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El Camino College
2005-2006 ACADEMIC SENATE
OFFICERS & EXECUTIVE COMMITTEE – May, 16, 2006

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Susan Dever
(Learning Resources Unit) President

Evelyn Uyemura
(Humanities) VP Educational Policies

Lisa Raufman
(Counseling) VP Faculty Development

David Vakil
(Astronomy) Secretary

Janet Young
(Behavioral & Social Sciences) Curriculum Chair

Lance Widman
(Political Science) VP Finance and Special Projects

Peter Marcoux
(Humanities) VP Legislative Action &
Academic Technology Committee Liaison

Julie Stewart
(Natural Sciences) Past President

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Senate Mailing List

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Behavioral & Social Sciences – Miranda 3735
  Elaine Cannon (06-07) Sociology 3574
  Ed McCrary (06-07) Psychology 3562
  Lance Widman (05-06) Political Sciences 3746
  Michael Wynne (07-08) Psychology 3562
  Janet Young Curriculum Chair 3613 (ex-officio)

Business – Rapp 3442
  Jacquie Thompson (06-07) CIS 3206
  (vacant)
  (vacant)

Counseling – Smith 3442
  Kate Beley (05-06) Counselor 3251
  Ken Gaines (07-08) Counselor 3690
  Lisa Raufman (07-08) Counselor 3435
  Ken Key

Fine Arts – Blackburn, 3715
  Daniel Berney (06-07) Dance 3657
  William Georges (06-07) Theatre 6770
  Russell McMillan (05-06) Art 3554
  Chris Wells (05-06) Film/Video 3702
  Harrison Storms (05-06) Art 3554

Health Sciences & Athletics – Haslam 3550
  Nick Van Lue (05-06) HSA 3681
  Kathy Morgan (05-06) Nursing 3285
  Mary Moon (06-07) 3283 (sharing)
  Louis Sinopoli (05-06) Respiratory Care 3248
  Corey Stanbury (06-07) PE 3639

Adjunct Faculty – at large
  (vacant)
  (vacant)

Humanities – Lew 3316
  Debra Breckheimer (06-07) English 3182
  Lyman Hong (06-07) English 6046
  Karen Warrener (07-08) English 3689
  Peter Marcoux (07-08) 6046
  Evelyn Uyemura (07-08) ESL 3166

Industry & Technology – Way 3600
  Vic Cafarchia (06-07) Air Conditioning &
    Refrigeration 3306
  Ed Hofmann (06-07) Machine Tool Technology 3292
  Walt Kahan (06-07) Electronics 3620
  Douglas Marston (07) Electronics 3621, 3611
  George Rodriguez (06-07) Welding 3308

Learning Resources Unit – Grigsby 3526
  Susan Dever (08-09) Learning Resources Center 3254,
    3514
  Claudia Striepe (07-08) Library 6482

Natural Sciences – Perez 3343
  Chas Cowell (05-06) Chemistry 6152
  Teresa Palos (07-08) Biology 3354
  Julie Stewart (05-06) Chemistry 3242
  David Vakil (07-08) Astronomy & Physics 3134

Mathematical Sciences – Glucksman 3200
  Susan Tummers (07-08) Math 6390
  Lijun Wang (06-07) Math 3211
  Dale Perinetti (05-06) Math 3221
  Ralph Taylor (05-06) Math 6390
  Massoud Ghyamkhah (07-08) Math 3900

Note: Year after Senator's name indicates the last
academic year of elected service.

Accreditation – Linda Arroyo & Arvid Spor
Academic Affairs – Ann Collette
Union – Editor
Associated Students President – Justin Bagnall
Public Information – Ann Garten
Campus Police – Mike D'Amico, Chief
Federation Office – Angela Simon, Don Brown, & Nina
Velasquez
Health Center – Debbie Conover

Admissions & Records – Bill Mulrooney
Human Resources – Marcy Wade
President/Superintendent – Thomas Fallo
VP Academic Affairs – Francisco Arce
VP Administrative Services – Jeff Marsee
VP Student & Community Advancement – John Baker

Board of Trustees
Ms. Combs   Miss O'Donnell Dr. Jackson
Mr. Beverly   Dr. Gen   Mr. Gomez

A REMINDER OF SENATE'S REASON FOR EXISTENCE

California Code of Regulations § 53200

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

These academic and professional matters are often called the 10 + 1 items over which the senate faculty have primacy. The intent of the law is to assure effective participation of all relevant parties, and to ensure that the local governing board engages in *collegial consultation* with the Academic Senate on matters that are academic and professional in nature. Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the Academic Senate.
2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (El Camino's selection)

Education Code §87360 (b) requires that

> Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.[1]

El Camino College
ACADEMIC SENATE
AGENDA   May, 16, 2006

1. **CALL TO ORDER**   12:30
2. **APPROVAL OF MINUTES: Feb. 21 , 2006**
3. **PRESIDENT'S REPORT AND/OR ANNOUNCEMENTS**
   - Academic Senate WILL meet May 30th!
   - June Nelson – 50th Anniversary with ECC – May 30th, 1 p.m., Marsee Aud.
   - ECC Author's Program – DURING & AFTER TODAY's SENATE MEETING
   - AFT Fiesta – May 20, 6-midnight
   - Academic Senate Website www.elcamino.edu/academics/academicsenate/
   - Summer & Fall registration open now!

4. **VICE PRESIDENTS' & OTHER REPORTS**
   a. **EDUCATIONAL POLICIES (Evelyn Uyemura)**
   b. **FACULTY DEVELOPMENT (Lisa Raufman)**
   c. **FINANCE & SPECIAL PROJECTS (Lance Widman)**
   d. **DEANS' COUNCIL REPORT (Lance Widman)**
   e. **LEGISLATIVE ACTION (Pete Marcoux)**
   f. **CURRICULUM (Janet Young)**
   g. **STUDENT LEARNING OUTCOMES (Janet Young, Evelyn Uyemura)**
   h. **CALENDAR COMMITTEE (Lyman Hong)**
   i. **ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne)**
   j. **ACCREDITATION (Arvid Spor, Linda Arroyo)**
   k. **ENROLLMENT MANAGEMENT (Vice Presidents)**

5. **UNFINISHED BUSINESS**
   - Board Policy 4225 & Procedures – Course Repetition

6. **NEW BUSINESS**
   - Proposed move of Music Library – Kristi Blackburn & Alice Grigsby
   - Proposed 2007-09 Calendar

7. **PRESENTATION**
   - Proposed Guidelines on Disruptive Students – John Baker
   - Compton College Proposal update

8. **ANNOUNCEMENTS**
   -
9. **GENERAL DISCUSSION – Topics not on agenda**
10. **ADJOURN**   2:00

Note 1: All motions/resolutions must have been presented to the Senate in writing and in "DRAFT" form for review prior to voting and if necessary, gone through the "Consultation: process unless considered an emergency.
Note 2: Any timed item may be extended by majority vote of Senate members present at time.

El Camino College
ACADEMIC SENATE
Meeting Packet Table of Contents   May 16, 2006

Academic Senate Meeting Schedule – 2005-06
1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

Fall	**Spring**
September 20	February 21
October 4, October 18	March 7, March 21
November 1, November 15	April 4, April 18
December 6	May 2, May 16, and May 30

El Camino College
ACADEMIC SENATE
Committee Memberships   2005-2006 Academic Year

EDUCATION POLICIES: Chair, Evelyn Uyemura

Sep. 22nd, followed by – 1st & 3rd Thur   12:45-1:45   Chem 134

Chris Jeffries	Bill Georges
Chas Cowell	Jacquie Thompson
Kate Beley	Julie Stewart
Chris Wells	

FINANCE & SPECIAL PROJECTS: Chair, Lance Widman (3746)

1st & 3rd Thursdays   1 – 2:30   Usually Alondra Room

Dave Vakil	Ken Keys
Teresa Palos	

FACULTY DEVELOPMENT: Chair, Lisa Raufman (3435)

2nd & 4th Tuesdays   12:45 - 2   ADM 127

Jean Shankweiler (alternate if time permits)	John Ruggirello
Elaine Cannon	Moon Ichinaga
Mercedes Thompson	Ruth Banda-Ralph

LEGISLATIVE ACTION: Chair, Pete Marcoux (6046)

1st Thursday   12:45 – 1:30

Doug Marston	Walter Kahan

CALENDAR COMMITTEE   **ELECTION SUB COMMITTEE**

Lyman Hong	Karen Warrener, chair
Kelly Clark	Lijun Wang
	Susan Tummers

ACADEMIC SENATE MINUTES

May 2, 2006

Attendance (X indicates present, exc = excused, pre-arranged, absence) Behavioral & Social Sciences

Cannon, Elaine	X		Humanities	
McCrary, Ed			Breckheimer, Debra	X
Widman, Lance	X		Hong, Lyman	
Wynne, Michael	X		Marcoux, Pete	X
			Uyemura, Evelyn	X
Business			Warrener, Karen	X
Thompson, Jacquie	X			
Vacant			**Industry & Technology**	
Vacant			Cafarchia, Vic	
			Hofmann, Ed	X
			Kahan, Walt	X
Counseling			Marston, Doug	X
Beley, Kate	exc		Rodriguez, George	X
Gaines, Ken	X			
Raufman, Lisa			**Learning Resources Unit**	
			Dever, Susan	X
			Striepe, Claudia	X
Fine Arts				
Berney, Dan	X		**Mathematical Sciences**	
Georges, William			Ghyam, Massoud	X
McMillan, Russell			Perinetti, Dale	X
Storms, Harrison			Taylor, Ralph	X
Chris Wells	X		Tummers, Susan	exc
			Wang, Lijun	
Health Sciences & Athletics			**Natural Sciences**	
Van Lue, Nick	X		Cowell, Chas	X
Morgan, Kathy (sharing)	X		Palos, Teresa	X
Moon, Mary (sharing)			Stewart, Julie	X
Sinopoli, Louis			Vakil, David	X
Stanbury, Corey				
			Adjunct Faculty	
			Vacant	
			Vacant	

Ex Officio Attendees: Janet Young, Francisco Arce, John Baker, Jeff Marsee

Guests: Ann Collette, Arvid Spor, Robin Dreizler, Tom Lew

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

Summary of events during meeting

- Janet Young & Susan Dever attended the statewide senate. Many interesting discussions.
- ECC is considering entering a "partnership" with Compton College to help it regain accreditation. See the lengthy discussion in the President's Report.
- Registration Task Force is forming to review *all* aspects of registration. 1 senator needed.
- Janet Young was re-elected Curriculum Chair.
- SLO coordinator(s?) coming soon.

