions Recommendations. We have already worked on Recommendations 1, and 3. We are now working on recommendations 2, 4, 6, 7, 8. In October we will submit a follow-up report describing our progress. The committees are working on their recommendations and the first draft is due May 15<sup>th</sup>. Between May 15 and June 30 our executive committee will work with committee chairs. Two weeks ago we started updating curriculum and hope to have 670 done by the summer. We will probably have to take a big part of summer to bring us into compliance. We hope to have all curriculum reviewed by our October report.
  2. College Council members will report to and from their constituent groups. This will be done quarterly. Team reports are given monthly.
  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. This has been completed and there will be a report on May 8<sup>th</sup>.
  4. Continue to build a sense of (campus) community. Assigned to Luukia & Angela. Luukia and Angela are still working on this.
  5. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. We have been working on policies and have more coming from the Senate.
  6. All Administrative Procedures that accompany Policies will go through College Council. We have pared so far as best we can.
  7. Incorporate the spirit of Accreditation in every day college operations. We are trying to make sure that with everything we do we recognize the responsibility to make decisions based on evidence. We try and make fact based decisions and evaluations.
  8. Academic integrity as a team. Pete will determine how this can be measured. We will ask Pete where he is on this.
  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. On the physical side we are putting more money into filming, etc. Chief Trevis has some good ideas.
3. Jeanie reports that there have been requests from special groups to wear special shawls or cords at graduation. Megan reported that ASO recommended using pins.

Agenda for the May 4, 2009 Meeting:

1. Minutes of April 27 2009
2. Basing Grades on Attendance (Sean Donnell)
3. Employee Access Agreement - The “pop-up” information when we turn on computers (Sean Donnell)
4. BP 6160 – El Camino Community College District Email, Internet and Network Use Policy. (Sean Donnell)

5. ECCFT Appendix E – Computer Usage (Sean Donnell)

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 – First Reading on 4/20/09.
5. AP 5030 – Fees – First Reading on 4/20/09.

Pending from 2008-2009

6. BP 2715 – Code of Ethics/Standards of Practice – distributed at College Council on 3/9/09
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

DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting May 4, 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, Luukia Smith, Arvid Spor, and David Vakil

1. Megan McLean – Five students went to the Student Senate of California Community Colleges (SSCCC) 2009 Spring General Assembly in San Diego. The ASO elections are coming up and there are a total of 40 candidates. Hooman Nouri is running for ASO President, and Philip Stokes is running for Vice President.
2. Pete Marcoux – The following four policies are going to the Senate for second reading: 4270-Substitute Courses for Health Education (deletion), 4312-Soliciting Funds from Students (deletion), 4320-Public Performance by Students (Policy replaced by Procedure), and 4400-Community Services Programs. BP & AP 4260-Prerequisistes and Co-Requisites are going for first reading.
3. Irene Graff – There is a push towards assisting Basic Skills students and improving outcomes. Bo Morton is working on a Title V grant that would target Basic Skills students. Irene attended training on the legal aspects of privacy in the workplace.
4. Francisco Arce – The deadline for the first Accreditation response draft is next week. There has been good response at the division level with SLO's and curriculum.
5. Barbara Perez – HR is in the middle of recruitments and is getting to final interviews for many of the faculty positions. There needs to be more training on the on-line application system.
6. Jeanie Nishime – The Compton Center has elected their officers. Tanya Brashear is the ASB President and the Student Trustee. The High School Senior Day is on May 15<sup>th</sup>. The Academic Awards and Presidential Scholars event will be held in the Marsee Auditorium. The Compton Center Commencement is being moved from the stadium to the quad area.
7. Jo Ann Higdon – 125 faculty laptops will be upgraded to double memory capacity by the end of May. The Administrative Services Area Council discussed doing something positive. An idea that came up was a “make a difference campaign.” They don't know what that means yet. People can give their ideas. Angela and Luukia could be involved.
8. President Fallo – District contributions for CALSTRS could go from 8% to 10% of wages. We are having a Facilities Steering Committee meeting to talk about the future of ECC facilities. We are looking five years from now. We have not been able to build as we thought. We will have to look at an extension of our current bond. The question is when we do that. President Fallo met with a pollster who said 2010 is better than 2012. The Compton Center has a \$55 million infrastructure project. There are still some bonds left in the program. They have already done \$41 million and are at \$56 million. Even with the \$1 million left they are not going to be able to do much above ground.
9. David Vakil – The first 36 Academic Affairs program reviews were reviewed to look for common threads. One was the faculty stated that they do need to improve SLOs. The things faculty have control over are SLO's and faculty mentorship.
10. Arvid Spor – The evaluation is important and people will be doing it on both ends. HMC Architects have begun meeting to see what the program projections are for the next five years. We are also doing this at the Compton Center. The Planning Summit follow up is this

Friday. Arvid is going to ask to come to Area Councils to explain the whole planning process.

11. Ann Garten – ECC is now twittering. Please let Ann Garten’s office know of any year end activities so the Board can be invited. If you are having an event and would like the President or Vice Presidents participation contact Ann Garten’s office to let her know what the expectations are.

Agenda for the May 11, 2009 Meeting:

1. Minutes of May 4, 2009
2. Basing Grades on Attendance (Sean Donnell)
3. Employee Access Agreement - The “pop-up” information when we turn on computers (Sean Donnell)
4. BP 6160 – El Camino Community College District Email, Internet and Network Use Policy. (Sean Donnell)
5. ECCFT Appendix E – Computer Usage (Sean Donnell)

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. Jeanie will bring this in March.
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. Everyone will bring a list of policies they are working on.
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.
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Pending from 2008-2009

6. BP 2715 – Code of Ethics/Standards of Practice – distributed at College Council on 3/9/09
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

## **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.

## INFRASTRUCTURE PHASE 3 BUDGET

April-09

Design & Plan Review		
Architectural Fee for Preliminary Plans	\$358,795	
Architectural Fee for Working Drawings	200,095	
Program Management/Planning	75,000	
Division of the State Architect plan check fees	0	
Community College Plan Check Fee	0	
Preliminary Testing	0	
Surveys	32,600	
LEED	0	
Landscape Architectural Fee	90,854	
CM Cost Estimate / Value Engineering	17,445	
Special Consultant Fees	0	
Plan Printing Costs	31,900	
Bid Advertising	2,600	
Bond Costs	<u>0</u>	
		\$809,289
Hazardous Material Abatement		
		0
Construction		
Bid Awards	9,382,373	
Construction Management	60,000	
Sewup (OCIP / Builders Risk)	<u>288,432</u>	
		9,730,805
Tests & Inspections		
		273,824
Construction Administration		
Program Management		
Program Management / Accounting	300,000	
Construction Administration	<u>229,155</u>	
		529,155
Contingency		
Unforeseen Conditions / Arch & Eng E&O	750,590	
		750,590
Furniture and Group II Equipment		
		<u>80,000</u>
	TOTAL	<u>\$12,173,663</u>

HUMANITIES MALL & FOOD SERVICE VENUE BUDGET  
April 2009

Design & Plan Review		
Architectural Fee for Preliminary Plans	\$33,075	
Architectural Fee for Working Drawings	37,800	
Program Management/Planning	0	
Division of the State Architect plan check fees	17,560	
Community College Plan Check Fee	5,496	
Preliminary Testing	7,600	
Surveys	0	
LEED	0	
Landscape Architectural Fee	0	
CM Cost Estimate / Value Engineering	0	
Special Consultant Fees	13,480	
Plan Printing Costs	6,443	
Bid Advertising	900	
Bond Costs	<u>0</u>	
		\$122,354
Hazardous Material Abatement		
		0
Construction		
Bid Awards	1,895,000	
Relocation Fees	0	
Construction Management	11,696	
Sewup	<u>0</u>	
		1,906,696
Tests & Inspections		
		108,950
Construction Administration		
Program Management		
Program Management / Accounting	58,482	
Construction Administration	<u>23,625</u>	
		82,107
Contingency		
Unforeseen Conditions / Arch & Eng E&O	151,600	
		151,600
Furniture and Group II Equipment		
		<u>52,000</u>
	TOTAL	<u>\$2,423,707</u>





**REVISED**

**End of Year Events  
 2009**

<b>Division</b>	<b>Event</b>	<b>Date/Location/Time</b>
Behavioral & Social Sciences	Anthropology Symposium	May 15; Haag Recital Hall, 1-4 pm
Business	- none -	
Fine Arts	- none -	
Health Sciences & Athletics	Nursing Pinning Ceremony (ECC)	June 12; Marsee Auditorium 6:30 pm
	Nursing Pinning Ceremony (CEC)	June 9; Time/Location TBD
Humanities	<i>Myriad</i> Reading	June 4; East Dining Room, 1-2 pm
Industry & Technology	Administration of Justice Explore Academy Graduation	April 18; Location TBD 10 am
	Paramedic Training Graduation	April 22, Campus Theater 3 pm
	Fashion Show	June 5, Marsee Auditorium 7:30 pm
	Fire Academy Part-Time Graduation	June 6; Fire Academy-Inglewood 10 am
	Woodfest	June 3; Construction Bldg 6 pm
	Administration of Justice Reserve Graduation	June 20; Location TBD 10 am
	Open House: Machine Tool Technology, Manufacturing Technology, Engineering Technology	May 30; MCS 1A 9-1 pm
Learning Resources	- none -	
Mathematics	Mathematical & Science Academic Award Ceremony	June 5; East Dining Room 12-2 pm
	MESA Transfer Dinner	June 3; MCS 100E 4:30-6:30 pm
Natural Sciences	Mathematical & Science Academic Award Ceremony	June 5; East Dining Room 12-2 pm
Miscellaneous	Academic Awards & Presidential Scholar	May 20; Marsee Auditorium 5:30 pm
	Commencement	June 12 Reception –Library Lawn 1 pm Ceremony – Murdock Stadium 4 pm

<b>Division</b>	<b>Event</b>	<b>Date/Location/Time</b>
Counseling & Student Services	Project Success Awards Dinner	May 15; East Dining Room 11 am-3 pm
	HTP Awards Reception	May 21; East Dining Room 4:30-6:30 pm
	EOPS/CalWORKs/CARE Recognition Banquet	May 29; Doubletree Hotel Time TBD
	Puente End of the Year Recognition	June 4; Activities Center 6-9 pm
	UC/CSU Admit Reception	June 4; Cafeteria 5-8 pm
Enrollment Services	Space Science Day	April 25; ECC Campus (various) 8:30 am-1 pm
	Financial Aid Fair	April 28; East Lounge 11 am-2 pm
	High School Senior Day	May 15; Marsee Auditorium 9 am-1 pm
	Alpha Gamma Sigma Honor and Scholarship Society Permanent Membership Pinning & Certificate	June 12; Location /Time TBD
	InterClub Council Year-End Banquet and Club Advisor Recognition	Date/Location/Time TBD
	Associated Student Organization Year-End Banquet	Date/Location/Time TBD
	ASO Corona del Camino Dinner and Induction Ceremony	Date/Location/Time TBD
	First Year Experience End of Year Event	Date/Location/Time TBD
Foundation	Hall of Fame Banquet	April 30; Los Verdes Golf Club 6 pm
	ECC Golf Classic	May 1; Los Verdes Golf Course 7 am
	Scholarship Reception	May 14; Marsee Auditorium
Compton Educational Center	Academic Awards Tea	May 17; Student Lounge 3 pm
	EOPS/CARE Spring Banquet	June 4; Student Lounge 12 Noon
	Commencement Ceremony	June 11; Tartar Stadium 5:30 pm

## **ECC Compton Center Academic Senate Resolution**

### ***In Re Fine Arts Area Facility***

In light of the severe disadvantage under which the fine arts students and faculty have been forced to function over the past several decades, the Academic Senate is forwarding yet again another resolution of deep concern and a call for action to solve the problems.

WHEREAS, the Y and X buildings have received no attention or improvement over the last four decades, and

WHEREAS, appropriate, data driven, and thoroughly researched planning documents have been forwarded to the administration on a yearly basis, and

WHEREAS, those attached plans and schematics represent a reasoned and approachable strategy for improving the fine arts facility agreed upon by all area faculty members, and

WHEREAS, the area faculty and students still do not have the Y-97 Little Theatre, although the plans for the theatre have passed DSA, and

WHEREAS, repeated requests and plans have been dismissed or ignored by administration, and

WHEREAS, the current state of the facilities is unhealthy, inappropriate, and not conducive to student learning, and

WHEREAS, the theatre has had no designated office space for the last three years and no appropriate facility or theatre in which to prosecute its program in the last ten years,

BE IT RESOLVED, that the administration consider and follow the guidelines of the attached planning documents and schematics, with full consultation and respect for area faculty and students.