- Academic Senate may write a letter to legislature about (not?) increasing part-time faculty teaching load to 80%. Discussion will continue when PT faculty are elected to senate.
- Linda Arroyo will be the new academic accreditation co-chair. Local teams forming soon.
- There are many important technology announcements; see the ATC report.
- The constitutional amendment needs to go to the faculty-at-large before a VP of Academic Technology can be elected
- ECC does outreach to local schools; some ECC courses are taught at these schools. There is more demand than we are currently supplying.
- Online curriculum development is well under way.
- Book drop boxes may be coming to a division mail room near you, soon.

President's report – Susan Dever (henceforth SD)

Statewide Senate

Janet Young and SD went to the state academic senate meeting; Janet stayed for 2 days, SD for 1 due to personal obligations. Neither was able to stay long enough to vote on the motions.

There was a Distance Education presentation that focused on expanding distance education while maintaining validity, pedagogy, etc.

SD also attended the first of a few meetings regarding minors on campus. During the next year, the statewide senate will write a "white paper" with a position/recommendation. This is a serious concern on a number of campuses, in libraries, classrooms, etc.

There was a panel discussion about allowing part-time faculty to teach up to 80% of a teaching load (compared to the current 60% limit). The senate opposed the increase because there would be less incentive to hire full-time faculty and because part-timers preferred to teach at 2+ colleges for job security/diversity.

Brian Murphy, president of DeAnza College and keynote speaker, presented about AB 1725, which pertains to college funding. The UCs get $22k, CSU $11k, community colleges get $2700-3900 per FTES. However, there are 2.5 million students in the community college system, few of whom vote, which sustains the inequity. The speaker urged people to do outreach with the public about the discrepant funding.

There was also discussion about non-credit courses as a way to increase FTES. Non-credit courses can help students succeed in school or life; these courses also serve as a gateway to college. Because schools only get 56% of the funding that credit classes get, there is a bill in the legislature to increase that percentage; expect a decision on this bill in September. Non-credit courses currently generate 8% of the community college system's FTES.

There was discussion about the increased English and Math requirements. ECC has long required the "new" English requirement. However, the increased math requirement will affect us and should take effect in fall '08 or '09. Currently the Department of Finance is discussing the changes and the financial implications. Schools are now trying to plan for reduced degrees and the associated financial repercussions. Please support your math departments as they adjust and prepare.

Janet Young encouraged everyone to attend the plenary sessions. She noted that it's invigorating, a good way to meet others, etc. The focus is on sharing ideas, rather than giving presentations.

Other reports

Bill Mulrooney is starting a registration task force to review all aspects of registration. VPs Baker and Arce endorsed the task force. One senator will be on it to represent faculty's perspective. SD noted that this is a task force, not a permanent body.

Congratulations to Janet Young who was re-elected curriculum chair.

SLO coordinators (probably two) are likely and financing is in the works. SLO-work will start up soon. SD will soon be distributing info about what the school would like to do so work can quickly begin in fall. However some of the preparatory work will have to begin before the end of spring and continue during summer. For example, there will be a reunion of the new task force, old task force, and the deans to decide who participates on what and when. There will likely be an SLO flex-day event in fall. More information will be coming soon. The goal is to make sure that faculty are actively involved in the process.

Update on Compton College
[*Editor's note:* the following information is (hopefully) what was reported during the senate meeting, but ECC's knowledge of the situation is changing rapidly. I urge you to confirm information before spreading the word or acting on what is written here.]

VPs Marsee are Arce are co-chairs of an investigatory committee to determine the requirements to become the partner district with Compton College. There are 2 overarching goals: help students in Compton Community to receive college education and to help Compton College recover its accreditation status. The process is competitive and ECC has not decided if it will compete – faculty support is needed. Any partnership with Compton would be temporary.

If we became the partnership district, we would offer our curriculum at their campus. ECC would issue grades/transcripts and handle other administrative tasks. Compton would become an "educational center". Everyone at Compton has received a May 15 (release/termination) letter; faculty will be rehired as will most staff. What will happen to management is unclear. If ECC becomes the partner district, we would supervise all Compton faculty. Legislation is proposing a $4M golden handshake fund to encourage retirement of Compton employees.

Because there were accreditation and financial issues, the "partnership" task force would also have to deal with financial issues. There might be a transition team to handle the accreditation process, which will take 5-6 years (estimate, perhaps more).

Partnering with Compton provides us with a "good neighbor" aspect. However, President Fallo has stated that he will not let ECC do anything that would hurt ECC.

It is possible that funds would be loaned (~$30 million) to the college that becomes the partner district; other financial arrangements would be made also, should we accept. There will be two meetings, May 5 & 11, where more information will be disseminated. No college with contiguous boundaries applied for the partnership; we are not contiguous although we are closest. Peralta indicated interest.

We might get FTES, money, a $30 million "loan" and other benefits from the partnership. The ultimate decision for ECC will be decided by Board. Cabinet is asking the Board of Trustees to do this soon; June 13 is the deadline. Compton would not become a second campus of ECC nor would ECC become a multi-campus district. State senate has been working with Compton's academic senate; SD will contact Compton's senate soon.

Minutes approved as written

Educational Policies Report – Evelyn Uyemura
On pages 30-33 are the first reading of the policy and associated procedures for course repetition. Evelyn has received some substantive and language changes; the committee will review these soon and may postpone the vote. However, please review the materials and be ready to vote during the next meeting (i.e. the meeting for the packet you are reading now). The new policy deals with apportionment concerns and limits to grades, P/Fs, and Ws.

On the next Board of Trustees agenda will be senate-passed items: the limitation on remedial coursework, and the academic renewal policy, and maybe others. Take a look at the agenda.

Faculty Development – Lisa Raufman
No report.

Finance and Special Projects – Lance Widman
The possibility of part-time teaching load increasing to 80% was discussed by the AFT, where it the change was defeated. Thanks to Janet Young for continuing as curriculum chair. *much applause* Pages 13-14 have council of deans minutes from April 13. Full time faculty hiring had only 1 position approved, although 2 nursing instructors were hired due to the quality of the applicants. Hiring of full-time staff and other positions are reviewed on a case-by-case basis.

Thursday's May 4 PBC meeting will discuss winter session and the 20+ questions that have arisen about how to plan for winter session. If you have questions or comments, send them to David Vakil. Nothing will change for the January 07 winter session – that calendar is locked.

With double-term registration (summer/fall and winter/spring), there are pre-requisite issues. Someone can register for summer & fall classes at the same time, where the summer class would fulfill the pre-requisite for the fall class. The issue is that students not succeeding in the summer class are still registered in the fall class, despite not completing the prerequisites. This issue is being discussed; there are technical difficulties being investigated by people in a variety of areas.

Legislative Action – Pete Marcoux
There are 3 bills at the state level about concurrent enrollment including one to allow community colleges to award associate degrees and high school diplomas. The 80% Part-Time teaching load (SB 847) has been passed by the state senate and has gone to the next committee. SD asked if the ECC academic senate should write a letter. Since part-time faculty should be involved in the decision and there aren't any at the meeting, the decision was postponed.

Curriculum Committee – Janet Young
The committee is continuing with title 5 compliance. Of the 1300 active courses, there are 2 left for review.

Student Learning Outcomes
Report given earlier – see President's Report ("other reports") above.

Calendar Committee
No report.

Accreditation – Linda Arroyo
Arvid Spor is the administrative accreditation co-chair and Linda Arroyo will be the new faculty accreditation co-chair.

Relevant parties have met to discuss who will co-chair various standard committees. The teams will form in fall. ECC is trying to finalize the schedule of tasks.

Academic Technology Committee – Pete Marcoux
- There is no permanent source of funding for academic software yet. Senate should discuss the impacts on curriculum.
- The committee is looking for software requests.
- They are also looking at student labs' hardware. ITS director John Wagstaff wants to have a schedule showing which hardware should be updated and when, and intends to have a 3-4 year replacement schedule.
- ECC needs a way to track software title usage (e.g. Adobe) because perhaps we can save money with larger scale purchases, rather than many individual sales.
- ATC will need volunteers for the technology portion of accreditation.
- ECC will not be purchasing Macintosh faculty laptops. There are still Dell laptops available if you want one. There are enough for everyone.
- There were 2 presentations on course management systems recently (Desire 2 Learn, Angel).

Enrollment Management – Francisco Arce & John Baker
Minutes from 4/27 meeting and the current enrollment management plan were distributed. The plan includes a list of tasks that have been developed. The document is "living" and will be changed according to the needs of the college.

The second period apportionment (P2) report was submitted. 18108 FTES were reported, which is down ~1200 from last year. VP Arce appreciates faculty involvement in addressing this.

Unfinished Business

VP for technology can't be elected until the faculty at-large have approved the constitutional amendment.

New Business

Presentation by Robin Dreizler and John Baker about School Outreach
A handout was distributed showing the top 23 "feeder" schools, that shows the past year's enrollment and the current year's target enrollment. The enrollment target is 35% higher than what was achieved last year, for a net target of 3500 new high school students enrolled in 12-15 units. On May 15, we'll have a better idea of how many students actually enroll from each school. The outreach counselor program has helped us recruit; we have 12 counselors assigned to the 23 schools. ECC has attended most relevant events that it has received invitations to. Total high school applications to date: 6128, including out of state and international. On the back side of the handout are the teams working on recruitment. On this handout, the "Completed" refers to a deadline on August 1. VPs Arce and Baker have visited the local high schools; the schools have been pleased with the recruitment efforts and the counselors at their schools.

On June 7, we will host a principals' breakfast for the local school principals, where there will be discussion about issues related to high school students and recruiting. On Friday May 19, students from a variety of high school will be visiting ECC to learn about our school and services.

It was asked "What is ECC doing to meet the demand to teach ECC classes at local high schools?" Principals have expressed this concern and the school is examining this issue. At the next Board of Trustees meeting, we will not be charging fees to high school students which will put us on par with other nearby schools. PV has been actively recruiting teachers for ECC courses in their schools. Child Development and Astronomy are offering courses at their school next semester. Similarly, there are discussions with the deans to see which classes could be taught at other local schools. It was noted that the faculty teaching these classes are all different types of teachers (full-time, part-time, etc.) but that the qualifications are screened carefully.

It was suggested that having alumni go back and visit schools might also help recruit students. Robin Dreizler has created a program to do that kind of work and this program is under consideration. Funding is being explored.

Schools expressed that, ideally, it would be nice to have a 3-year program commitment (i.e. outreach counselors and the like), but budgets don't always allow this. The meeting with the principals will discuss this, in terms of what local schools can count on us for in the next year.

Curriculum changes and the new electronic submission process
Janet Young demonstrated the new system for submitting curriculum over the web. The forms are being developed and the procedure begins with this form for all classes, online or otherwise. There are other papers to process for online courses. SLOs may be developed. The new forms obviously took a lot of work, but the senators were pleased with what they saw.

Announcements

David Vakil contacted the library and EOPS and asked if them if there would be interest and/or support in having book donation boxes in division mail rooms to collect books for the library and/or the EOPS program. The programs were receptive, so he asked the senate. There were some concerns that selling books might not be something ECC should do because this increases book prices. There were other concerns about how to divide the books/proceeds and how the library could handle the influx of books without a person to catalog them. The consensus of the 6 remaining people at the meeting was that the project was worth pursuing.

Meeting was adjourned at 2pm.

EL CAMINO COLLEGE
DIVISION OF NATURAL SCIENCES

April 28, 2006.

TO: Calendar Committee

FROM: Barbara Perez

SUBJECT: Proposed 2007-2008 2008-2009 Calendar

Attached are the proposed 2007-2008 and 2008-2009 calendars. **For the 2008-2009 calendar we have the option of beginning weekday classes after Labor Day. This calendar starts classes including weekend classes after labor day instead of before – there are pros and cons to both.**

Fall 2007

Flex Days – August 23,24 - Mandatory Flex day, Thursday, August 23
Classes begin – Saturday, August 25
Labor Day – Monday, September 3
Veterans Day – Monday, November 12
Thanksgiving Holiday – November 22 – November 25
Last day of the Semester – Friday, December 14
Winter Break – Monday, December 24 through Tuesday, January 1

Winter 2008

Classes begin – Wednesday, January 2
Martin Luther King Day – Monday, January 21
Term ends – Tuesday, February 5

Spring 2008

Flex Days – February 6, 7 – Mandatory half day – February 6
Lincoln's Birthday – Friday, February 8
Classes Begin – Saturday, February 9
Washington's Birthday – Monday, February 18
Spring Break – Saturday, April 5 through Friday, April 11
Cesar Chavez Day – Monday, April 7
Memorial Day – Monday, May 26
Last Day of the Semester – Friday, June 6
Graduation – Friday, June 6

Summer 2008 - June 16 through August 10

Session 1	6-week	June 16 – July 24
	8-week	June 16 – August 7
Session 2	6-week	June 23 – July 31

Fall 2008

Flex Days – August 28,29 – Mandatory Flex day, Thursday, August 28
Weekend Classes begin – **Saturday, September 6** (so Saturday classes do not begin Labor day weekend)
Classes begin- Tuesday, September 2
Labor Day – Monday, September 1
Veterans Day – Monday, November 10
Thanksgiving Holiday – November 27 – November 30
Last day of the Semester –**Sunday, December 21**
Winter Break – Wednesday, December 24 through Thursday, January 1

Winter 2009

Classes begin – Wednesday, January 7
Martin Luther King Day – Monday, January 19
Term ends – Tuesday, February 10

Spring 2009

Flex Days – February 11,12 – Mandatory half day – February 11
Lincoln's Birthday – Friday, February 13
Weekend Classes Begin – **Saturday, February 14**
Washington's Birthday – Monday, February 16
Classes begin-Tuesday, February 17
Spring Break – Saturday, April 11 through Friday, April 17 (note Easter 4/12)
Cesar Chavez – Monday, April 13
Memorial Day – Monday, May 25
Last Day of the Semester – **Friday, June 12**
Graduation – Friday, June 12

Summer 2009 - June 22 through August 13

Session 1	6-week	June 22 – July 30
	8-week	June 22 – August 13
Session 2	6-week	June 29 – August 6

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of April 24, 2006

Present: Dr. Arce, Mr. Bagnall, Dr. Baker, Mr. Brown, Ms. Caldwell, Dr. Fallo, Dr. Marsee, Mr. Middleton, Ms. Pickens, Dr. Simon, and Ms. Smith.

1. Procedure 7500 – Volunteers: Changes will be made to Section 1 - where Associated Student Organization is listed. Changes will be made to Section 3 – where benefits are discussed. These changes are associated with language not content.
2. Policy 4222 – Limitation to Remedial Coursework: This policy is ready for Board approval.
3. Policy 4240 – Academic Renewal: This policy is ready for Board approval – with one minor change. The sentence "This policy supersedes the section of BP 6130 dealing with Academic Renewal," will be moved just above the reference notation.
4. Policy 5060 – Concurrent Enrollment: Dr. Arce and Dr. Baker have been working on this policy. It is reported that this policy was taken to the Educational Policies Committee and they had no issue with it. It is also reported that "Highly Gifted" is a term that is used in the Education Code. There is also a definition listed in the Education Code. It was reported that the High School principal certifies that a student is highly gifted. Dr. Baker will find out if these students will have to pay the health fee and will report back at the next meeting. This policy needs to go to the Board as soon as possible.
5. Policy 2510 – Participation in Local Decision Making: It was decided that the Students listing should be the same or similar to the Academic Senate listing. Dr. Baker will work with Associated Student Organization and bring back.
6. Administrative Procedure 2510 – Collegial Consultation: There was a discussion about the definition of "consultation." In the future effective dates will be noted on all procedures. Dr. Simon reported that she has notes from discussions on the Role and Functions of the College Council section of the procedure. Dr. Simon will bring her notes to the next meeting. College Council may want to revise this section.
7. Policy 1200 – The El Camino College Vision, Mission, Philosophy, Values and Guiding Principles: Was distributed for information purposes.
8. Student Learning Outcomes: It is reported that we are behind in progress. We may focus all flex activities on SLO's. It was a suggested that faculty could be given a step-by-step guide on how to construct SLO's for each class. This topic will be put back on the agenda.

Agenda for the May 1, 2006 Meeting:
1. Minutes of April 24, 2006
2. Team Reports
3. Guidelines for Addressing Disruptive Student Behavior
4. Policy & Procedure 7500: Volunteers
5. Policy 5060 – Concurrent Enrollment
6. Policy & Procedure 2510 – Participation in Local Decision Making/Collegial Consultation

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of May 1, 2006

Present: Dr. Arce, Dr. Baker, Mr. Brown, Ms. Caldwell, Dr. Dever, Dr. Marsee, Mr. Middleton, Ms. Pickens, Dr. Simon, and Ms. Smith.

9. Policy & Procedure 2510 – Participation in Local Decision Making/Collegial Consultation: It was decided to bring this back when President Fallo is present.
10. Youth/Minors on Campus: There was discussion about youth on campus and policies related to minors. This topic will be brought back for further discussion.
11. Policy 5060 – Concurrent Enrollment: It was reported that high school students concurrently enrolled shall be exempt from Health Center and Representation fees. This has been noted on the policy. This policy is ready for Board approval with this change.
12. Policy & Procedure 7500 – Volunteers: One change was made to the policy as requested by Trustee O'Donnell. Changes requested by College Council were made to the procedure. This policy is ready to go to the Board for second reading and adoption.
13. Guidelines for Addressing Disruptive Student Behavior: This draft will also be reviewed at Academic Senate and the Deans Council. This has been a joint effort of Tom Lew, John Baker, Harold Tyler, and Mike D'Amico. These guidelines are being developed due to some instances that occurred last fall. The intent is to make classrooms more comfortable for both faculty and students and to implement these guidelines as soon as possible. There were some changes that were suggested that will be incorporated into this draft. The term "all other learning environments" will be incorporated at appropriate places to cover more than classrooms. It was also suggested to add "Library/Learning Resources." On the page one example of disruptive behaviors listing it was noted that it would be desirable to include the behaviors most concerned about. Item number three of this listing will be changed to read as "profanity, profane and obscene behavior, pornography." It was also noted that the current board policy number needs to be noted rather than the policy number of the pending policy. It was noted that part of a technology plan included a request to put a phone in every classroom for faculty safety.
14. Delmer L. Fox Humanitarian and Scholarship Awards Luncheon: This event was a great success and over 360 seats were sold. The Northrop Grumman Corporation and Hawthorne Mayor Guidi were honored recipients of Humanitarian Awards. Four $1000 scholarships were awarded to students.
15. Compton Community College: Copies of the Request for Proposals for Partnership with the Compton Community College District for Educational Excellence and Student Success and Assembly Bill 318 were distributed to College Council members via e-mail. It is reported that Dr. Marsee and Dr. Arce are in the process of evaluating the conditions. The Board of Trustees will have to give authority to go forward.