## COMMENDATION OF MS. DEBRA ROBERTSON

**WHEREAS** the Compton Center Bookstore, through the leadership of Debra Robertson, has seen a dramatic improvement in the process of book ordering for professors, accurately ordering enough texts to provide for students in all sections being taught at the Compton Center, and accommodating faculty when the need arises for them to check on their book orders, answering questions and concerns with quarried urgency, and

**WHEREAS** the bookstore, with positive guidance by Ms. Robertson, has, over the last two years, vastly improved its services to students, providing help when students need it, ordering books for students when the store has run out, and improving the overall treatment of students by showing them respect and serving their needs in an efficient and timely manner, and

**WHEREAS** the bookstore has been reorganized by Ms. Robertson to better serve both students and faculty by designing space to better accommodate incoming texts and organizing new and innovative ways of allowing students to purchase books, while effectively merchandising clothes and accessories that the students can buy and wear or use to show their pride in their school, and

**WHEREAS** no matter the time of day, the situation, or the mood of the faculty or student, Ms. Robertson and her staff are always ready to help with a positive and willing attitude

**THEREFORE BE IT RESOLVED** that the Faculty Council of the El Camino Compton Educational Center does hereby commend and thank **Debra Robertson** and her staff at the Compton Center Bookstore for their untiring efforts to accommodate students' and faculty needs with a smiling face and exemplary attitude - a refreshing change for the better to a vital student and faculty service which has been instrumental to the success and improvements we have experienced at Compton Center over the last two years.

Passed: May 7, 2009

## **COMMENDATION OF OFFICE OF OUTREACH AND SCHOOL RELATIONS**

**WHEREAS** the Compton Education Center has experienced tremendous enrollment growth during 2008-2009, with enrollment in spring 2009 forty-nine percent higher than in spring 2008, and

**WHEREAS** this enrollment growth is due in large measure to the hard work of the Office of Outreach and School Relations, which has re-established a regular presence at feeder high schools and maintained an ongoing relationship with high school counselors, instructors, and administrators that has resulted in the accommodation of on-site admissions, and

**WHEREAS** the Office of Outreach and School Relations has coordinated various activities designed to promote awareness of the Center and the programs that it offers, such as the English Language Learners Conference, a “Conference on Males,” a Reception for High School Students, and a number of workshops and campus tours for both middle and high school students in the region, and

**WHEREAS** outreach staff has actively participated in community events and disseminated information about the Center and its programs to residents in all of the communities within the Compton Community College District, including Compton, Lynwood, Paramount, North Long Beach, Carson, and Willowbrook-Enterprise,

**THEREFORE BE IT RESOLVED** that the Faculty Council of the El Camino Compton Educational Center does hereby commend and thank the diligent staff members of the Office of Outreach and School Relations for their untiring efforts to promote the Center and its vital place in the life of our region, with special acknowledgment to Ricky Shabazz, Joyce Duren, Alicia Zembrano, Johnny Conley, Priscilla Beas, and Marques Goodwin.

Passed: May 7, 2009

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

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

Absent (excused): F. Arce, R. Hughes, S. Panski

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

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

Also Present: K. Adams, C. Fitzsimons, D. Goldberg, B. Jaffe, M. Leiby, J. Shankweiler

**CALL TO ORDER**

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

**CHAIR'S REPORT**

Chair Young welcomed the Committee to today's meeting. She reminded the committee that she provides a report on CCC activities to the Academic Senate at each meeting. She reported the following:

- **Course Review Workshops have been conducted**  
Three workshops have been conducted - two at ECC and one at the Compton Center. They were well-received. Three more workshops will be scheduled in April and May.
- **Standard Review Sub-Committee**  
This committee, which reviews courses submitted for course review or minor changes, is working well and is allowing for additional courses to be reviewed at each meeting.
- **Response to Recommendation Three**  
Chair Young was involved in the input for the response to the ACCJC and felt the response was well-crafted and accurate. She complimented those who reviewed and edited the final version.
- **Six-Year Review Cycle Worksheet and Report Form**  
These forms were piloted by the CCC representatives and submitted to the Curriculum Office.
- **Number of Courses Reviewed this Semester**  
The CCC reviewed and approved a total of 108 proposals at its first two meetings.

## **CURRICULUM REVIEW**

### **Mathematical Sciences Proposals**

- Chair Young introduced Dean of Mathematical Sciences D. Goldberg to present Mathematics 120, Mathematics 130, and Computer Science 60; and online versions of Mathematics 120 and Mathematics 130.
- She also announced that those presenting no longer needed to discuss typographical errors (unless newly discovered by the committee), only revisions of substance.
- D. Goldberg distributed an errata sheet to the committee.
- He presented Mathematics 120 and Mathematics 130 with no revisions or questions from the committee.
- Continuing with Computer Science 60, he acknowledged a grammatical and formatting correction.
- Chair Young called for a motion to approve the Mathematical Sciences proposals. V. Rapp moved, L. Kjeseth seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. V. Rapp moved, L. Kjeseth seconded, and the motion carried.
- She then called for a motion to approve the distance education versions. V. Rapp moved, A. Himsel seconded, and the motion carried.

### **Natural Sciences Proposals**

- Dean J. Shankweiler distributed an errata sheet and took the podium to present Geography 6, Microbiology 33, and Physics 12.
- She began with Geography 6, discussing revisions made. The committee corrected an additional error in Section V. Part C of the course outline of record, and the revision was accepted.
- She continued with Microbiology 33 and fielded a question from the committee regarding Section II. #3. No revisions were made.
- J. Shankweiler continued with Physics 12. The committee corrected minor errors in the catalog description and Section V. Part B. #2.
- Chair Young then called for a motion to approve the Natural Sciences proposals. M. Lipe moved, J. Thompson seconded, and the motion carried.
- She called for a motion to approve the conditions of enrollment. M. Lipe moved, J. Thompson seconded, and the motion carried.

### **Humanities Proposals**

- C. Fitzsimons distributed an errata sheet to the committee and took the podium to present English 15A, English 15B, and ESL 53B.
- She introduced English department faculty M. Leiby who authored English courses 15A and 15B.
- C. Fitzsimons presented the revisions to English 15A and 15B. There were no revisions or questions from the committee.
- She continued with ESL 53B. The committee posed a question regarding the CSU transfer date, to which Q. Chapman clarified this would eventually be the board approval date. There were no other revisions or questions.

- Chair Young called for a motion to approve the Humanities proposals. C. Somin moved, L. Kjeseth seconded, and the motion carried.
- She then called for a motion to approve the conditions of enrollment. C. Somin moved, 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.
- Q. Chapman noted that the courses which underwent course review are now bolded and therefore the rest (not bolded) are course inactivations.
- The handout included twelve course inactivations from the Fine Arts division and 20 from the Humanities division, recommended by department faculty.
- There were also eight course reviews conducted in the Humanities division, four in Mathematical Sciences, and seven in Natural Sciences. These included revisions to catalog descriptions, descriptive titles, prerequisites, recommended preparation, and transfer status.
- V. Lloyd noticed that Chemistry '21A' was inadvertently repeated. The committee corrected the agenda to read Chemistry '21B' on p.6 for the appropriate course, "Survey of Organic and Biochemistry."
- Given the change, and with no further questions, Chair Young called for a motion to adopt the recommended actions. J. Thompson moved, V. Lloyd seconded, and the motion carried.
- She then called for a motion to approve the conditions of enrollment outlined in the consent agenda. J. Thompson moved, M. Lipe seconded, and the motion carried.

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

- Chair Young began an update and discussion of the six-year course review process.
- She discussed blanket review courses, clarifying that these courses are cooperative career education, special topics, and independent studies courses.
- She then asked the committee to share their thoughts and concerns of the process; discussion ensued.

### **ANNOUNCEMENTS**

- L. Kjeseth and Q. Chapman provided an update about the transition to CurricUNET software, announcing that the conversion of course data from the old software (CurricuWare) to the new system is going to be possible.
- Discussion ensued regarding the capabilities of CurricUNET, the timeline for the conversion (to begin use in fall 2009) and the forthcoming walk-through of the system.
- Current CurricuWare issues and concerns were also discussed.

### **ADJOURNMENT**

Chair Young then called for a motion to adjourn the meeting. M. Lipe moved, A. Himsel seconded, and the motion carried. The meeting was adjourned at 3:32 p.m.



**EL CAMINO COLLEGE  
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes  
March 24, 2009**

**FINE ARTS DIVISION**

**INACTIVATE COURSES**

1. Dance 18abcd – Asian and Pacific Dance
2. Dance 96abcd – Cooperative Work Experience Education
3. Photography 60ab – Wilderness Photography
4. Theatre 20ab – Styles of Acting
5. Theatre 30 – Movement for the Actor
6. Theatre 34ab – Voice and Articulation for the Actor
7. Theatre 36 – Stage Dialects
8. Theatre 40B – Applied Intermediate Stage Direction
9. Theatre 192ab – Setup of Intelligent Lighting Systems
10. Theatre 193ab – Programming and Lighting Design with Intelligent Lighting Systems
11. Theatre 194ab – Computer Applications for the Entertainment Lighting Industry
12. Theatre 195 – Industry Analysis and Portfolio Planning for the Entertainment Lighting Industry

**HUMANITIES DIVISION**

**INACTIVATE COURSES**

1. Academic Strategies 27 – Creative Problem Solving Workshop
2. Academic Strategies 50 – Special Topics in Academic Strategies
3. Communications 1abcd – Student Leadership

4. Communications 50 – Special Topics in Communications
5. English 11 – Introduction to Drama
6. English 50 – Special Topics in English
7. English 72 – Technical Report Writing
8. English as a Second Language 50 – Special Topics in English as a Second Language
9. French 35 – Introduction to Francophone Literature in Translation
10. French 50 – Special Topics in French
11. German 4 – Intermediate German II
12. German 5 – Advanced German I
13. Humanities 50 – Special Topics in Humanities
14. Japanese 50 – Special Topics in Japanese
15. Journalism 50 – Special Topics in Journalism
16. Journalism 100 – Supervised Tutoring: Journalism Laboratory
17. Library Information Science 101 – Introduction to Libraries for Library Technicians
18. Library Information Science 105 – Information Services and Resources
19. Library Information Science 110 – Technical Services in Libraries
20. Spanish 50 – Special Topics in Spanish

#### **COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION**

1. Academic Strategies 1abcd – Individualized Academic Strategies  
*Current Status/Proposed Change*  
A This laboratory class emphasizing course emphasizes self-paced individualized approaches to learning in college, including instruction based on computerized diagnoses of difficulties through tests and observations. Offered as a support system utilizing multi-media workshops and learning contracts to students enrolled in content area courses in reading and/or mathematical computation. After diagnoses, individualized instructor-led and computer-based interventions are offered to improve reading or math skills.

*Recommendation:*

This laboratory course emphasizes self-paced individualized instruction based on computerized diagnoses of difficulties in reading and/or mathematical computation. After diagnoses, individualized instructor-led and computer-based interventions are offered to improve reading or math skills.

2. Academic Strategies 22ab – Vocabulary Building for College Students

*Current Status/Proposed Change*

This course is designed to increase the student's reading, listening, writing, ~~listening~~ and speaking vocabularies by introducing words and concepts that are essential to academic success. ~~by emphasizing a systemized~~ A systematic method for continued vocabulary development is emphasized.

*Recommendation:*

This course is designed to increase the student's reading, listening, writing, and speaking vocabularies by introducing words and concepts that are essential to academic success. A systematic method for continued vocabulary development is emphasized.

3. Academic Strategies 30ab – Test-Taking Strategies

*Current Status/Proposed Change*

~~In This course, is designed to assist the students in acquiring confidence and competency in understanding the principles of test development and then use the~~ examine how testing instruments (such as true/false, multiple choice, and essay questions) are structured. Students learn techniques necessary for successful mastery of taking designed to increase success on various types of achievement tests.

*Recommendation:*

In this course, examine how testing instruments (such as true/false, multiple choice, and essay questions) are structured. Students learn techniques designed to increase success on various types of achievement tests.

4. English as a Second Language 51A – Introduction to English in Conversation

*Current Status/Proposed Change*

~~This is an~~ introductory course is designed to activate a student's ~~oral/aural~~ English-speaking and English-comprehension skills in a supportive atmosphere. ~~The student works to develop communicative competence in an atmosphere free of criticism.~~ The course includes cross-cultural communication topics; ~~role playing, an~~ and other small group activities; introduction to common American idioms; and expressions; pronunciation exercises designed to improve intelligibility; and listening comprehension practice.

*Recommendation:*

This introductory course is designed to activate a student's English-speaking and English-comprehension skills in a supportive atmosphere. The course includes cross-cultural communication topics; role play and other small group activities; introduction to common American idioms and expressions; pronunciation exercises designed to improve intelligibility; and listening comprehension practice.