Agenda for the May 8, 2006 Meeting:
7. Minutes of May 1, 2006
8. Guidelines for Addressing Disruptive Student Behavior
9. Policy & Procedure 2510 – Participation in Local Decision Making/Collegial Consultation – May 15th
10. Youth/Minors on Campus

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of May 8, 2006

Present: Dr. Arce, Dr. Baker, Mr. Brown, Ms. Caldwell, Dr. Dever, Dr. Marsee, Mr. Middleton, and Ms. Pickens.

1. <u>Youth/Minors on Campus</u>: Dr. Baker and Dr. Dever will meet to develop guidelines and will bring their recommendations to College Council.

2. <u>Compton College – Request for Proposals</u>: John Baker, Jeff Marsee, Francisco Arce, Ann Garten, Bo Morton, and Marcy Wade will attend the bidders' conference at Compton on May 10th and hope to get a tour of the campus at that time. Ann Garten and Bob Campbell attended the Sacramento bidders' conference. It is reported that they are not necessarily looking for the low bid and they want colleges submitting proposals to be realistic on costs. Dr. Arce reported that the preamble to this is to help Compton College and protect the integrity of El Camino College. It is reported that they are working on new language for AB 318.

<u>Agenda for the May 15, 2006 Meeting:</u>
11. Minutes of May 8, 2006
12. Board Agenda
13. Policy & Procedure 2510 – Participation in Local Decision Making/Collegial Consultation – May 15th

Council of Deans/Enrollment Management Insert

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE

April 25, 2006

Present: L. Alamillo, D. Charman, S. Dowden, P. Gebert, L. Kjeseth, E. Martinez,
V. Rapp, J. Siddiqui, J. Stewart, J. Young

Absent (excused):   F. Arce, S. Oda-Omori, C. Somin

Ex-Officio Members Present: A. Collette, A. Spor

Absent (excused):   J. Bagnall**,** M. Hall, S. Rodriguez, L. Suekawa

Also Present: L. Back, K. Blackburn, I. Haslam, H. Hironaka, W. Kahan, T. Lew,

M. McFarland, L. Olsen, G. Robertson, T. Storer, R. Way

CALL TO ORDER

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

APPROVAL OF MINUTES

S. Dowden moved that the minutes of the March 28, 2006, CCC meeting be approved and P. Gebert seconded the motion. As there were no corrections, Chair Young called for a vote and the minutes were approved as presented.

CHAIR'S REPORT

J. Young reported that she will be attending the statewide Academic Senate Plenary Session from April 26 – 28 and will provide the CCC with a summary of the session at the committee's next meeting. Chair Young then commended P. Gebert, Industry and Technology CCC representative, for inviting her colleagues who are developing curriculum to attend CCC meetings so that they have an understanding of curriculum review at the CCC level. The Chair recommended that the other faculty representatives consider following P. Gebert's practice.

Continuing, J. Young remarked that the committee's review of proposals must remain diligent as the course outlines play an important role when articulation agreements are established. She then reported that the College recently received notification of the courses accepted for IGETC. Unfortunately, two courses were denied acceptance. Biology 12 was not accepted for Area 5B because it was unclear in the outline how the course addresses the testing of hypotheses and the power of systematic questioning. History 12B was not accepted for Area 4F because the textbook

cited was published more than ten years ago. Chair Young reminded everyone that L. Suekawa has cautioned the committee about approving course outlines with texts that may be outdated, then the Chair said everyone should keep this advisory in mind when reviewing proposals. Chair Young concluded her report by informing the committee that Dean Way was serving as the Vice President of Academic Affairs' designee, as allowed by the CCC's bylaws, for today's meeting.

VICE PRESIDENT OF ACADEMIC AFFAIRS' REPORT

On behalf of Vice President Arce, R. Way announced that the Board of Trustees approved all of the curriculum presented on the April 17th Board agenda.

ELECTION OF THE CCC CHAIR

A. Collette, speaking for the election committee comprised of her, P. Gebert, and
L. Kjeseth, announced that J. Young has been elected to serve another term as CCC Chair. J. Young's current term ends with the 2006 – 2007 academic year. Her next term of service will be for the 2007 – 2008 and the 2008 – 2009 academic years. J. Young told the committee she looks forward to serving as Chair in the upcoming years.

CURRICULUM REVIEW

HUMANITIES PROPOSAL:
J. Young informed the CCC that the proposal for Journalism 100 has been tabled until the May 23rd CCC meeting. Members were advised to keep their current proposals for the late May meeting. Dean Lew then distributed an errata sheet for English 100 and explained to the committee that the revisions to the outline, including the specification of the maximum hours per semester a student may attend this open entry/open exit,
non-credit course, were made in response to recently revised Title 5 regulations. After a minor modification to the catalog description note was accepted, L. Kjeseth moved that the English 100 proposal be approved. P. Gebert seconded the motion, which carried.

INDUSTRY AND TECHNOLOGY PROPOSALS:
Before the division's presentation, Chair Young stated that 20 minutes would be allotted for review. Then, while distributing an errata sheet, Dean Way introduced H. Hironaka, Automotive Technology faculty, M. McFarland, Fashion faculty, and W. Kahan, Electronics and Computer Hardware Technology faculty. He then thanked the division's representative, P. Gebert, for her help with the proposals. R. Way asked that review begin with Automotive Technology 81 and then provided minor revisions, which the CCC accepted, to the catalog description and Section II of the course outline. As there were no questions, review continued with Fashion 27. After a brief discussion about the catalog description, during which revisions were agreed to, modifications to Sections II, III, IV, and VII of the outline were accepted. Next, Fashion 28 was discussed. The committee and M. McFarland agreed to revisions to the catalog description and Sections II, III, IV, and V of the course outline. R. Way then directed the CCC to the proposal for Fashion 35. Considerable discussion was held on suggested revisions for the catalog description and the objectives. After agreement on these revisions was reached, the committee accepted modifications to Sections II, III, IV, and V of the outline. Review continued with Fashion 41 and after revisions were agreed to for the catalog description and Sections II, IV and V of the course outline, the division's presentation concluded with the Technical Mathematics 1 proposal. R. Way explained to the CCC why the discipline, Electronics, was being added to the current disciplines of Drafting and Machine Tool Technology saying that instructors in the Electronics and Computer Hardware

Technology Department were qualified to teach this course. He then provided a revision for the catalog description after which the committee accepted all of the revisions for the proposal. L. Kjeseth moved, and P. Gebert seconded, that the Industry and Technology proposals be approved. The motion carried. P. Gebert moved that the conditions of enrollment be approved and V. Rapp seconded the motion. The motion carried.

FINE ARTS PROPOSALS:
K. Blackburn introduced L. Back of the Music Department and G. Robertson of the Speech Communication Department then began the division's presentation with Music 30ab. The dean first provided the CCC with corrections for the proposal form and a reworded enrollment limitation. Next, she provided revisions for Sections II, III, IV, V, VII, and VIII of the course outline. After the committee agreed to all the revisions,
S. Dowden asked if there were appropriate texts with more recent publication dates than those listed, and L. Back responded that these texts were standard pieces that could not be replaced with materials more recently published. Discussion then turned to Music 501. The committee and L. Back agreed to a catalog description revision that made it clear that this non-credit course was repeatable and open entry/open exit. As it is the responsibility of the CCC to determine the maximum number of hours a student can attend an open entry/open exit course, L. Back was asked to provide the maximum number of lecture and lab hours per semester. After the CCC received this information, review continued with Speech Communication 7. The CCC was informed that, upon the advice of L. Suekawa, the course will be submitted to the UC system for transfer consideration. Then revisions to Sections II, III, and IV of the outline were accepted. As there were no further questions, P. Gebert moved that the Fine Arts proposals be approved. L. Kjeseth seconded the motion, which carried. J. Stewart moved, and P. Gebert seconded, that the conditions of enrollment be approved. The motion carried.

HEALTH SCIENCES AND ATHLETICS PROPOSALS:
J. Young informed the committee that the division's errata sheet was in the day's packet then stated the proposal for Physical Education 135abcd has been tabled until the May 9th CCC meeting. She told CCC members to keep their respective proposals for the meeting as new ones will not be distributed. Dean Haslam began the presentation by introducing L. Olsen of the division's support staff and T. Storer of the Physical Education Department. He then thanked D. Charman and S. Dowden for their suggestions for the proposals. I. Haslam directed the committee's attention to Contemporary Health 3 and during the ensuing discussion, revisions were agreed to for Sections II, IV, V, VI, and VII of the course outline. Next, the committee discussed and agreed to the renaming of Medical Assistant 4 to Medical Terminology 1 and then accepted a replacement for one of the course outline's critical thinking assignments. I. Haslam asked that review continue with Nursing 99abc. Agreement was reached on the wording for the course's enrollment limitation as well as for revisions to Sections II, IV, and VIII of the outline. The committee then turned to Physical Education 7ab and after the UC transfer status of the course was clarified, revisions to the catalog description and Sections IV and V of the outline were accepted. Review continued with the proposal for Physical Education 244ab. Revisions to the catalog description and Sections II, IV, and V were agreed to then a brief discussion was held on the health and safety prerequisite. A. Spor, the Matriculation Officer for the College, advised that the justification for this prerequisite be worded more strongly then provided a possible revision. After agreement was reached on the language for the justification for the prerequisite, Physical Education 300abcd and Physical Education 302abcd were discussed. I. Haslam explained that the removal of Dance from the disciplines listed for these courses reflected the evolvement of aerobics from a music-based to an exercise science-based cardiovascular fitness program. Revisions were then agreed to for the catalog description and Sections II, V, and VII of the course outline for Physical Education 300abcd

and the catalog description and Sections II, IV, V, VI, and VII of the outline for Physical Education 302abcd. As the division's presentation had concluded, P. Gebert moved that the Health Sciences and Athletics proposals be approved. V. Rapp seconded the motion, which carried. V. Rapp then moved, and P. Gebert seconded, that the conditions of enrollment be approved. The motion carried.

PROPOSALS REVIEWED BY CCC CHAIR AND VICE PRESIDENT OF ACADEMIC AFFAIRS:
J. Young directed the committee to the justifications for the inactivation of Nutrition and Foods 95abcd and Photography 10. As there were no questions, R. Way moved, and
L. Kjeseth seconded, that the inactivations be approved. The motion carried.

CCC FORM 1 – COURSE OUTLINE OF RECORD

Chair Young informed the CCC that the academic deans, administrative assistants, and division support staff have seen a demonstration of the electronic course outline of record form being developed by the CCC. J. Young said the form was favorably received and that a number of good ideas were suggested. The committee then reviewed the electronic outline form and discussed final improvements. J. Siddiqui cautioned that adding too many features that initially seem to help with the preparation of an outline will cause the process of creating and saving work to become cumbersome. In essence, the fancier the program becomes, the slower the process. J. Young thanked J. Siddiqui for his advice and said she would talk to the programmers developing the form about this issue.

At 4:25 p.m, P. Gebert moved, and L. Kjeseth seconded, that the meeting be adjourned. The motion carried.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
April 25, 2006**

FINE ARTS DIVISION

INACTIVATE COURSE

1. Photography 10 – Basic Photo-Journalism

CHANGES IN CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

1. Music 30ab – Beginning Jazz Improvisation
   Current Status/Proposed Change
   ~~Recommended Preparation~~ Enrollment Limitation: ~~Intermediate level performance and music reading ability.~~ Audition at first class meeting (ability to perform music of moderate difficulty on a standard band instrument or vocally)
   This course is a study of the ~~B~~basic ~~principles~~ techniques of jazz~~. Application to scalar~~ improvisation. ~~and~~ Emphasis is placed on the study and application of scales, chords, patterns, and "licks" used by musicians to create improvisation~~s~~ on ~~the~~ tonal, modal, and blues-based songs. ~~and other harmonic structures. Non-keyboardists~~ Except for keyboards and drums, students must ~~furnish~~ provide their own instruments for classroom performance~~s~~.

CHANGES IN LECTURE/LAB HOURS, CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

1. Music 501 – The Joy of Music
   Current Status/Proposed Change
   Lecture: ~~4~~ 20 hours maximum per ~~concert event~~ semester   Lab: ~~3~~ 15 hours maximum per ~~concert event~~ semester
   ~~Composers, materials and skills for listening to music presented through lectures, slides, films and recorded examples directed towards attendance at specific musical events at El Camino College offered by the Center for the Arts. Emphasis on the music heard in North American and European concert halls; historical perspective includes Middle Ages to the present. Also inclusive of~~ This open entry/open exit course is repeatable and designed for older adults. It prepares students to attend selected concert events. Developed as part of the College's Music Appreciation Program, *Joy of Music* focuses on music, composers, performers, and music listening skills presented through lectures, video materials, and recorded examples. Emphasis is placed on folk, popular, ethnic, and ~~popular cultures. Designed for the older adult~~ Western art music. *Joy of Music* lectures are given at a variety of South Bay Senior Centers and at El Camino College.
   Note: Students must attend pre-concert lectures in order to qualify for attendance at performance events.

CHANGES IN TRANSFER STATUS, CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

1. Speech Communication 7 – Voice, Articulation and Pronunciation
   Current Status/Proposed Change
   Transfer UC
   ~~Personal improvement with, and an understanding of, the pronunciation and~~ In this course, students examine the use of ~~spoken~~ Standard American English. ~~Learning and drill with~~ Emphasis is placed on personal improvement of spoken English through drills utilizing the International Phonetic Alphabet~~,~~. Also included is an overview of the physiological processes of speech~~,~~ and ~~an examination~~ other forms of ~~the nature of~~ spoken English ~~as a spoken language~~.

HEALTH SCIENCES AND ATHLETICS DIVISION

CHANGE IN CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

1. Contemporary Health 3 – Drugs and Alcohol in Society
   Current Status/Proposed Change
   This course provides students with an in-depth ~~look at the~~ study of substance abuse and chemical dependency in our society. The course focuses ~~of~~ on the ~~course will be on identifying the different types~~ analysis of root causes of substance abuse and identification of abused drugs. ~~abused, their s~~Short- and long-term effects~~, both physically and psychologically, and finding antidotes to avoid and treat dependence. The goal of the course is to educate the student, dispel myths and provide antidotes to real life substance~~ of drug abuse~~, problems~~ assessment of educational and treatment options, as well as the psychosocial role of the family, will be examined.

2. Nursing 99abc – Independent Study
   Current Status/Proposed Change
   This ~~independent study~~ course provides advanced studies in a specialized ~~N~~nursing ~~is for students wishing to undertake special studies~~ subject not covered in the ~~normal~~ regular departmental offerings. Regularly scheduled conferences with an instructor are coordinated with assigned laboratory work and/or research project (60 hours per unit).

CHANGES IN DISCIPLINE, CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

1. Physical Education 300abcd – Aerobic Fitness
   Current Status/Proposed Change
   Discipline: Physical Education~~/Dance~~
   This course ~~offers instruction and workout using~~ focuses on the basic principles of ~~aerobic cardiovascular conditioning with an emphasis on technique,~~ cardiorespiratory conditioning. Emphasis is placed on technique and development of cardiorespiratory endurance, ~~muscular~~ muscle endurance, ~~strength,~~ flexibility, and ~~kinesithesis. All exercises are done with music accompaniment~~ improved body composition. Assessments of aerobic fitness, muscle endurance, and body composition are used to develop exercise prescriptions.

2. Physical Education 302abcd – Step Aerobics
   Current Status/Proposed Change
   Discipline: Physical Education~~/Dance~~
   This course provides ~~a contemporary~~ instruction and workout ~~designed to improve each participant's strength and cardiovascular fitness level through steady state stepping movements and muscle sculpting exercise. The student will be exposed to a graduated continuous system of stepping patterns at various~~ that utilize an adjustable platform ~~heights, emphasizing strength, flexibility~~ and ~~endurance which are the basic components of physical~~ choreographed stepping patterns for the primary purpose of increasing cardiorespiratory fitness. The use of hand weights, elastic bands and tubes, and training circuits will provide variety and further develop overall strength, endurance, and flexibility as well as improve body composition.

CHANGES IN TITLE AND NUMBER, CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

Current Status/Proposed Change
1. Medical ~~Assistant 4~~ Terminology 1 – Medical Terminology

~~Etymology of disease terms; nomenclature of surgical procedures, use of prefixes, suffixes, roots, combining forms, and plurals~~ This course provides study and practical application of a medical ~~terms. Medical symbols~~ vocabulary system according to body systems. Students review the basic construction of medical words, concentrating on word origins, root words, prefixes, and ~~abbreviations; names and types of materials and supplies; instruments and equipment; descriptions of~~ suffixes. Word structure, recognition, analysis, definition, spelling, and pronunciation are presented in the context of medical terms for organs, diseases, symptoms, diagnostic ~~laboratory~~ tests, and ~~radiology~~ medical surgical procedures ~~and other special diagnostic studies~~.

CHANGES IN NUMBER, DESCRIPTIVE TITLE, CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

Current Status/Proposed Change

1. Physical Education 7ab~~cd~~ – Baseball~~, Beginning~~
~~This course, which is open to all students, focuses on beginning techniques in~~ Students are introduced to the sport of baseball through instruction and practice. Topics include ~~No prior skill or experience is required. Instruction will stress basic fundamentals: offense, defense and game~~ batting, fielding, and base running skills as well as rules and game strategy. Students will participate in game situations that allow execution of skills and strategies in a competitive environment. A conditioning program specific to the sport will also be utilized.

CHANGES IN NUMBER, DESCRIPTIVE TITLE, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

Current Status/Proposed Change

1. Physical Education 244ab~~cd~~ – ~~Swimming,~~ Springboard Diving
Prerequisite: Ability to swim in deep water
This course provides ~~I~~instruction and practice in springboard diving. ~~and safety skills. Major emphasis upon coordination, body mechanics, and mastery of diving techniques. Minimum achievement; ability to demonstrate proper use of the springboard and to perform adequately one of more of the basic fundamental dives. Maximum achievement: ability to perform adequately with good body mechanics one of more dives from e~~Each of the five ~~basic diving~~ dive groups~~:~~, forward, ~~backward, reverse,~~ inward, backward, reverse, and twisting will be analyzed with regard to rules and mechanics.

HUMANITIES DIVISION

CHANGES IN LAB HOURS, CATALOG DESCRIPTION; COURSE REVIEW

1. English 100 – Supervised Tutoring: Writing Center Laboratory
Current Status/Proposed Change
Lab: ~~minimum 1~~ maximum 54 hours lab per semester
This course provides students with supervised ~~tutoring on their classroom writing assignments. Students will receive~~ tutorial instruction on prewriting techniques, organizing ideas, and developing arguments~~,~~. Tutoring is also available in integrating research skills~~,~~ and editing for clarity and correctness.

Note: This course is repeatable~~.~~, and ~~O~~open for enrollment at registration and <u>at</u> anytime during the semester.