5. English as a Second Language 51B – Intermediate Listening, Speaking and Pronunciation  
*Current Status/Proposed Change*

~~This intermediate course helps ESL s~~ Students in this course gain greater confidence and skill in listening to and speaking English. ~~Students participate in a wide range of by participating in~~ activities such as listening to mini-lectures and taking notes, presenting impromptu speeches, prepared speeches, and oral reports; ~~conducting group out of class surveys and one on one interviews;~~ and ~~planning,~~ performing, role plays and dramas; and ~~critiquing debates~~ discussing and debating controversial topics. Students ~~are taught listening and speaking strategies, shown how to improve their pronunciation, intonation and stress, and are introduced to~~ listening comprehension, and knowledge of idiomatic expressions and American culture, ~~idioms~~ and humor.

*Recommendation:*

Students in this course gain greater confidence and skill in listening to and speaking English by participating in activities such as listening to mini-lectures and taking notes, presenting impromptu speeches, prepared speeches, and oral reports; conducting surveys and interviews; performing role plays and dramas; and discussing and debating controversial topics. Students improve their pronunciation, intonation and stress, listening comprehension, and knowledge of idiomatic expressions and American culture and humor.

6. English as a Second Language 52A – Introduction to Reading and Vocabulary Building  
*Current Status/Proposed Change*

This is an introductory course designed to transfer literacy in the first language to English by building basic reading skills and expanding vocabulary. Through the use of reading texts, reading kits, main idea exercises, and skimming and scanning activities, the foundation skills are developed through regular application. The aim of the course is to identify and reinforce good reading habits and to free students from over-dependence on dictionaries, with a focus on context as the key to meaning.

*Recommendation:*

This is an introductory course designed to transfer literacy in the first language to English by building basic reading skills and expanding vocabulary. Through the use of reading texts, reading kits, main idea exercises, and skimming and scanning activities, the foundation skills are developed through regular application. The aim of the course is to identify and reinforce good reading habits and to free students from over-dependence on dictionaries, with a focus on context as the key to meaning.

7. English as a Second Language 52B – Intermediate Reading and Vocabulary Building  
*Current Status/Proposed Change*

This is an intermediate level course designed to teach appropriate reading skills, such as the ability to make inferences, to draw conclusions, to understand the meaning of vocabulary words in context through word analysis and ~~study exercise,~~ contextual clues, and to determine the main idea from a passage. Students read from a variety of sources,

including ~~the~~ newspapers, ~~the~~ essays, ~~the~~ short ~~story~~ stories, and ~~the~~ novels. Students also increase their academic vocabulary through vocabulary building activities.

*Recommendation:*

This is an intermediate level course designed to teach appropriate reading skills, such as the ability to make inferences, draw conclusions, understand the meaning of vocabulary words in context through word analysis and contextual clues, and determine the main idea from a passage. Students read from a variety of sources, including newspapers, essays, short stories, and novels. Students also increase their academic vocabulary through vocabulary building activities.

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

*Current Status/Proposed Change*

1. English 15A – Survey of ~~English~~ British Literature

This course ~~introduces students to English~~ is a survey of British literature from the Anglo-Saxon period through the 18<sup>th</sup> century. Particular attention will be given to tracing the growth of English, Irish, Scottish and Welsh culture and identity in relation to the literature. The selections may include “*Beowulf*”, “*The Táin*,” and “*Everyman*,” as well as readings from Chaucer, Julian of Norwich, Kempe, Spenser, Lanyer, Shakespeare, Cary, Donne, Herbert, Milton, Cavendish, Dryden, Behn, Pope, Swift, Johnson, and Sheridan.

*Recommendation:*

This course is a survey of British literature from the Anglo-Saxon period through the 18<sup>th</sup> century. Particular attention will be given to tracing the growth of English, Irish, Scottish and Welsh culture and identity in relation to the literature. The selections may include “*Beowulf*”, “*The Táin*,” and “*Everyman*,” as well as readings from Chaucer, Julian of Norwich, Kempe, Spenser, Lanyer, Shakespeare, Cary, Donne, Milton, Cavendish, Dryden, Behn, Pope, Swift, Johnson, and Sheridan.

*Current Status/Proposed Change*

2. English 15B – Survey of ~~English~~ British Literature

~~English 15B~~ This course is a survey of British literature by English, Irish, Scottish, and Welsh writers that begins with the Romantic Age and continues to the present. The course includes selections from major Romantic, Victorian, ~~and m~~ Modern and Postmodern authors, ~~including~~ which may include Equiano, Burns, Blake, the Wordsworths, Coleridge, Byron, the Shelleys, Keats, Tennyson, the Brownings, the Brontës, Arnold, Browning, Hardy, Yeats, Conrad, Joyce, Eliot, Woolf, Lawrence, Beckett, Heaney, Pinter, and others.

*Recommendation:*

English 15B – Survey of British Literature

This course is a survey of British literature by English, Irish, Scottish, and Welsh writers that begins with the Romantic Age and continues to the present. The course includes

selections from major Romantic, Victorian, Modern and Postmodern authors, which may include Equiano, Burns, Blake, the Wordsworths, Coleridge, Byron, the Shelleys, Keats, Tennyson, the Brownings, the Brontës, Arnold, Hardy, Yeats, Conrad, Joyce, Eliot, Woolf, Lawrence, Beckett, Heaney, Pinter, and others.

*Current Status/Proposed Change*

3. English as a Second Language 53A – Elementary ~~Writing~~/Grammar and Writing  
This entry-level academic composition ~~class~~ course offers students an intensive writing experience. Students will write ~~a minimum of 15~~ well-organized, and coherent paragraphs transitioning to multi-paragraph essays, ~~including critical reactions to readings~~. Students will identify and address Grammar problems ~~identified in student writing~~ will be addressed.

*Recommendation:*

English as a Second Language 53A – Elementary Grammar and Writing  
This entry-level academic composition course offers students an intensive writing experience. Students will write well-organized and coherent paragraphs transitioning to multi-paragraph essays. Students will identify and address grammar problems in their writing.

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

*Current Status/Proposed Change*

1. English as a Second Language 53B – Intermediate Writing/ and Grammar  
~~No Transfer~~ CSU Proposed Transfer CSU  
This intermediate-level academic composition ~~class~~ course offers students an intensive ~~writing~~ experience, ~~moving from the paragraph to an emphasis on the~~ in writing college essays. Students will learn to write ~~a minimum of ten~~ well-organized, coherent expository essays, including critical reactions to readings, and employing various rhetorical modes. Basic rules of grammar are reviewed and more advanced rules are introduced. ~~Grammar problems identified in student writing will be addressed~~.

*Recommendation:*

English as a Second Language 53B – Intermediate Writing and Grammar  
Proposed Transfer CSU  
This intermediate-level academic composition course offers students an intensive experience in writing college essays. Students will learn to write well-organized, coherent expository essays, including critical reactions to readings, and employing various rhetorical modes. Basic rules of grammar are reviewed and more advanced rules are introduced.

## MATHEMATICAL SCIENCES DIVISION

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

1. Computer Science 60 – Programming with ASP.NET and C# in Web-Based Computer Science Applications

*Current Status/Proposed Change*

Prerequisite: Computer Science 2, 3, 4 or 30 with a minimum grade of C in prerequisite or equivalent

~~No Transfer CSU~~ Proposed Transfer CSU

*Recommendation:*

Prerequisite: Computer Science 2, 3, 4 or 30 with a minimum grade of C in prerequisite or equivalent

Proposed Transfer CSU

### **COURSE REVIEW; CHANGE IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation)**

1. Mathematics 111 – Mathematics for Elementary School Teachers – Geometry, Probability and Statistics

*Current Status/Proposed Change*

Prerequisite: Mathematics 60 with a minimum grade of C or equivalent; and Mathematics ~~70~~ 73 or Mathematics 80 with a minimum grade of C in prerequisite or equivalent

*Recommendation:*

Prerequisite: Mathematics 60 with a minimum grade of C or equivalent; and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite or equivalent

2. Mathematics 170 - Trigonometry

*Current Status/Proposed Change*

Prerequisite: Mathematics 60 and Mathematics 80 with a minimum grade of C in prerequisite, ~~and Mathematics 70-73 with a minimum grade of C~~ or qualification by testing (El Camino College Mathematics Placement Test) and assessment

*Recommendation:*

Prerequisite: Mathematics 60 and Mathematics 80 with a minimum grade of C in prerequisite, or qualification by testing (El Camino College Mathematics Placement Test) and assessment

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

1. Mathematics 120 – Nature of Mathematics

*Current Status/Proposed Change*

Prerequisite: Mathematics ~~70~~ 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment

This course surveys general ideas and concepts of mathematics, including ~~alternate and ancient numbering systems, inductive and deductive reasoning, geometries, mathematics of finance, set theory, probability, statistics, voting systems, logic, and mathematics of finance~~ types of geometries.

*Recommendation:*

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

This course surveys general ideas and concepts of mathematics, including mathematics of finance, set theory, probability, statistics, voting systems, logic, and types of geometries.

2. Mathematics 130 – College Algebra

*Current Status/Proposed Change*

Prerequisite: Mathematics ~~70~~ 73 or Mathematics 80 with a minimum grade of C in prerequisite, or qualification by testing (El Camino College Mathematics Test) and assessment

~~Topics covered in this course, include linear and quadratic equations and inequalities; students will explore polynomial, radical, rational, exponential, and logarithmic functions and their graphs; as well as sequences, and series, combinatorics, and the Binomial Theorem.~~

*Recommendation:*

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

In this course, students will explore polynomial, radical, rational, exponential, and logarithmic functions and their graphs, as well as sequences, series, combinatorics, and the Binomial Theorem.

3. Mathematics 140 – Finite Mathematics for Business and Social Sciences

*Current Status/Proposed Change*

Prerequisite: Mathematics ~~70~~ 73 or Mathematics 80 with a minimum grade of C in prerequisite or qualification by testing (El Camino College Mathematics Placement Test) and assessment

This course consists of a study of equations, the Gauss-Jordan method, matrices, linear programming (from a geometrical approach), logic sets, counting, combinatorics,



probability, ~~probability distributions~~, Bayes' theorem, random variables, descriptive statistics, and Markov chains, ~~and game theory~~.

*Recommendation:*

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

This course consists of a study of the Gauss-Jordan method, matrices, linear programming from a geometrical approach, logic sets, combinatorics, probability, Bayes' theorem, random variables, descriptive statistics, and Markov chains.

## **NEW DISTANCE EDUCATION COURSE VERSIONS FOR EXISTING COURSES**

1. Mathematics 120 – Nature of Mathematics (Online)
2. Mathematics 130 – College Algebra (Online)

## **COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION**

1. Mathematics 210 – Introduction to Discrete Structures

*Current Status/Proposed Change*

This course ~~is a study of~~ blends mathematical ideas and techniques to analyze reasoning, combinatorial analysis, discrete structures, algorithmic thinking and modeling to study the problems and algorithms which that occur in computer science and mathematics. Topics covered include: logic, sets, algebra, proofs, functions, algorithms, the integers, mathematical induction, elementary matrix algebra, mathematical reasoning, combinatorics, recurrence relations, relations, number theory, counting, graphs and trees.

*Recommendation:*

This course blends mathematical reasoning, combinatorial analysis, discrete structures, algorithmic thinking and modeling to study the problems that occur in computer science and mathematics. Topics covered include: logic, sets, proofs, functions, relations, number theory, counting, graphs and trees.

## **NATURAL SCIENCES DIVISION**

### **COURSE REVIEW**

1. Chemistry 21A – Survey of General and Organic Chemistry
2. Chemistry 21B - Survey of Organic and Biochemistry
3. Geography 6 – Physical Geography Laboratory
4. Physics 1A – Mechanics of Solids

5. Physics 1B – Fluids, Heat, and Sound

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

1. Geography 8 – Introduction to Geographic Information Systems

*Current Status/Proposed Change*

Recommended Preparation: basic computer skills

~~No Transfer UC~~ Proposed Transfer UC

*Recommendation:*

Recommended Preparation: basic computer skills

Proposed Transfer UC

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

1. Microbiology 33 – General Microbiology

*Current Status/Proposed Change*

Prerequisite: Biology 10 or Anatomy 30 or Anatomy 32 or Physiology 31 or Anatomy and Physiology 34A; equivalent; and Chemistry 4 or Chemistry 20 or Chemistry 1A or Chemistry 21A or equivalent with a minimum grade of C in prerequisite

This course is a study of microbial anatomy and physiology, classification, microbes in water, air, soil, food, sewage, and medical aspects of microbiology. It also includes the study of fundamental techniques in the growth, culture, and identification of microorganisms. It also includes the study of microbial anatomy and physiology, classification, microbes in water, air, soil, food, sewage and medical aspects of microbiology. Laboratory experiments are performed by students to reinforce principles of microbiology discussed in lecture. This course is designed for students planning to pursue careers in the health related and pre-professional sciences or other life sciences. ~~majors.~~

*Recommendation:*

Prerequisite: Biology 10 or Anatomy 30 or Anatomy 32 or Physiology 31 or Anatomy and Physiology 34A; and Chemistry 4 or Chemistry 20 or Chemistry 1A or Chemistry 21A or equivalent with a minimum grade of C in prerequisite

This course is a study of microbial anatomy and physiology, classification, microbes in water, air, soil, food, sewage, and medical aspects of microbiology. It also includes the study of fundamental techniques in the growth, culture, and identification of microorganisms. Laboratory experiments are performed by students to reinforce principles of microbiology discussed in lecture. This course is designed for students planning to pursue careers in the health sciences or other life sciences.

## COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

### 1. Physics 1C – Electricity and Magnetism

#### *Current Status/Proposed Change*

This course details the mathematical and physical description of Coulomb's Law, electric field and potential, Gauss's Law, DC circuit analysis with Ohm's Law and Kirchhoff's Law, AC circuit analysis with phase diagrams, elementary electronics, capacitance, magnetic fields and their effect ~~of~~ on moving charges and currents, magnetic fields produced by various current configurations, induced ~~voltage~~, emf, mutual and self-inductance, basic theory of dielectrics, magnetic properties of materials and Maxwell's Equations in integral and differential form.

#### *Recommendation:*

This course details the mathematical and physical description of Coulomb's Law, electric field and potential, Gauss's Law, DC circuit analysis with Ohm's Law and Kirchhoff's Law, AC circuit analysis with phase diagrams, elementary electronics, capacitance, magnetic fields and their effect on moving charges and currents, magnetic fields produced by various current configurations, induced emf, mutual and self-inductance, basic theory of dielectrics, magnetic properties of materials and Maxwell's Equations in integral and differential form.

### 2. Physics 1D – Optics and Modern Physics

#### *Current Status/Proposed Change*

This is a calculus-based course ~~details the mathematical and physical description of geometrical~~ which covers geometric optics, which includes including reflection and refraction at plane and spherical surfaces, prisms, lenses, mirrors, and simple optical instruments, and ~~photometry and physical optics, which includes including~~ polarization, interference, diffraction, and ~~introduction to~~ introductory electromagnetic wave theory. ~~Also included in this course is~~ The modern physics ~~which~~ portion of this course covers special relativity, the particle nature of light, wave ~~property~~ properties of a particles, the Schrödinger equation, atomic physics and spectra, and nuclear physics, ~~and fission and fusion.~~

#### *Recommendation:*

This is a calculus-based course which covers geometric optics, including reflection and refraction at plane and spherical surfaces, prisms, lenses, mirrors, and simple optical instruments, and physical optics, including polarization, interference, diffraction, and introductory electromagnetic wave theory. The modern physics portion of this course covers special relativity, the particle nature of light, wave properties of particles, the Schrödinger equation, atomic physics and spectra, and nuclear physics.

### 3. Physics 12 – Laboratory for Introductory Physics

#### *Current Status/Proposed Change*

This laboratory course is designed to give the student an opportunity to ~~check~~ experimentally reinforce some of the fundamental concepts of physics studied in Introductory Physics 11.

*Recommendation:*

This laboratory course is designed to give the student an opportunity to experimentally reinforce some of the fundamental concepts of physics studied in Physics 11.

## Summer 2009 Curriculum Review Process

Dear Colleagues,

In order to attain our goal of bringing all of the out-of-compliance courses up to date as quickly as possible, curriculum review and approval will continue throughout the summer. Here are the details:

### Summer Review Submission Dates

- There are four dates by which all divisions may submit course proposals.
  - Monday, June 15, 2009
  - Monday, June 29, 2009
  - Monday, July 13, 2009
  - Monday, July 27, 2009

(For example, if your division has 80 courses for review, you may submit 19 on June 15th, 21 on June 29th, 17 on July 13th and the remaining 23 on July 27th.)

- Be sure to submit only courses that have not been reviewed for six years or more.
- There is no limit to the number of proposals that you may submit, so please ask your faculty and staff to keep up the momentum and review as many courses as possible. A complete timeline is attached to this email message.

### Division Curriculum Committees

- The CCC voted to suspend the current configuration of the Division Curriculum Committee and allow courses to be approved by three DCC faculty representatives during the summer review process.
- Three DCC faculty reps will be compensated \$12 for each proposal they review and approve. For example, if a DCC member reviews and approves 10 courses he/she will receive \$120, for 20 courses he/she will receive \$240, and so forth. This is based on the \$45 per hour rate designated for curriculum review.
- There is no limit to the number of proposals the DCC may approve, but a maximum of three DCC reps will be compensated per proposal. The same three DCC reps are not required to serve on this committee for the entire summer (some may be on vacation or unavailable), but again, only three DCC reps can be compensated for any given course.
- For summer review, you may want to consider electronic DCC meetings through the comment feature in CurricuWare. For more information about this process please contact me.

**Note:** Please forward the names of all of the DCC faculty reps who may be participating in summer review as soon as possible, so that corresponding Board items can be developed.

### **CCC Review and Approval Process**

- All courses will be reviewed by the Standard Review Committee, therefore, only 10 copies of each proposal need to be submitted to the Curriculum Office by the due dates listed above.
- Meetings with the deans to present the changes/recommendations of the Standard Review Committee will be conducted on the dates listed in the timeline.
- One copy of each proposal will be due to the Curriculum Office one week after that meeting. There will be no need to develop errata sheets.
- All proposals will be reviewed by the CCC on Thursday, August 13, 2009 via consent agenda.
- The CCC representatives will be compensated for this meeting at a rate of \$45 per hour for a maximum of five hours.

### **Curriculum Chair Changes**

On June 12, 2009 my tenure as CCC chair will end and Lars Kjeseth will take over the position. Under the able leadership and direction of Lars, I will be working with faculty, staff, and deans on curriculum review and approval during the summer. Please feel free to contact Lars or me if we can be of assistance.

Thanks again for the amazing work and the high quality of the proposals that are being developed.

Janet

Janet Young, Curriculum Chair [jyoung@elcamino.edu](mailto:jyoung@elcamino.edu)

Lars Kjeseth, Chair Elect [lkjeseth@elcamino.edu](mailto:lkjeseth@elcamino.edu)

**EL CAMINO COLLEGE**  
**COLLEGE CURRICULUM COMMITTEE REVIEW TIMELINE**  
**Summer 2009**

Course Review – All Divisions with Prior Approval from the CCC Chair	Due in Curriculum Office: Distribute to CCC Reps: Standard Review Meeting: Meeting with Deans:	<u>Monday, June 15, 2009</u> <u>Tuesday, June 16, 2009</u> <u>Thursday, June 25, 2009</u> <u>Monday, June 29, 2009</u>
Course Review – All Divisions with Prior Approval from the CCC Chair	Due in Curriculum Office: Distribute to CCC Reps: Standard Review Meeting: Meeting with Deans:	<u>Monday, June 29, 2009</u> <u>Tuesday, June 30, 2009</u> <u>Thursday, July 2, 2009</u> <u>Monday, July 6, 2009</u>
Course Review – All Divisions with Prior Approval from the CCC Chair	Due in Curriculum Office: Distribute to CCC Reps: Standard Review Meeting: Meet with Deans:	<u>Monday, July 13, 2009</u> <u>Tuesday, July 14, 2009</u> <u>Thursday, July 23, 2009</u> <u>Monday, July 27, 2009</u>
Course Review – All Divisions with Prior Approval from the CCC Chair	Due in Curriculum Office: Distribute to CCC Reps: Standard Review Meeting: Meet with Deans:	<u>Monday, July 27, 2009</u> <u>Tuesday, July 28, 2009</u> <u>Tuesday, August 4, 2009</u> <u>Wednesday, August 5, 2009</u>
	Consent Agenda Emailed to Summer CCC Reps: Summer CCC Meeting:	<u>Tuesday, August 11, 2009</u> <u>Thursday, August 13, 2009</u>

All courses will be reviewed, via consent agenda, at the College Curriculum Committee Meeting  
 Thursday, August 13, 2009 from 9:00 a.m. to 11:30 a.m. in the Board Room

5/7/09

## CCC Catalog &amp; Schedule of Classes GE AP Listing

<b>AP Examination</b>	<b>AP Score</b>	<b>CCC GE</b>	<b>CSU GE</b>	<b>IGETC</b>
<i>Art History</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C1	3 semester units towards Area 3A or 3B
<i>Biology</i>	3,4,5	4 semester units towards Natural Science	4 semester units towards Area B2 & B3	Area 5A w/lab
<i>Calculus AB</i>	3,4,5	3 semester units towards Language and Rationality	3 semester units towards Area B4	3 semester units towards Area 2A
<i>Calculus BC</i>	3,4,5	3 semester units towards Language and Rationality	3 semester units towards Area B4	3 semester units towards Area 2A
<i>Chemistry</i>	3,4,5	4 semester units towards Natural Science	4 semester units towards Area B1 & B3	Area 5A w/lab
<i>Chinese Language and Culture</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B
<i>Computer Science A</i>	3,4,5	N/A	N/A	N/A
<i>Computer Science B</i>	3,4,5	N/A	N/A	N/A
<i>English Language and Composition</i>	3,4,5	3 semester units towards Language and Rationality	3 semester units towards Area A2	3 semester units towards Area 1A
<i>English Literature and Composition</i>	3,4,5	3 semester units towards Language and Rationality or Humanities	6 semester units towards Area A2 & C2	3 semester units towards Area 1A or 3B
<i>Environmental Science</i>	3,4,5	3 semester units towards Natural Science	4 semester units towards Area B1 & B3	3 semester units towards Area 5A w/lab
<i>European History</i>	3,4,5	3 semester units towards Social/Behavioral Sciences or Humanities	3 semester units towards Area D6	3 semester units towards Area 3B or 4F
<i>French Language</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>French Literature</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>German Language</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Government and Politics: Comparative</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D8	3 semester units towards
<i>Government and Political: United States</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D8	3 semester units towards Area 4H
<i>Human Geography</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D5	3 semester units towards Area 4E
<i>Italian Language and Culture</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Japanese Language and Culture</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Latin Literature</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Latin: Virgil</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Macroeconomics</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D2	3 semester units towards Area 4B



<b>AP Examination</b>	<b>AP Score</b>	<b>CCC GE</b>	<b>CSU GE</b>	<b>IGETC</b>
<i>Microeconomics</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D2	3 semester units towards Area 4B
<i>Music Theory</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C1	N/A
<i>Physics B</i>	3,4,5	4 semester units towards Natural Science	4 semester units towards Area B1 & B3	4 semester units towards Area 5A w/lab
<i>Physics C: Electricity and Magnetism</i>	3,4,5	3 semester units towards Natural Science	4 semester units towards Area B1 & B3	3 semester units towards Area 5A w/lab
<i>Physics C: Mechanics</i>	3,4,5	3 semester units towards Natural Science	4 semester units towards Area B1 & B3	3 semester units towards Area 5A w/lab
<i>Psychology</i>	3,4,5	3 semester units towards Social/Behavioral Sciences	3 semester units towards Area D9	3 semester units towards Area 4I
<i>Spanish Language</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Spanish Literature</i>	3,4,5	3 semester units towards Humanities	3 semester units towards Area C2	3 semester units towards Area 3B and 6A
<i>Statistics</i>	3,4,5	3 semester units towards Language and Rationality	3 semester units towards Area B4	3 semester units towards Area 2A
<i>Studio Art: 2D Design</i>	3,4,5	N/A	N/A	N/A
<i>Studio Art: 3D Design</i>	3,4,5	N/A	N/A	N/A
<i>Studio Art: Drawing</i>	3,4,5	N/A	N/A	N/A
<i>United States History</i>	3,4,5	3 semester units towards Social/Behavioral Sciences or Humanities	3 semester units towards Area D6	3 semester units towards Area 3B or 4F
<i>World History</i>	3,4,5	3 semester units towards Social/Behavioral Sciences or Humanities	3 semester units towards Area D6	3 semester units towards Area 3B or 4F

08/25/08 AHC/DD

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

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

<b><u>AP Examination</u></b>	<b><u>CCC GE Areas</u></b>	<b><u>Minimum Units</u></b>
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.