INDUSTRY AND TECHNOLOGY DIVISION

INACTIVATE COURSE

1. Nutrition and Foods 95abcd – Cooperative Career Education

CHANGE IN CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

1. Automotive Technology 81 – Automotive Air Conditioning
    Current Status/Proposed Change
    <u>In</u> ~~T~~this course ~~is a study of basic air conditioning and~~ <u>students are introduced to</u> refrigeration ~~theory as it relates~~ <u>principles, system component functions, and proper testing procedures as they apply</u> to automotive air conditioning. <u>The course stresses the analysis of collected data, resulting in accurate diagnosis, repair, and service.</u>

2. Fashion 27 – Fashion Merchandising
    Current Status/Proposed Change
    ~~Fashion Merchandising curriculum is designed for~~ <u>This course introduces</u> students ~~who wish to enter~~ the ~~field of apparel~~ <u>fashion</u> merchandising~~, including advertising, sales, and buying at the wholesale or retail level; and garment manufacturing. The course content includes orientation to~~ <u>industry and its philosophies. The course content includes an overview of</u> the fashion industry~~:~~<u>and</u> careers in ~~the field; selection, promotion, and~~ <u>merchandising as well as planning, selecting,</u> selling, ~~of fashion~~ <u>and promoting fashion</u> merchandise~~;~~<u>.</u> ~~fashion coordination;~~ <u>Also covered are the math principles required for</u> merchandising ~~mathematics;~~ and ~~auxiliary~~ <u>tracking</u> fashion ~~enterprises~~ <u>trends</u>.

3. Fashion 28 – Visual Merchandising
    Current Status/Proposed Change
    <u>In this course students are introduced to</u> ~~T~~the basic concepts, techniques<u>,</u> and planning procedures for <u>the</u> visual ~~merchandising. The visual~~ approach to selling <u>merchandise.</u> ~~with emphasis on display~~. Current methods of visual merchandising are discussed including <u>the</u> use of mannequins, ~~pinning, and flying,~~ <u>signage, and marketing</u> as well as ~~the display~~ <u>store planning and</u> layout ~~of a store~~.

4. Fashion 35 – Applied Color Theory
    Current Status/Proposed Change
    ~~Essential~~ <u>In this course students are introduced to the essential</u> theories of color perception~~.~~ <u>and</u> ~~A~~<u>a</u>pplied problems ~~dealing with~~ <u>involving</u> color interaction phenomenon, effects<u>,</u> and function ~~which~~ <u>that</u> occur in ~~interior design and~~ fashion design. Students will ~~deal with such problems as personal colors and related colors as they apply to interior or~~ <u>use color as a visual language to modify space perception and to generate an emotional response when applied to</u> fashion ~~design~~.

5. Fashion 41 – Fashion Analysis and Selection
    Current Status/Proposed Change

In ~~T~~this course ~~is a study of~~ students are introduced to the societal importance of apparel and personal appearance. Emphasis is placed on social, psychological, ~~and sociological significance of~~ cultural, and physical clothing needs. ~~Application of the~~ Additional topics covered include the history of fashion design, elements and principles of design, ~~with an emphasis on the fashion figure and each individual student. Course content includes~~ wardrobe planning, ~~for the male~~ identifying quality, and ~~the female student~~ clothing care, fit, and purchasing.

CHANGES IN DISCIPLINE, CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

1. Technical Mathematics 1 – Technical Mathematics for Vocational Students
   Current Status/Proposed Change
   Discipline: Drafting, Electronics, Machine Tool Technology
   This is a basic mathematics course covering prime numbers, addition, subtraction, multiplication and division of signed numbers and decimals, ~~and~~ fractions (including mixed numbers and ~~complex~~ compound fractions), ratios, proportions, percentages, accuracy of measurements, exponents, ~~square~~ roots~~, signed numbers~~ and ~~introduction to~~ an introduction to equations and inequalities. Applications will relate to problems commonly found in industrial settings.

Best in C.L.A.S.S. Newsletter
College-Wide Learning Activites For Student Success

OVERVIEW:
Retention Is Everyone's Business

Quote of the Day

As human beings, our greatness lies not so much in being able to remake the world…
as in being able to remake ourselves.

—Mahatma Gandhi

At Flex Day August 25, we discussed many successful techniques that students, staff, faculty and administrators use to help students become better students. We believe that students who are successful will be more likely to return to college each semester than those who aren't successful. The Faculty Development Committee has clustered these strategies into Personal Needs (students), Administrative (Management/Students), What works in the Classroom, and Building Community. Below is a sample of the individual faculty and staff strategies shared. We hope that you will be able to use some of these strategies in your classroom, too.

PERSONAL NEEDS

- Encourage student development of basic study skills. When appropriate include notes in syllabus about referrals to Counseling and Academic Strategies 8 week classes.
- Refer to Academic Strategies any students who need to get organized or need study skills
- Remind students that Health Services are provided on campus.
- Refer students to support services (SSTARS).
- Inform students about tutoring availability for your classes.

ADMINISTRATIVE: Management

- Continue to make class schedules available in many locations around campus & in community
- Require all campus offices that serve students to have the same hours at beginning of semester including early morning and evening hours as well as Saturday hours.
- Provide accurate, up to date, <u>easy to find</u> information on the web and on campus
- Decrease class size whenever possible; small classes are better for student learning!
- Practice consistent add/drop policy across campus
- Increase students awareness of policies, rules and regulations through a "Student Awareness Campaign" – may include DVD available to all students.
- Provide and maintain a quality Information Center with student-centered multi-lingual staff.

ADMINISTRATIVE :Students- readiness, orientation, realistic goals

- Strongly encourage Orientation to College class offerings, workshops and online information for all students; recommend a DVD be created and be distributed to all students and even played in classes while students are waiting for classes to begin!
- Distribute SSTARS information to all students; also recommend a DVD.
- Increase Counseling Center and Learning Resources Unit's linkages to classrooms.
- Increase Learning Communities
- Continue Outreach to High Schools/ Middle Schools and parents

CLASSROOM METHODS AND TECHNIQUES – WHAT WORKS — Keeping in mind that the goal includes providing a quality learning environment at ECC that both prepares students and approximates for them a realistic college experience that meets their individual and unique needs:

- Students are encouraged to meet with faculty during office hours.
- Students receive feedback on tests.
- Course subject is related to students' real lives whenever possible.
- Work one on one with students who need special attention
- When feasible, give points for attendance, participation, homework and involvement
- If pertinent, arrange for bibliographic instruction by a librarian to help with information literacy skills
- If possible, create study groups and help students know each other (exchange emails, phone #s)
- Provide a Review Session prior to exam; give practice exams with answers/solutions
- When possible, provide positive models from other students.
- Encourage group learning/collaborative learning
- Provide clear written directions and oral instructions (different learning styles hear differently.)
- Teach to the variety of learning styles.
- When possible, maintain a website with assignments and Power Point presentations

BUILDING COMMUNITY — Keeping in mind that research shows that students who succeed in college feel that they are connected to the institution through their personal interactions with faculty, students and staff. We can foster community building by the following strategies:

- Increasing the Learning Community- Collaborative Learning Model across campus
- Using Peer review in groups
- Using each student's name as often as possible
- Including short group interaction activities in class
- Encouraging students to join clubs and get involved in programs on campus
- Encouraging students to form study groups.
- Fostering teamwork and a community (of learners) in the classroom- icebreakers, group work, presentations, peer review, etc.
- Expanding mentors (involving ECC staff) and student involvement on campus

Remember: if students don't do their homework, don't attend regularly, and drop out, even the best of strategies won't foster success for those students. However, the types of strategies mentioned will help the majority of committed students. A more thorough compilation of strategies will be included in the next version of the El Camino College Faculty Handbook (pending funding!)

Teaching Tips:
Website: http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm
Everything you ever wanted to know about being a Teacher at a college and more….

Cyber Nation
http://www.cybernation.com is a site used to access articles by successful people and inspirational ideas. Included in the Victory section is a "You Can Do It" center and a section entitled "Get Inspired by These Success Tips."

FOR YOUR INFORMATION: Enrollment Management goals for Spring 2006:
- Faculty Development Team will increase workshops related to best practices for student learning and retention.
- One Stop Center/ Information Center in Student Services Building and all offices will have an open door to answer students' questions
- Improved Signage around campus; Student Government will assist
- Registration for Summer and Fall classes: information posted in every classroom
  In August: postcards will be sent to all students who have registered.
- Campus leaders (faculty and administration) will be holding a mini-Planning Summit May 26 to update Institutional Goals from the 2004 Summit.

This newsletter is requesting success stories from professors about your students; send to Lisa Raufman

MEMBERS PRESENT

__x__David Vakil, Chair   __x__Harold Tyler

__x__Miriam Alario   __x__Lance Widman

__x__Thomas Jackson   _____Kelvin Lee

__x__Susan Taylor   __x__Cheryl Shenefield

_____Dawn Reid

OTHERS ATTENDING: Carolee Casper, Pam Fees, Ken Key, Jeff Marsee, Luis Mancia, Maria Lopez, Teresa Palos, Allene Quarles, Luukia Smith, Arvid Spor, Marcy Wade, John Wagstaff

Handouts: Winter Session Questions.

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

Approval of Minutes

The minutes of April 6 were approved.   Information noted:

- John Baker is moving forward on #14 on page 2.
- The $14 fee is already in place for non-BOGG students.
- Option 2 will cover the deficit.
- On page 2 (under Retention Committee), note that if 8-week classes are good for the second half of the semester, they are also good for first half.

Exploring Formation of Subcommittees:

There may be some flexibility in the "mandatory items" items in the budget, and the PBC could take ownership of these. However, there is a very compressed timeline for the 06-07 budget, since the Board gets its first look at the budget in May. It was suggested that the subcommittee approach could be used to address the steep learning curve involved in many of these issues. Two purposes to forming subcommittees:

1. Make recommendations
2. Fully understand each topic - Subcommittees were meant to create "local experts" from this group on items relevant to the committee work. These "experts" will then share their knowledge with the group. Subcommittees will be open to volunteers, including bargaining unit members, and no subcommittee will be without staff support.