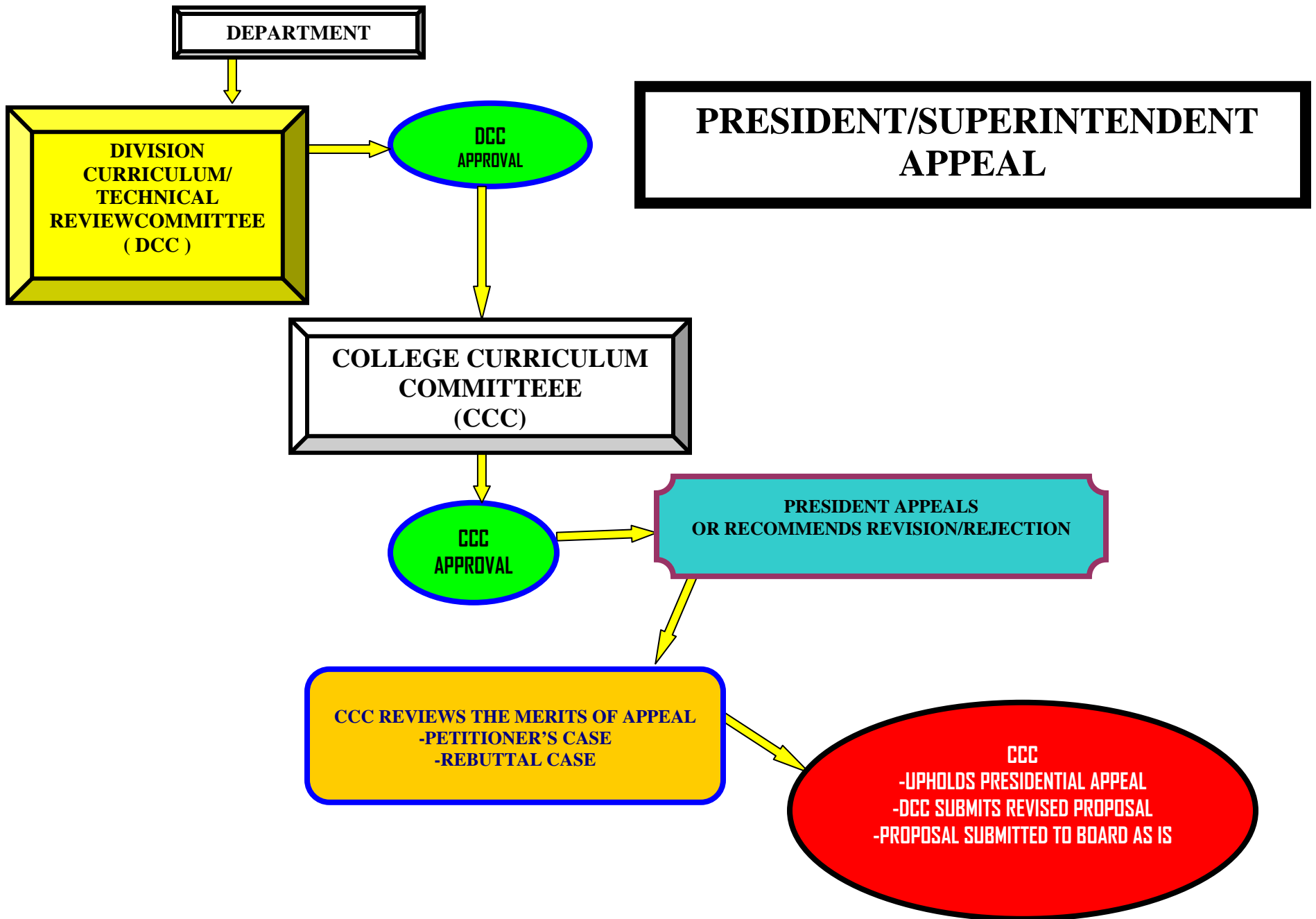
**(C) Humanities.** Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout 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.

# COLLEGE CURRICULUM COMMITTEE APPEALS FLOW CHART May 19, 2009



CCC Flowchart 5, August, 2008

## **Establishing a Systemwide California Community College General Education Advanced Placement (CCC GE AP) List**

Dave DeGroot, Articulation Officer, Allan Hancock College

Published in the March 2009 *Rostrum*

Whenever systemwide policies are proposed there is a natural and understandable concern expressed by faculty. Local district control of curricular policy is critical in maintaining effective learning environments that are relative to each district's unique demographics. In this case, however, a systemwide community college GE AP list would not compromise local district control. The intent of the CCC GE AP list is to equate AP scores to broad general education "area" requirements that are required across all campuses (Title 5 § 55063. Minimum Requirements for the Associate Degree), thus leaving campus specific "course" equivalency determination as a responsibility of the local discipline faculty as required by Title 5 (Title 5 § 55052. Advanced Placement Examinations). Because the GE "area" requirements are the same across all campuses (as defined by Title 5), it is appropriate to have a systemwide CCC GE AP list. On the other hand, courses that are specific to individual campuses should have "course" AP equivalency determined by the discipline faculty on those campuses (as defined in Title 5). The adoption of a systemwide CCC GE AP list will not replace the responsibility of individual campus faculty to determine campus specific "course" AP equivalency.

### **A Systemwide CCC GE AP List – Why?**

A systemwide CCC GE AP list would provide students and counselors a clear and consistent reference for applying AP scores towards associate degree GE "area" requirements. Community college students often attend more than one college and the awarding of AP credit differs significantly among community colleges. Students may receive associate degree GE credit at one college but not at another because there is no course equivalency at the second college or the faculty have not established an AP GE "area" equivalency list. For example, a student with a score of three in AP Physics B will receive GE equivalency credit at Santa Barbara City College because the "course" equivalency is in their GE Area A, but the student would not receive GE credit if the student transferred to Allan Hancock College because there is no "course" equivalency for AP Physics B at Allan Hancock College and is therefore not on their GE list. If a CCC GE AP list were instituted students and counselors would know what GE requirement an AP score would fulfill regardless of which, or how many, of the 110 community colleges the student attended.

### **Academic Senate Resolutions and *Rostrum* Articles**

The need for a California CCC GE AP list has been well established. Beginning as far back as 1994 (S94 4.05 Advanced Placement Three-Year Degree) and as recently as 2006 (F06 4.02 Advanced Placement (AP) Credit Policies and F06 4.06 Advanced Placement (AP) Equivalency Lists) there have been Academic Senate resolutions calling for research on AP credit policies and procedures. In addition, a number of *Rostrum* articles addressing AP concerns have also been written including "AP, IB 5-6-7, 3-4-5 What is it All About and Why Should Faculty Care?" (February 2007), "Now Is the Time for Systemwide Advanced Placement (AP) Policies and Procedures" (February 2008) and "California Community College (CCC) General Education (GE) Advanced Placement (AP) List" (May 2008). Last spring all this interest and research

culminated with the Academic Senate passing a resolution calling for the development of a California CCC GE AP list (S08 4.04 CCC GE Advanced Placement (AP) Equivalency).

### **CCC Articulation Officer's Survey**

After the passage of Resolution 4.04 S08, a California CCC GE AP survey was conducted among the California community college articulation officers. There was a 100% response rate to this survey with 109 out of the 110 articulation officers supporting the need for a GE AP list. The survey provided the impetus for a proposed CCC GE AP list. During the 2007-2008 academic year the system offices of the CSU and UC worked with their appropriate academic senates to revise the CSU GE AP list last reviewed in 1998, develop an IGETC AP List and closely align both lists. In the GE AP survey all 110 articulation officers responded that if a CCC GE AP list is developed it should be aligned with the CSU GE and IGETC AP lists. The proposed CCC GE AP list is not only aligned with the Title 5 general education requirements, but also with the CSU GE and IGETC AP lists. This spring, the proposed CCC GE AP list will be presented to the delegates in attendance at the Academic Senate plenary session for adoption. You can find the proposal on the Senate website at ([asccc.org](http://asccc.org)).

### **Advanced Placement Statistics**

There are an ever-increasing number of students enrolling at California community colleges with AP examination scores requesting credit for these scores. The number of AP examinations taken in the United States in 2008 was 2.7 million. California led the nation with 453,166. The next three closest states were Texas with 270,466, Florida with 235,030 and New York with 200,609. In the past ten years the number of AP examinations taken has substantially increased with California again leading the nation from 175,182 in 1998 to 453,166 in 2008. This increase is contributing to the fact that we are seeing more and more students with AP scores arriving on our college campuses and requesting credit for their AP scores. In addition, considering the current budget crisis and future state funding projections there will be even more CSU and UC bound students beginning their bachelor degree program at our colleges.

### **Next Step**

As noted above, a resolution will be brought forward at the Academic Senate 2009 Spring Plenary calling for the approval and adoption of the proposed CCC GE AP list. Local academic senates should begin a discussion about the proposed CCC GE AP list. It would be advisable to include the articulation officer and transfer director in these discussions as they are the most knowledgeable campus resources when it comes to general education and AP scores.

**AP 4260****Prerequisites and Co-requisites**

Reference:

*Title 5, Sections 55000 et seq.*

The following provides for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. If prerequisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success. Therefore, this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the El Camino College District has sought to foster the appropriate balance between these two concerns.

1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
  1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
  2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

- B. Grounds for challenge shall include the following:
1. Those grounds for challenge specified in Title 5, Section 55201(f).
  2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
  3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
  4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

C. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the ~~department~~ division do all of the following:
    - (1) Approve the course; and,
    - (2) As a separate action, approve any prerequisite or co-requisite, only if:
      - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
        - (i) involvement of faculty with appropriate expertise;
        - (ii) consideration of course objectives set by relevant department(s). The curriculum review process



should be done in a manner that is in accordance with accreditation standards.

- (iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
  - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
  - (v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
  - (vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
  - (vii) maintain documentation that the above steps were taken.
- (b) The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
  - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
  - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
  - (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

- b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
    - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
    - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
  - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
4. Program Review. As a regular part of the program review process or at least every six years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
  5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
  6. Instructor's Formal Agreement to Teach the Course as Described. ~~Each~~The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the ~~local~~ academic senate and, ~~if appropriate~~, the local bargaining unit.

### **Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

#### **1. Prerequisites and Co-requisites**

- A. Levels of Scrutiny. Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:
1. The Standard Prerequisites or Co-requisites. The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.
  2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.
  3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
    - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
    - b) Research is conducted as provided above.

The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.
  4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent

catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
  - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
  - b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.
7. Recency and Other Measures of Readiness. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
  - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
  - b) Data are gathered according to sound research practices in at least one of the following areas:
    - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
    - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
    - (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
    - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.

- c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.
- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
  - (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
  - (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

- B. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

## 2. **Advisories on Recommended Preparation.**

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

## 3. **Limitations on Enrollment.**

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above, including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate

competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

Blocks of Courses or Sections. Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

## Template: BP 4260 Pre-Requisites and Co-requisites

References:

Title 5 Sections 55000 and 55003

The [ CEO ] is authorized to establish pre-requisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such pre-requisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5. Any pre-requisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a pre-requisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites and advisories shall be identified in District publications available to students.

See Administrative Procedure [ # ]

Revised 2/08

**Board Policy 4260**

**Prerequisites and Co-Requisites**

Reference: Title 5 Sections 53200-53206, 55000 and 55003

The President/Superintendent is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5 and with the approval of the faculty. ~~and in consultation with faculty.~~ Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a procedure by which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites and advisories shall be identified in District publications available to students.

This Board Policy and its related Administrative Procedure replace Board Policy 4260.1.

See Administrative Procedure 4260.

**(existing) Board Policy 4400 Community Services Programs**

~~The District shall maintain a community services program for the purpose of personal and professional development. Such classes shall be designated as community education classes open for admission to all adults. Some classes will be open to age-appropriate minors who can benefit from the program.~~

~~Students registered in community services classes shall be charged a fee not to exceed the cost of maintaining the classes. Community services classes are not for credit classes.~~

Reference:

Education Code Section 78300

Administrative Procedure 4400

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**BP 4400**

**Community Services**

Reference:

*Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b)*

The College may offer Community Services programs, known as Community Education classes for the purpose of personal and professional development. Community Education classes are not-for-credit classes designed to ~~provide instruction and to~~ contribute to the physical, mental, moral, economic, or civic development of the individuals ~~or groups~~ enrolled in them.

Classes are open for admission to ~~all~~ adults and some classes are open to, or limited to, age-appropriate minors who may benefit from the classes.

General fund monies are not expended to establish and maintain Community Education offerings. Students enrolled in Community Education offerings may be charged a fee not to exceed the cost of maintaining community education classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups.



## CCLC Template BP 4400 Community Services Programs

**Note: A district is not required to have a community services program; but if it chooses to do so, it is not required to seek approval from the Board of Governors. The following policy would be appropriate.**

Reference:

*Education Code Section 78300*

The District shall maintain a community services program that *[ districts may wish to generally describe offerings or specify types of courses. The Education Code defines it as: classes in civic, vocational, literacy, health, homemaking, technical and general education, including but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics. ]*

The community services program shall be designed to contribute to the physical, mental, moral, economic or civic development of the individuals or groups enrolled in it. *[districts may wish to adjust the description-the example is from the Ed Code section. ]*

Community services courses shall be open for admission of adults and of minors who can benefit from the programs.

No General Fund monies may be expended to establish or maintain community services courses. Students involved in community services courses shall be charged a fee not to exceed the cost of maintaining the courses. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

See Administrative Procedure [ # ].

**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 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. (still up for discussion)
  - 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 complete the appropriate reporting forms (Disciplinary Form C – Academic Dishonesty Report Form and/or Disciplinary Form B – Notice of Suspension from Class/Lab/Library) and submit them along with a copy of the evidence to the Director of Student Development. This information will be placed in the student file.
4. If there is evidence of serious or repeated violations of academic dishonesty, the college may pursue additional disciplinary action in accordance with the disciplinary measures outlined in this procedure.

#### **B. Notify Campus Police**

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

#### **C. Discipline**

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

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

Reference: Education Code Sections 66300, 72122, 76030



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,

Reference: Education Code Sections 66300, 72122, 76030

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

Reference: Education Code Sections 66300, 72122, 76030

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

**EL CAMINO COLLEGE  
Planning & Budgeting Committee  
Minutes  
Date: April 16, 2009**

**MEMBERS PRESENT:**

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

**OTHERS ATTENDING:** Janice Ely, Jo Ann Higdon, Claudia Lee, Jeanie Nishime, Barbara Perez, John Wagstaff

**Handouts:** Academic Software, 7/1/2008 – 6/30/2009  
2009-2010 Tentative Budget

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

PBC members were encouraged to make arrangements with their alternates to be at meetings they cannot attend.

**Approval of March 19, 2009 Meeting Minutes**

The March 19, 2009 meeting minutes were approved with no changes.

**Approval of April 2, 2009 Meeting Minutes**

*Corrections:*

- Page 1, #7: J. Ely asked PBC to recommend which FTES to use, but FTES is set by the VP, Academic Affairs and confirmed by Cabinet. J. Nishime responded that FTES goal for 2009/10 is 20,500.
- Page 2, #1k: change ‘new found monies went’ to ‘cuts were restored’.

*Comments:*

- Page 3, #6 – As suggested, other faculty were invited and agreed to Planning Summit action item assignments.

The April 2, 2009 meeting minutes were approved as corrected.

**Estimates for hardware/software maintenance and computer replacement (Wagstaff):**

- Pending budget issues still need to be discussed and resolved.
- Reported level of funding for hardware and software in 2008-09. Balance for administrative software was \$800,000 and \$350,000 for hardware. Made major hardware upgrades the last two years. Didn’t have an academic software budget and had to move monies around to cover costs of academic contracts (listed on handout). Total software maintenance obligation for academic and administrative sectors is close to \$1.25M. Spending close to \$400,000 per year on licensing fees.
- Software maintenance contract costs increase slightly each year.
- Discussion about LRC software funds transferred to ITS account. J. Ely will track and verify if transfers occurred. Listed \$800,000 on tentative budget – if truly \$1.25M, then will have to find another \$450,000 from general fund.
- Technology plans that do not have regular funding source must be entered in Plan Builder.

6. What about technical support? Becoming more difficult to support increased number of equipment. Looking at other approaches i.e. upgrade older equipment, connecting buildings to be controlled by one unit. Continuing to discuss proactive ways to address problem. What about technical support staffing? Process to request support starts with departmental planning and Plan Builder has a technology component built in. Departments need to rearrange priorities when new money is not available. Considering training current staff to do other duties.

### **2009/10 Budget Assumptions (Higdon/Ely):**

1. Budget update:
  - a. April 20<sup>th</sup> agenda item for Board approval - request and resolution of Tax and Revenue Anticipation Note (TRAN), not to exceed \$20M (estimate around \$14-\$15M).
  - b. Have not heard anything definitive about PERS/STRS changes for next year and not reflected on tentative budget.
  - c. Special election – if propositions do not pass, impact will be additional \$6B - \$10B deficit.
  - d. A. Spor will send PBC members an article written by Dan Walters: if propositions don't pass and revenues continue to decline, state deficits will be back to \$16B-\$20B.
2. 2009-10 Tentative budget:
  - a. Various scenarios presented: 2008-09 Exhibit-C uses 19,803 FTES and includes 1.3% deficit. Column-B shows a 2% deficit. Column-C includes no lottery (Governor's plan to securitize lottery – will have to pledge first lottery revenue. Amount of money received will not be known until the following year creating a one year gap). Column-D shows funding for higher FTES (20,364).
  - b. Projected FTES for 2009-10 is 20,500. Discussed why budget is based on 19,803 FTES and not on goal of 20,500 FTES. 20,500 FTES may not be entirely funded by the state. It is common to base budget on last year's information. A budget is an estimate that is refined through the process; enrollment is a growth target.
  - c. J. Higdon recommended focusing on Column-B figures as it is the best information to-date. Anticipated reserves would be 10.13%, but does not believe percentage will hold because more cuts expected. Reserves are used only for extreme emergencies.
  - d. Budget Assumptions:
    - i. Revenue: based on FTES as reported in Exhibit-C with exception of the lottery funding.
    - ii. Expenditures: salaries are based on current staffing levels; salary amounts include Step and Column increases estimated at \$500,000; medical benefits increased by 10%; STRS/PERS percentage increase has potential to be huge; 8% utilities increase; and interfund transfers remain the same.
  - e. Correction on page 3, account number 3400, 2<sup>nd</sup> column: change \$9,000,000 to \$7,684,393.
  - f. Maintaining current cuts of \$450,000.
  - g. How will stimulus package affect the College? Maybe in Community Advancement – one time funds for special programs, i.e. if ECC partners with Workforce Investment Board (WIB) to provide job training for displaced workers.
  - h. What defines 'emergency' that necessitates using reserves? Something monumental that impacts the entire campus. Also used to pay for large lawsuits against the District. Reserves are also used for cash flow purposes. On paper, it looks like we have a large reserve, but the actual amount can vary month-to-month and can dip close to zero.
  - i. A suggestion was made to review reserves on a regular basis as part of planning and budgeting process. Recommendation was made to add reviewing cash flow analysis on the next meeting agenda.

- j. Why weren't cuts reinstated when we realized we had more money than budgeted? Half of cuts made to classified temporary casuals were reinstated. An opinion was expressed that part of issue is with ballooning reserves and the decisions made outside of PBC on how reserves are used.

Agenda for next meeting:

1. Cash flow analysis and comparison to similar districts
2. Accreditation regulations for reserves
3. Academic software

The next meeting is scheduled on May 7, 2009.

The meeting adjourned at 2:37 p.m.





**EL CAMINO COLLEGE**  
Office of the Vice President – Academic Affairs

**NOTES – COUNCIL OF DEANS**  
**16 APRIL 2009**

Present: K. Baily, K. Curry, C. Fitzsimons, D. Goldberg, A. Grigsby, J. Harmon, T. Jackson, C. Lee, T. Lew, W. Morris, J. Nishime, D. Patel, V. Rapp, S. Rodriguez, J. Shankweiler, A. Spor, J. Wagstaff

Guests: B. Perez

**I. INFORMATION ITEMS**

A. Notes of 3/19/09: Distributed and reviewed.

**II. DISCUSSION/ACTION**

A. Faculty Stipends: B. Perez distributed and reviewed Guidelines for Special Assignments. Some of the following comments were noted:

- Funds are provided through grants so the College can expand activities and a modest stipend may be an incentive for faculty to get involved in special projects. It was suggested that the Board item include a designation when special funds are used.
- Need to be careful about providing additional compensation to faculty who are already being paid to provide a service.
- Professional development is a full-time faculty member's responsibility.

**Additional comments about the guidelines should be forwarded to F. Arce or B. Perez.**

With regard to processing Board items for a group of faculty, B. Perez asked that the names be forwarded in one memo rather than initiating an Academic Board Item for each faculty member.

B. BP 5500 (Academic Honesty and Standards of Conduct):

**Section I.vi. – Obtaining or copying exams or test questions unless specifically authorized by the instructor.** This wording may need to be revised or reworded since it may not be inappropriate (or dishonest) for students to use test questions for study purposes. The instructor may be at fault for not making it clear in his/her syllabus that copying exams is not allowed. The following revision was recommended: Obtaining or copying exams or test questions unless ~~specifically authorized~~ **expressively prohibited** by the instructor.

- over -

**Section I.ix. – Handing in the same paper or other assignment in more than one class without the knowledge and permission of the instructors.** Some felt that this would be dishonest only if the instructor had no prior knowledge and that it would be acceptable to turn in the same paper for two classes. Others believe that the student should “earn” the units for each class and that part of the learning experience is to create a new assignment and not to turn in work from another class.

**It was recommended that the students be included in the above discussions. J. Nishime agreed to talk with the ASO.**

AP 5520 (Student Discipline Procedure): The following revisions were recommended:

**Section 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.

It was also recommended that (1) the time for proceedings to take place be extended to ten days, and (2) that a standing committee be established.

**J. Nishime agreed to report back to the Council regarding due process and to also provide the policy and procedure in strikeout form.**

- C. Prerequisite Clearance/Waiver Form: Discussion was held regarding the process that divisions use for prerequisite clearance/waivers. All divisions use the same process; however, a couple exceptions were noted in Mathematics. The forms can be obtained from the Admissions Office; procedures are described on the backside of the form. It was noted that the form was recently revised and now requires the signature of a counselor. **J. Nishime will review the regulations and report back to the Council regarding the length of time the paper work must be retained. A copy of the revised form will be distributed to the Council.**
- D. Academic Senate: T. Lew gave the following update from the April 7 meeting:
- SLO and Program Review: SLO and Program Review update was presented. Courses which are taught only by part-time faculty may be exempt from developing SLOs.
  - Faculty Hires: P. Marcoux mentioned that Cabinet might approve additional full-time hires based on the current rate of anticipated retirements.
  - Code of Ethics: First Reading was presented. There was some concern regarding the ambiguous tone of the document. **B. Perez agreed to continue discussion with the committee and will report back to the Council at a future meeting.**

### III. OTHER

- A. Academic Achievement Awards: The incorrect term was used for the report. A new report will be generated and distributed later today.

### IV. MEETING SCHEDULE

The next meeting is scheduled for Thursday, May 7, 2009, 9:00-11:00 a.m., in Lib 202.

**ACADEMIC AFFAIRS AND  
STUDENT SERVICES**



**7 May 2009  
9:00 AM to 11:00 AM  
Alondra Room**

Type of meeting: Council of Deans      Facilitator: Francisco Arce/Jeanie Nishime  
Notetaker: Karen Lam

**Attendees**

- |                   |                |                    |                     |
|-------------------|----------------|--------------------|---------------------|
| ___ J. Anaya      | ___ A. Grigsby | ___ B. Mulrooney   | ___ G. Sequeira     |
| ___ F. Arce       | ___ J. Harmon  | ___ R. Murray      | ___ R. Smith        |
| ___ K. Baily      | ___ T. Jackson | ___ J. Nishime     | ___ A. Spor         |
| ___ K. Curry      | ___ B. Jaffe   | ___ D. Patel       | ___ C. Vakil-Jessop |
| ___ S. Dever      | ___ C. Lee     | ___ I. Poste       | ___ J. Wagstaff     |
| ___ I. Drew       | ___ T. Lew     | ___ V. Rapp        | ___ S. Warriar      |
| ___ C. Fitzsimons | ___ P. Marcoux | ___ S. Rodriguez   | ___ L. Widman       |
| ___ A. Garten     | ___ G. Miranda | ___ J. Schwartz    |                     |
| ___ D. Goldberg   | ___ W. Morris  | ___ J. Shankweiler |                     |

**Other Guests:**

<b>AGENDA ITEMS</b>	<b>ORIGINATOR</b>	<b>DESIRED OUTCOME</b>
I. Information A. Notes of 4/16/09	All	A. Information
II. Discussion/Action A. Green Plan B. BP5500 – Academic Honesty AP 5520 – Student Discipline & Due Process C. Faculty Mentorship Program D. Academic Senate	Arce Nishime  Vakil Widman	A. Update B. Update on changes made to policies  C. Discussion D. Update of last Senate meeting on 5/5
III. Other		
IV. Next Meeting -- Deans' Council, 5/21/09 9:00-11:00 a.m., Lib 202		