Suggestions for subcommittee topics that need to be addressed first:

1. Utilities – Although the 5500 account was already increased by $1 million, the group could look at reducing kilowatt hour (i.e. electricity) usage. It was suggested that phone costs should be included in the utilities category in the future. Bob Gann is to be on this subcommittee. John Wagstaff, Cheryl Shenefield and Miriam Alario volunteered to serve on the utilities subcommittee. It was also suggested that this topic should be broken down into subsets.

2. Insurance Benefits - Since an Insurance Benefits Committee (IBC) already exists, a PBC subcommittee in this area would be more of an information committee rather

than a recommendation committee. However, it was suggested that the PBC could make recommendations to the IBC. Lance Widman volunteered to serve on the Insurance Benefits subcommittee. Noted: The next IBC meeting will be held on Tuesday at 1 p.m.

3. Copiers
4. GASB – David Vakil, Harold Tyler, Marcy Wade, Carolee Casper, and Jeff Marsee have already done work for this sub committee.
5. Legal/Regulatory Issues - Luis Mancia volunteered to serve on this subcommittee.
6. Interfund Transfers – Programs subsidized by the college include the Child Development Center (CDC), parking, facilities renovation, and matching funds. Ken Key volunteered to serve on this subcommittee.
7. Operational Efficiency - The group could look at the number of buildings open during winter session, summer, etc. and at usage patterns. It could make recommendations for the master plan (like motion sensors for lights, etc.).

Staffing Levels/Plan:

A desire was expressed to have a general policy for staffing closer to optimal levels rather than minimal levels for the safety of employees and for job efficiency. Noted:

- Staffing is a fundamental part of planning.
- Staffing involves issues like reorganization, environment, politics, funding, etc.
- It is difficult to define and/or quantify minimum and optimal staffing levels. It might require an outside party to be objective.
- Minimum staffing levels are usually limited to law enforcement, hospitals, or areas where public safety is involved.
- Process and work flow issues are also involved. Functions and tasks can change, and employees may migrate from one type of work to another.
- 2003 was the first budget crisis year, and the college took a big cut in casual positions then too. Employees are doing more without getting extra pay just to keep the college going.
- Employees' stress levels are another big issue. Pressure is put on employees to do more and more in the same amount of time for the same money.
- Would program review address staffing issues? Yes.
- Would the classification study address the optimal staffing issue? No
- Is this issue too big for this committee?
- Managers get paid to manage their areas in the best way possible. It is their role to raise the flag to Cabinet when resources are insufficient to complete tasks.

The consensus of the group was that there would be no staffing subcommittee because the topic is too big and too complicated. It is a management issue that should be part of program review.

Winter Session Questions:

Copies of a list of 19 Winter Session questions were provided to the group to use as the starting point for discussion at the next meeting. David will also send an electronic version of the questions to committee participants. Add to the list: How does the long break affect students?

Prioritizing Retention Proposals:

For discussion in four weeks, the group will look at the 45 retention proposals and divide them into three categories (yes, no and maybe). A matrix will be filled out for the "maybes."

Agenda Development:

- Winter Session Questions

Meeting adjourned at 2:35 p.m.

pbc420

Winter Session Questions

PBC asked that the questions directed towards faculty and ASO be investigated immediately, while the other questions directed at the research team, deans, and VPs should be ready for PBC discussion by September 1, 2006, or earlier. Any feedback about winter intersession is welcome.

Enrollment – all of these questions were directed towards the <u>research staff</u>
1. How many FTES does winter generate now? How does this compare to 6-week summer sessions?
    a. The reason for comparing to a 6-week session is because the discussion, so far, has been about replacing winter with a 6-week summer session, allowing two back-to-back 6-week summer terms.
2. What is the fraction of seats taken in winter? What is that fraction for Fall, Spring, and the 6- and 8- week Summer sessions?
3. What is the retention rate for winter compared to other sessions? Success rate?
4. How does winter enrollment affect fall & spring enrollment?
    a. Do students take fewer (or more?) courses in spring or fall if they enroll in winter?

Services and building usage – these questions were directed to the <u>VPs</u>
5. What services are necessary? Which aren't? Which are optional? (Library, Health Center, tutoring, computer labs, etc.)
    a. How much do the services cost? Give both total cost and per FTES.
    b. Who decides which services are offered and how many/how often?
    c. What are those decisions based on?
6. How can building usage be maximized and/or made more efficient?
    a. What are utility costs during winter for various buildings?

Course offerings – all of these questions were directed to the <u>Deans</u>
7. What naturally constrains the number of classes offered? Examples of natural constraints:
    1) educationally needing more than 5 weeks to learn or teach/assess the material.
    2) Having appropriate classrooms and equipment/supplies available for the course.
8. What artificial constraints have we placed on winter course offerings? (Examples of artificial constraints: see question 9.)
    a. Can we offer science lab classes? [Counselors specifically asked this.]
    b. Are there other types of courses we aren't offering but could?
9. How have the following items constrained winter offerings:
    a. Budget
    b. Number of calendar teaching days
        i. Are extra teaching days available, if the calendar is rearranged?
            1. If so, could courses be offered that aren't offered now? (See also 8ab)
    c. Previously: no extra courses – take from Spring/Fall to feed Winter
10. Are the hours that classes are available commensurate with student needs? (evenings?)
11. If more sections were offered, would they fill? And specifically address this for
    a. night classes
    b. classes taught (partially) over weekends
12. What kinds of new classes might be offered?
    a. Repeat of low-retention courses?
    b. Assistance classes? (e.g. foreign language helper, Math helpers)
13. What 8-week classes can be taught during winter that currently aren't?

Miscellaneous – Questions directed at the people underlined after the question number.

14. <u>VPs</u> – What makes the current winter intersession cost-inefficient? Is it simply a lesser amount of FTES, or are there other factors?
15. <u>VPs</u> – Is extra advertising necessary?
16. <u>ASO</u> – What needs do students have that weren't met during winter?
17. <u>Deans</u> – Is finding winter teachers a difficulty?
    a. <u>Deans</u> – If so, should full-time teachers be able to count winter classes as load? (negotiable)
18. <u>Faculty</u> (Susie Dever) – What do the faculty have to say about all of this?
19. <u>Researchers</u> – What is Santa Monica's winter like compared to ours? Similarities? Differences? Is there a difference in the type of students who attend theirs vs. ours? (Include other local schools with winters, also.)
20. <u>ASO & Researchers</u> – How does a long break affect students who do not enroll in winter?
21. <u>ASO</u> – Winter session increases the ability to graduate in 2 years. How important is it for us to allow students to expedite their education?
22. <u>Researchers</u> – What percentage of classes that serve as prerequisites are offered in winter?

Board Policy 4225   Course Repetition

Students may repeat a course in which they have received a substandard grade (i.e., D, F, or NC) only once. The new grade and credit will be substituted for the prior grade and credit in computing the G.P.A. When course repetition, the permanent academic record will be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

In general, students are not permitted to repeat courses in which they have earned a grade of A, B, C, or CR.

Students who have received a W in a course are permitted to re-enroll in that course two more times, for a total of three enrollments.

Specific exceptions to the above policies are detailed in administrative procedures.

Procedures for implementing the policy will be developed with collegial consultation with the Academic Senate, as defined in CCR § 53200.

See Administrative Procedure 4225

Reference: Title 5, Sections 55761-55765

Administrative Procedure 4222   **Limitation to Remedial Coursework**

Students who have received a substandard grade (i.e., D, F, or NC) will be allowed to repeat that class only once. Students will not be permitted to enroll for a third time except under unusual circumstances and upon written permission of the division dean. Unusual circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student.

Upon completion of the repeated course, the previous grade and credit will be disregarded and the new grade and credit will be substituted.

Students who repeat an equivalent course at another accredited institution may petition the Records Office to have the previous grade and credit disregarded in computing their G.P.A and to have their academic record annotated.

Nothing in the policy and procedure and procedure on Course Repetition can conflict with Education Code § 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or district procedures relating to the retention and destruction of records.

Students who have received a grade of A, B, C, or CR in a course may repeat the course only under the following circumstances:

1. If, upon petition to the dean of the relevant division, the district determines that the student's previous grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances beyond the control of the student. The new grade and credit will not be counted towards the student's total units or G.P.A.

2. If, upon petition to the dean of the relevant division, the district determines that repetition is appropriate to the student's goals because of a significant lapse of time or a substantial change in course material. The new grade and credit will not be counted towards the student's total units or G.P.A.

3. Courses which are necessary to meet a legally mandated training requirement as a condition of continued paid or volunteer employment may be repeated any number of times. The district maintains a list of courses to which this procedure applies. The resulting grades and credits will be counted towards the student's G.P.A.

4. Courses with lower case letters (e.g., Chinese 21ab or Journalism 11abcd) are repeatable up to the number of letters (i.e. Chinese 21 may be taken a total of two times and Journalism 11 a total of four times.) No special permission is required, and all credits and grades earned will be included in the student's G.P.A.

A grade of W does not count as a repetition for the purposes of this policy. However, college policy allows a student to re-enroll in a specific course in which they have received a W only two more times, for a total of three attempts. Any exception to this policy requires the student to meet with a counselor to review academic goals and strategies for success.

The limitations detailed in this procedure do not apply to special classes designed for students with disabilities. Such courses are defined as being taught by an instructor with minimum qualifications established by Title 5, § 53414, such as a master's degree in rehabilitation counseling or special education. However, when such students take regular classes, they are subject to the same repetition limitations as other students.

Additionally, procedures have been developed to ensure that students are not permitted to enroll in courses for which they are not eligible and to ensure that the college's apportionment claims are in compliance with the California Code of Regulations and Title 5 § 58161 in this regard.

Reference: *Title 5, Sections 55761-55765, 53414, 56029, and 58161*

To: F. Arce
From: S. Dever
Date:
Re: Submission of Board Policy for approval by Board of Trustees

Board Policy 4225 – Academic Renewal
Administrative Policy 4225– Academic Renewal
In accordance with Title 5, both Policy & Procedure must be included in the College Catalog.