Academic Senate representative for 5/19: Jim Schwartz

## Perkins IV - Carl D. Perkins Career and Technical Education Act of 2006

“Career and technical education” replaces vocational and technical education throughout the Act

### Purpose and expanded Priorities in Perkins IV

The purpose of the Act is to develop more fully the academic and career and technical skills of secondary education students and post secondary education students who elect to enroll in career and technical education programs, by--

- Developing challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current and emerging professions *(Adds a specific focus on both academic and technical standards linked to “high skill, high wage, or high demand occupations in current and emerging professions.”)*
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students *(Adds the term “rigorous and challenging” to describe instruction supported by Perkins funds)*
- Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE, including Tech Prep education
- Conducting and disseminating national research and disseminating information on best practices that improve CTE programs, services, and activities
- Providing technical assistance that promotes leadership, initial preparation, and professional development at the state and local levels; and that improves the quality of CTE teachers, faculty, administrators, and counselors *(Calls attention to the importance of providing technical assistance - support for leadership, initial teacher preparation, and professional development focused on improving the quality of CTE personnel)*
- Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area CTE schools, local workforce investment boards, business and industry, and intermediaries *(Added new bullet regarding partnerships. This emphasis indicates the criticality of including all partners in the planning and implementation of the Act)*
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive *(Calls attention to the focus on closing the skills gap and keeping the U.S. competitive in the global economy)*

## State of CA priorities (Reference -2008-2012 CA State Plan for CTE

- Ensuring that CTE is woven into the fabric of education in CA, preparing all students for their future endeavors, rather than being seen as a separate system of education
- Building a demand-driven CTE system by responding to real workforce development needs and state, regional, and local labor market realities and priorities, through strengthened curricula, professional development, data collection and use, and linkages with business, industry, and education
- Ensuring that all students have access to CTE courses, pathways and programs of interest; highly skilled instructors; and facilities and technologies that make all CTE options available regardless of location and enrollment limits
- Realizing the concept of lifelong learning, spanning from early childhood through adulthood's many transitions, in ways that promote career awareness and management as appropriate throughout the continuum
- Leveraging the current momentum of high schools reform with its renewed focus on rigor, relevance, relationships, and results, to promote CTE as a means to engage students, instill a passion for learning, and improve student outcomes
- Viewing CTE systemically by taking a broad perspective in planning for how CTE from kindergarten through lifelong learning can contribute to CA economic futures, rather than focusing on discrete secondary or postsecondary programs or specific funding streams
- Promoting evidence-based continuous improvement of CTE services and impact through better alignment of standards, curricula, assessments, and professional development, and support for LEAs to achieve all of the state-established core indicator levels of performance for academic and technical skills achievement.

## Major Changes in the Use and Administration of Perkins Funds

The Perkins Act continues to center on the improvement of secondary and postsecondary courses and programs that are intended to build the knowledge, skills, and attitudes, experiences needed to enter and succeed in the world of work with some new directions:

### ➤ **Accountability**

#### Performance indicators

Local programs are required to set specific performance targets on each performance indicator and the local programs will be responsible for meeting those targets.

Districts may choose to accept the state performance targets or work with the state to negotiate levels more appropriate to their circumstances. If local programs fail to meet at least 90% of an agreed target, districts will have to develop an improvement plan. Districts with performance on Core Indicators below 90% for three or more years will be considered a Priority Focused Improvement Agency and will be required to develop a Diagnostic Plan to the state.

Districts need to demonstrate continuous improvement

### ➤ **Connections Between Secondary and Postsecondary Education**

Each district to receive Tech Prep funds is required to offer relevant courses of at least one program of study

### ➤ **Links to Business and Industry**

A much stronger theme in the 2006 Act is increased coordination with business and industry. Additional focus is also placed on high-demand occupations, in addition to those that are high skill and high wage. References to entrepreneurship, small business, and the involvement of workforce investment boards are added. These changes emphasize the role that employment availability and local economies should play in CTE programs.

### ➤ **Special Populations**

A greater emphasis on special populations by placing the provision of activities to prepare special populations for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency into the required use of funds.

### ➤ **Use of Funds**

To improve or expand, not maintain programs;  
To develop, implement and improve CTE programs, not general education programs; and  
To improve programs, not isolated courses

### ➤ **Submission of Local Five-Year Plan for Career and Technical Education and a one-year application**

## Website

<http://www.cccco.edu/divisions/esed/cte/Perkins/Perkins1.html>

## Definitions of Terms, Core Indicators and Data Elements

### ***Student Status & Threshold Levels of Participation***

A number of levels or statuses will need to be identified to determine inclusion for each of the indicators: Participant, Concentrator, Apprenticeship participant, Completer, Life-Long-Learner, Leaver, Transfer, and Employed. Both leavers and transfers will be treated differently for college and statewide reports.

**Participant:** Participation is based on students enrolled in SAM A-D courses (CB09) with a vocational Top code in the cohort year.

**Concentrator:** A credit vocational program concentrator is defined as a participant who has successfully completed a minimum threshold of 12 or more vocational units of related coursework within a discipline (defined as a two-digit TOP code) within the previous specified time period with at least one of the courses coded with a SAM priority code of A-C. The amount of time to reach this threshold of enrollments is limited to the most recent three years.

Additionally, students earning a vocational degree or certificate in the cohort year will be included in the cohort whether or not they meet the 12 unit threshold requirement above. As in the previous Perkins cohorts, receiving a vocational certificate or degree in the cohort year will override program assignment based on units. Additionally, Life-long-learners will be removed from the cohort in specific indicators unless they received a certificate or degree in the cohort year.

**Apprenticeship:** Student concentrators who were enrolled in an apprenticeship course or program.

**Completers:** All student concentrators who earned a certificate, degree, or were transfer prepared in the cohort year. Student concentrators not enrolling in vocational courses at the college in the year following the cohort year who receive an award during the year following the cohort year will be considered a completer in the cohort year and the award will be treated as being earned and received during the cohort year.

**Life-long-learner:** students in the cohort who either came to the college with a postsecondary degree (Certificate-Ph.D.) or who earned a certificate or degree in a prior year and did not earn a certificate or degree in the current year.

**Leaver:** Students NOT enrolled in the year following the end of the cohort year at any college in the California Community College system are considered leavers for system reports.

**College Leavers/Transfers:** Leavers from one college attending another California community college during the year following the cohort year are considered transfers within the system and are considered transfers for the sending college.

**Transfers:** For statewide reporting, students enrolled in any California State University, University of California, or any non-CCC institution such as in-state-

private or out-of state institution of higher education (as identified through the student loan clearinghouse) during the cohort year (to catch spring transfers) or the year following the cohort are considered transfers. In statewide reports, students transferring within the CCC system are considered persisters.

**Transfer Prepared:** Students who successfully complete 60 UC/CSU transferable units with a GPA of 2.0 or higher in those transferable courses are identified as Transfer Prepared.

**Employed:** Students found employed in any of the available sources in any quarter in the year following the cohort year are considered employed. Available sources as of Spring 2008 are limited to Unemployment Insurance base wage file matches and apprenticeship programs offered in community colleges. The Chancellor's office will continue to pursue Federal and Military matches.

## Student Population Definitions

### ***Gender – Female / Male***

Student gender equal to female or male as reported in MIS data element SB04 Student-Gender. Please note that "unknown" gender is sometimes reported in SB04 and on Federal reports but was not represented on college reports. Consequently, the sum of the male and female report counts does not always equal the total column count which includes the unknown gender category on district and college reports.

### ***Nontraditional Students***

Students who are assigned program TOP codes classified as leading to employment in an occupation where their gender represents less than 25% of those employed are considered nontraditional students (see the section *Nontraditional Vocational Program (TOP) Codes* section above for more information).

### ***Displaced Homemaker***

Displaced homemaker students are identified in MIS data element SV05 Student-VATEA-Displaced-Homemaker-Status with a code of *D*.

The definition in section 3 of the Perkins Act states:

(10) DISPLACED HOME MAKER.—The term ‘displaced homemaker’ means an individual who—

- (A)(i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
- (ii) has been dependent on the income of another family member but is no longer supported by that income; or



(iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and  
 (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

### ***Economically Disadvantaged***

A student considered *Economically Disadvantaged* student must meet one of the following criteria:

1. student is awarded a Board of Governors Waiver (BOGW) reported in MIS data element SF21 Student-Aid-Award-Type with a code equal to *BA, B1, B2, B3, B4, BB, or BC*; **or**
2. student is awarded a Pell Grant reported in MIS data element SF21 with a code equal to *GP*; **or**
3. student is identified as a WIA participant currently reported in the Job Training Partnership Program (JTPA – should be changed to add WIA) reported in MIS data element SB26 Student-JTPA-Status with a code of *J*; **or**
4. student is identified as a participant in the CalWORKs Program reported in MIS data element SB27 Student-CalWORKs-Status with a code > 0; **or**
5. student is reported as economically disadvantaged in element SV03 Student-VATEA-Economically-Disadv-Status with codes *1, 2, 3 or 4*; **or**
6. student is identified as a recipient of public aid in the California Department of Social Services (DSS) data match for the cohort.

### ***Limited English Proficient (LEP) Student***

Student enrolled in a pre-collegiate English as a Second Language (ESL) course with a TOP code (MIS data element CB03) equal to any one of the following codes:

4930.80 = English As A Second Language,

4930.82 = Survival ESL,

4931.00 = Vocational ESL (TOP 5th Edition, implemented 1995/96 academic year)

*or*

Student is identified by staff as needing English as a Second Language (ESL) services. This is reported in MIS data element SM03 Student-Matriculation-Special-Services-Needs position 8 with a code of *3 or 4*.

*Note: MIS historical data is used to categorize the student as LEP.*

### ***Single Parent CTE Student***

Single parent students are identified in MIS data element SV04 Student-VATEA-Single-Parent-Status with a code of P. Section 3(29)(D) of Act specifies this special population as “single parents, including single pregnant women.”

### ***Student with Disabilities***

Students reported with a primary disability anytime since fall 1990 through the current time period are in the *Students with Disabilities* category. This is reported in MIS data element SD01 Student-Primary-Disability.

*Note: MIS historical data is used to categorize the student as disabled.*

### ***Tech Prep CTE Student***

Tech prep students are identified in MIS data element SV08 Student-VATEA-Tech-Prep-Status with a code of T.

*Note: MIS historical data is used to categorize the student as Tech-Prep.*

## **Core Indicators**

### ***1P1: Technical Skill Attainment***

**Legislation** – [Perkins IV, Section 113(b)(2)(B)(i)] Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate

**Indicator** – The state will use the percentage of CTE **concentrators** earning a GPA of 2.0 or higher in CTE courses to assess technical skill attainment.

Numerator: the number of students in the denominator with the GPA of 2.0 or higher in vocational courses above the introductory level.

Denominator: the number of CTE concentrators.

### ***2P1: Credential, Certificate, or Degree***

**Legislation** – [Perkins IV, Section 113(b)(2)(B)(ii)] Student attainment of an industry-recognized credential, a certificate, or a degree.

**Indicator:** This measure is the percentage of "Leavers and Completer" **concentrators** who: 1) receive a degree, certificate, or equivalent; or 2) complete a transfer program and are classified as *Transfer Prepared*.

Numerator: The number of CTE concentrators in the denominator who earned an industry-recognized credential, a certificate, a degree, or who completed the transfer program and were classified as transfer prepared.

Denominator: The number of CTE concentrators who were leavers (and not Life-Long-Learners) or completers.

### ***3P1: Student Persistence or Transfer***

**Legislation** – [Perkins IV, Section 113(b)(2)(B)(iii)] Student retention in postsecondary education or transfer to a baccalaureate degree program.

**Indicator** – This measure is the percentage of student **concentrators** who: 1) persisted in education at the community college level or 2) transferred to a four year institution. The measure excludes Life-Long-Learners and those who left with a certificate or degree AND did not transfer.

Numerator: The number of CTE concentrators in the denominator who persisted in the California community college system or transferred to another two- or four-year institution.

Denominator: The number of CTE concentrators who did not leave with a certificate or degree (unless they transferred) and who were not LLL.

### ***4P1: Student Placement***

**Legislation** – [Perkins IV, Section 113(b)(2)(B)(iv)] Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

**Indicator** – This indicator is the percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal Government, or the military.

Although the state currently does not perform data matches with the adult education offered apprenticeship programs, the federal government, or the military, the State will continue to pursue those administrative data matches.

Numerator: The number of CTE concentrators in the denominator who were found during one of the four quarters following the cohort year in UI covered employment (time period), or an apprenticeship program, the federal Government, or the military in the year following the cohort year.

Denominator: The number of CTE concentrators who were leavers or completers and did not continue in any institution.

Note: The denominator includes completers who stayed but does not include Transfer Prepared as completers.

**5P1 & 5P2: Nontraditional Participation and Completion**

**Legislation** – [Perkins IV, Section 113(b)(2)(B)(v)] Student participation in, and completion of, career and technical education programs that lead to employment in nontraditional fields.

**Indicator** – Nontraditional (underrepresented gender) student enrollment in, and completion of, CTE programs.

**5P1: Participation**

The State will use the percentage of females participating in CTE program coursework leading to employment in male dominated occupations (nontraditional for females) and males participating in CTE program coursework leading to employment in female dominated occupations (nontraditional for males)

Numerator: The number of CTE concentrators in the denominator who were of the under-represented gender.

Denominator: The number of CTE concentrators in programs deemed nontraditional for either gender.

**5P2: Completion**

The State will use the percentage of completers in programs leading to employment in non-traditional fields who are of the underrepresented gender (i.e., female students completing programs leading to male dominated occupations and male students completing programs leading to female dominated occupations. Completion is defined as: 1) receiving a degree, certificate or equivalent; 2) completing a transfer program (transfer prepared); 3) transferring to a two- or four-year institution; or 4) enlisting in the military.

Numerator: The number of CTE completers in the denominator who were of the under-represented gender.

Denominator: The number of CTE completers in programs deemed nontraditional for either gender.

**CTEA ALLOCATIONS**

May 19, 2009

**EL CAMINO COLLEGE / COMPTON CENTER**

**2008-2009**

CTEA Allocations for 2008-2009		\$1,046,452			
	<u>Department</u>	<u>ECC Allocation</u>	<u>CEC Allocation</u>		
<b>EL CAMINO COLLEGE</b>					
<b>Counseling &amp; Student Services</b>					
Counseling		\$19,550			
<b>Enrollment Services</b>					
Supplemental Instruction		\$19,800			
<b>Fine Arts</b>					
Digital Arts/Photography		\$20,410			
Photography		\$10,000			
<b>Humanities</b>					
Journalism		\$18,000			
<b>Industry &amp; Technology</b>					
Cosmetology		\$27,500			
Fashion		\$48,575	\$15,850		
HVAC (Refrigeration & Air Cond.		\$42,000			
Welding		\$1,950			
<b>Inglewood Center</b>					
		\$15,000			
<b>Multidisciplinary Project #1</b>					
CTE Pipeline		\$3,500			
<b>Multidisciplinary Project #2</b>					
Sign Language		\$30,700			
<b>Multidisciplinary Project #3</b>					
Women in Industry & Technology		\$168,378	\$67,157		
<b>Multidisciplinary Project #4</b>					
Special Populations / CTE		\$380,812	\$71,484		
<b>COMPTON EDUCATION CENTER</b>					
<b>Industry &amp; Technology</b>					
Auto Collision/Repair			\$4,000		
Auto Technology			\$8,000		
Welding			\$4,000		
<b>Fine Arts</b>					
Commercial Music			\$24,000		
<b>Business</b>					
Business Management			\$12,000		
Computer Information Systems			\$4,000		
<b>Multidisciplinary Project #1</b>					
Cal-Works			\$22,786		
<b>Multidisciplinary Project #2</b>					
Career Center Program			\$7,000		
Totals		\$806,175	\$240,277		5/14/2009

## Distance Education Summit

### Team Report

Chair Paul Flor

Recorder Carolee Vakil-Jessop

**1. To develop a pre-orientation session for students who want to take an online class for the first time.**

A. Why do we need pre-orientation for first time online students?

- To advise students of ECC Distance Education policies and procedures
- To assess skill level, expectations and motivation of student
- To inform of online resources available to them on campus and off campus
- To refer to academic support services when appropriate (i.e., counseling, AS 60, writing center, etc.)

B. Benefits of having an orientation.

- Keep student/faculty frustration level low
- Improve student success/retention
- Refer students to support services as needed
- Familiarize students with organizational structure of DE

C. What should the orientation cover (content)?

- Student learning style
- Alternate contact information
- DE policies & procedures
- Course management system information
- Survival skills
- Internet research – scholarly vs. popular
- Differences between online, hybrid, and on-campus classes
- Computer skills necessary to be successful in online classes

D. Delivery method(s) – On campus, Online, etc.

- Online, broadcast, streaming, archived, on-campus
- Prior to class
- During first two weeks of class

E. What resources are needed?

- Technology to provide streaming video, archive it and retrievable by students
- ADA compatibility – closed captioning, etc.
- Online counseling
- Adequate DE staff with Help Desk

- F. Key people to make it happen.
  - Admissions
  - Counseling
  - Learning Resources
  - Special Resource Center
  - Distance Education
  - Faculty – DE, Academic Strategies, Curriculum
  - ITS
  
- G. Challenges/Obstacles.
  - Budget
  - Personnel
  - Time
  - Lack of Resources
  
- H. Related Accreditation Standards.
  - Online services available to students (II.A.6)
  - Inform students of DE SLO's (II.A.2.a)
  - Alternate forms of deliver (II.A.2.d)
  
- I. Development Timeline.
  - Summer 2009 gather key people on campus to develop orientation
  - By end of Fall 2009 to determine structure of orientation
  - Pilot for Summer 2010
  
- J. Other



## Distance Education Summit

### Team Report

Chair Group 2

Recorder Robin Cash

#### 2. To recommend a protocol for revising the DE class listing (print schedule, DE website, online searchable course schedule).

A. Why do we need to revise and improve the DE class listings?

- **To make the information more obvious for the students**

B. Benefits of having clearer and more uniform class listings.

#### **Hopefully,** less confusion for students

C. What information should be provided to students in the listings (content)?

- How to navigate to DE website
- Orientation times
- How to access cms

D. Delivery method(s) – Print, Online website, searchable course schedule etc.

- **Link from Registration to [DE website](#)**

E. What resources are needed?

- **Time**
- **Money**

F. Key people to make it happen.

- **DE office**
- **ITS**
- **Admissions**
- **Instructors**

G. Challenges/Obstacles.

- **Getting students to read (follow steps)**
- **Having students check ECC email**

H. Related Accreditation Standards.

I. Development Timeline. **ASAP**

J. Other

## Distance Education Summit

### Team Report

Chair \_\_David Vakil & Sara Blake\_\_\_\_\_

Recorder \_\_David Vakil\_\_

#### 3. To design a Faculty development program for online teaching.

- A. Why do we need to improve our current Faculty development program for online teaching?  
Current system only requires a single module creation; we need to make some kind of follow-up available for the rest of the online course people will/do teach. Some faculty don't have sufficient knowledge to know how to teach online. Faculty need training about accessibility issues.

Current gaps include: accessibility, ensure non-Etudes faculty are getting pedagogy training, faculty using non-Etudes must have the technical skills in order to operate an online classroom, hybrid courses training should be incorporated to fac development too, also some textbook-operated online teachers are using modules they haven't developed and may lack familiarity.

Only consistent online training is through the 6 hour introductory pedagogy class, taught by the technology trainer.

- B. Benefits of having a strong Faculty development program.

Technology tools/training, pedagogy tools & training, knowledge of resources, logistics of online teaching, knowing the differences between f2f and online teacher. Classroom management in an online environment. More people can teach online. Teachers who go through a successful Faculty Development Program will usually be at a certain minimum threshold of online teaching capability. Instructors will have a better idea of how the course looks and feels to the student, and will design a more student-friendly course. Students will understand the goals, objectives, and strategies to be successful. Instructors will develop their courses using standard protocols that students are accustomed to.

Ultimately the benefit is a higher rate of student success & retention. Increased enrollment and more students fulfilling their goals.

- C. What elements should be in the program (content, training, certificate, etc.)?

Mentorship within the discipline (preferably a current online teacher in the discipline) for all new online instructors.

Create level 2 (maybe level 3) pedagogy class that addresses many of the "benefits" listed above. Level 2 includes ... done not long before the course is taught so material is already mostly developed ... student contact, syllabus, review of course organization, identify and address key areas within disciplines where students really struggle.... Level 3 includes enhancements, assessments, use of particular tools and resources, discipline-specific tips/tricks.

Hybrid teachers should take the current pedagogy class (level 1). New online teachers should also take level 2.

Create “a day in the life of an online instructor.”

Make some of this training purely online, so teachers have an effective model. This is already in place and @One is effective.

Standard rules of operation for online courses

New Courses or courses taught by new instructors should be reviewed by someone else before they are taught, perhaps have a significant portion of the course ready 2 months ahead of time. Minimum components of course should be reviewed, such as 60%, syllabus, discussion boards, etc.

Allow new online instructors to receive a one-course reassign time if creating your own online course. Would not apply to publisher-provided shell.

D. Delivery method(s) – On campus, Online, etc.

F2F, online, hybrid.

E. What resources are needed?

Technology and Instructional design Trainer, reassign time for new courses, site licenses of software, faculty need updated computers with appropriate peripherals (camera/microphone), appropriate incentive for mentors

Helpdesk for online issues for teachers, with focus on “rookie” problems.

Make sure support for the online/hybrid program grows/shrinks according to the enrollment/course offerings. (Make sure support scales with necessary services.)

F. Key people to make it happen.

Donna Manno, new dedicated trainer/instructional designer more focused than LaTonya’s old job description, DEAC, mentors (to be chosen)

G. Challenges/Obstacles.

Some specific disciplines have specific technology needs that may not be met by Etudes (eg symbolic logic, math symbols, equation writing).

No trainer. Current 80% trainer is dealing with all staff development issues.

Reassign time is rarely distributed at ECC. Mentorship program not currently in place. Very little incentive to perform in these roles.

Job description for the new trainer/instructional designer

H. Related Accreditation Standards.

This program will address II.A.2.1

I. Development Timeline.

Create a proposal by June 30, 2009 that includes level 2 training. Reinstate pedagogy level 1 training

Mentorship needs to be developed after the campus-wide program is successful, probably over winter or spring 2010.

Write/revise a job description for the trainer/instructional designer. Hire a person to do the job. Fall 2009.

Have all 3 level courses by Fall 2010.

J. Other

## Distance Education Summit

### Team Report

Chair \_\_\_Maria Brown

Recorder \_Howard Story \_

#### 4. To develop a process for evaluating the Distance education program.

- A. Why do we need a process for evaluating the various elements (Courses, CMS, Website, Faculty and Student Support, Retention, Success, Assessment, etc.)? What program components of should be evaluated?

Quality, Planning, Student Success, What's working, what's not, Evidence to inform decision making, program development and improvement, program resources

- B. Benefits of having an evaluation process.

Better students, faculty, tools for faculty and students, improve retention/success

- C. What should the evaluation cover?

All components that make up the distance education program. This includes faculty preparation, student preparation, institutional and individual technical support including instructional design, hardware, software, online help desk, FACULTY TRAINING, ADA compliance, access to Student Services (counseling, tutoring, library, etc.), communication (email), trends

- D. Delivery method(s) – On campus, Online, etc.

Online surveys, peer to peer, Institutional Research, surveys, town hall meetings

- E. What resources are needed?

Dedicated support personnel:

Dedicated budget, adequate to support the needs of a quality sustainable Distance Learning program

- F. Key people to make it happen.

Trained Faculty, Support Staff, Administrative Cabinet

- G. Challenges/Obstacles.

BUDGET

H. Related Accreditation Standards.

All

I. Development Timeline.

With funding – One year.

Without funding - NEVER

J. Other

## MYECC New Portal

### What You Should Know About MyECC

- **Use the same username and password from the "old" portal:**

Enter the same information in the login fields

If you don't know your username and password from the "old" portal -

Use the *Reset my Password* link. The system will reset your password and display your username.

Log in and then click the *Change Password* link at the top of the WebServices tab.

- **A Logon Status window will open each time you log on to the portal.** Do NOT close the window.

If you close the window you will be logged off of the portal and must log back on every 2 minutes. If the window does not appear make sure that you are allowing pop-ups.

After you log off of the portal the window should close itself.

- **The portal requires pop-ups, make sure that your browser is set to allow pop-ups from \*.elcamino.edu,**  
Otherwise you will not be able to access most of the portal features. You will also be logged off of the portal every 2 minutes.
- **The portal requires Active X controls. A pop-up box may prompt you to activate Active X.**  
If prompted click the pop-up and allow the system to run Active X.
- **Email Credentials**  
Before you can access your email you must set your credentials. This ties your ECC email to your portal account. This is only done once. The instructions for setting your credentials are on the help tab under General Help.
- **WebAdvisor Links**  
All Registration transactions are under WebAdvisor tab. Click the text to expand the topic. Clicking the plus sign will not expand the topic. Click **Main Menu** to close the topic. You may only open one topic at a time.

### **Network Services**