As per our last conversation on submission of board policies and their accompanying procedures approved by the Academic Senate, the attached are being submitted for approval. If any part of these is not accepted for submission to the Board of Trustees, the Senate will reconsider both items again as a unit.

The accompanying administrative procedures list elements that the Senate deems essential to effective interpretation and/or implementation of the policy and procedure. The Senate understands, of course, that after review by other units within the college, other items may need to be added.

SUMMER / FALL 2006 STAFF REGISTRATION

TO: El Camino College Staff

FROM: William E. Mulrooney, Director

SUBJECT: STAFF REGISTRATION – SUMMER / FALL 2006

Staff registration will be available to permanent El Camino College employees by the procedures described in the following paragraphs.

Remember that all listed class prerequisites must be met, and all registration fees from previous semesters must be paid prior to registration. A completed Application for Admission is required for everyone who has not taken any classes at El Camino College or anyone who is not currently enrolled. This application must be submitted to the Admissions office prior to registration.

Summer / Fall 2006 Staff Registration: **Staff may register via the web or telephone on or after 1:00 p.m., Tuesday, May 16, 2006. The web address is www.elcamino.edu or call 310- 516-9339.**

Staff may also register in person in the Admissions Office with Marguerite Fisher or Dave Snowden on the following dates:

> **Tuesday, May 16,** between 1:00 p.m. and 4:00 p.m.
> **Wednesday, May 17**, between 1:00 p.m. and 4:00 p.m.
> **Thursday, May 18**, between 1:00 p.m. and 4:00 p.m.

We will not be available to assist staff on Friday, May 19th. Our personnel and resources will be devoted to the El Camino College Senior Day events.

Class schedules will be available online and for purchase through the Bookstore. Please see Marguerite Fisher, mfisher@elcamino.edu (x3421) or Dave Snowden, dsnowden@elcamino.edu (x6161) for registration assistance.

From: Julie Adams [as4ccc@EARTHLINK.NET]
Sent: Friday, May 05, 2006 7:26 AM
To: SENATEPRESIDENTS@LISTSERV.CCCNEXT.NET
Subject: Academic Senate -- President's May Update
President's Update
May 2006

It was wonderful to see so many of you at Spring Plenary Session in San Francisco last week and to hear your stories of success and frustration. To those of you who didn't make it this time, I hope that we'll see you soon at one of our upcoming Academic Senate events. Here's what's lined up at the moment – you'll find details and registration information on the Senate website at www.academicsenate.cc.ca.us.

May 6, IMPAC statewide meeting, Los Angeles
May 6 and 7, Student Senate General Assembly, San Diego
June 22 – 24, Leadership Institute, Temecula
July 13 – 15, Curriculum Institute, San Jose
October 26 – 28, Fall Plenary Session, Newport Beach

The main purpose of this Update is to quickly share some of the highlights of Spring Session. Thanks to everybody who made it so successful – Executive Committee for planning, Julie Adams and her crew for implementation, and also all the presenters.

Elections
The following candidates were elected to serve on your 2006-07 Executive Committee.
President: Ian Walton, Mission College
Vice President: Mark Lieu, Ohlone College
Secretary: Greg Gilbert, Copper Mountain College
Treasurer: Jane Patton, Mission College
Area B: Greg Granderson, Santa Rosa Junior College
Area C: Lesley Kawaguchi, Santa Monica College
North: Dan Crump, American River College
South: Pat James Hanz, Mt. San Jacinto College
At Large: Phillip Maynard, Mt. San Antonio College
At Large: Kimberlee Messina, Santa Rosa Junior College

In addition the following Executive Committee members continue in the second year of their existing term.

Area A: Shaaron Vogel, Butte College
Area D: Wheeler North, San Diego Miramar College
North: Paul Starer, Foothill College
South: Michelle Pilati, Rio Hondo College

Congratulation to all the winners and in particular to those who will be newly joining this summer. And heartfelt thanks to those who are leaving and who will be honored in our traditional way at a future plenary session.

Resolutions

The complete packet of adopted, failed and referred resolutions will be available on the website on Monday, May 8.

Pay particular attention to the package of resolutions which oppose a change in the 60% limitation on part-time faculty loads. They provide a wide variety of reasons for the opposition, including possible negative effects on academic freedom, governance, diversity and vocational programs.

A resolution was passed in support of the proposed Community College Ballot Initiative. Because of the nature of the debate we are requesting that anybody who cites our support also include the statement that "in addition to supporting the Initiative, the Academic Senate maintains its long-standing position in support of zero fees for California community college students."

Graduation Requirements
The Academic Senate's proposed Title 5 change to raise the minimum graduation requirements in Math and English will be discussed at Consultation Council on May 11. It will be accompanied by a joint proposal from the Academic Senate, and the statewide CIO and CSSSO organizations that system funding be provided to research and assist in successful implementation. This is in line with several resolutions adopted last week.

75/25 at Board of Governors
At the Board of Governors meeting on May 2 there was continued hot debate on 75/25 issues. The Board passed a one-time relaxation of the Faculty Obligation Number (FON) regulations to restore funds that had been with-held from seven districts who violated their obligation. Supporters provided moving testimony of how much those districts were in need of the funds. Opponents pointed out that retroactive permission to break the law is poor statewide public policy. More interestingly for the future they commented that this action involves the Board in reneging on a compromise deal crafted by the Board itself in a previous year. Expect more information about this in the next Rostrum.

That's all for now. Good luck as you and your students navigate the end of yet another semester.

***For list technical support, please contact list_hotline@cccnext.net.

ECC Authors Program
May 16, 2006
1:00 – 2:30 p.m.

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**CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE**
1102 Q STREET
SACRAMENTO, CA 95814-6511
(916) 445-8752
HTTP://WWW.CCCCO.EDU

Memorandum

**FS 05-05
By Email Only**

October 25, 2005

TO: Chief Executive Officers
                 Chief Business Officers

FROM: Frederick E. Harris, Assistant Vice Chancellor
                 College Finance & Facilities Planning

SUBJECT: Accounting Advisory: Monitoring and Assessment of Fiscal Condition

I.   **Background:**

Pursuant to Education Code Section 84040, the Board of Governors is required to adopt criteria and standards for the periodic assessment of the fiscal condition of California community college districts. In accordance with this requirement, the System Office has established standards for sound fiscal management and a process to monitor and evaluate the financial health of California's community college districts. The purpose of these standards is to identify districts that may benefit from preventative management assistance and those that may require fiscal crisis intervention to prevent emergency loans. These standards are intended to be progressive, with the focus on prevention and assistance at the initial level and more direct intervention at the highest level. These standards are based on the principles of sound fiscal management that are contained in California Code of Regulations (CCR) Section 58311.

The monitoring and assessment process outlined in this accounting advisory is intended to provide for early detection of districts that are experiencing fiscal difficulties. Early detection will allow the district and System Office an opportunity to take proactive/preventative steps to stabilize and address the financial condition of identified districts. This process will utilize various information sources to assess the financial condition of all community college districts and will allow the System Office to provide technical and administrative assistance to bring about improvement in a district's financial condition. If early and preventative intervention fails due to the timing or degree of fiscal condition, direct intervention will be assigned.

II.   Monitoring and Assessment of Financial Condition

Monitoring and periodic assessment of all districts' financial condition will be performed to determine whether a district requires preventative management assistance or fiscal crisis intervention. This assessment will utilize a wide variety of information to provide an overview of a district's financial condition. The information to be used to perform the assessment will include the following:

➢ Quarterly Financial Status Reports (CCFS-311Q)
➢ Annual Financial and Budget Reports (CCFS-311)
➢ Annual District Audit Reports
➢ Apportionment Attendance Reports (CCFS-320)
➢ District Response to Inquires (telephone, written correspondence, site visits, etc.)
➢ Other available information (i.e., debt reports, Fiscal Data Abstract, etc.)

The overall assessment of a district's financial condition will include, but not be limited to, the following criteria:

a) <u>Primary Criteria</u>: General Fund Analysis that will include a review of the current, historical and projected fund balance. The main criteria for assessment will be the percentage of <u>unrestricted</u> general fund balance to all expenditures and other outgo of <u>unrestricted</u> general fund. For purposes of this assessment, all unrestricted expenditures and other outgo will include all uses of unrestricted general funds under expenditure object codes 1000 thru 7000.

<u>The minimum prudent unrestricted general fund balance is 5 percent</u>. This minimum prudent level is considered necessary to ease cash flow problems, to deal with unexpected cost increases, and other fiscal uncertainties. If a district falls below this minimum prudent level, further review will be performed to determine if any fiscal problems exist. Such review shall take into account identified one-time revenues and expenditures as designated by the affected district.

b) <u>Secondary Criteria.</u> Other factors that have an impact upon a district's overall financial stability must be considered in evaluating whether or not a district has an adequate unrestricted general fund balance, including:

1. Analysis of spending patterns will include a review of the current, historical and projected revenues and expenditures. Attention will be given to districts that have a pattern of deficit spending in the current year, and greater scrutiny will be made if there is a history of deficit spending.

2. Full-Time Equivalent Students (FTES) review will include looking at the FTES patterns in relation to statewide patterns and the potential impact upon revenue. Attention will be given to districts with unusual material fluctuations to the FTES. Districts receiving stability revenue will be further evaluated.

3. Staffing expenditure (salaries and benefits) increases that are expected to exceed projected revenue increases.

4. Other factors will be reviewed for pertinent information that could have an impact upon a district's financial condition. Attention will be given to any potential problems such as: a "going concern" audit finding, material internal control audit findings, pending legal actions, late filing of annual audit or financial & enrollment reports and other fiscal or administrative problems that are identified.

Districts are encouraged to regularly complete the *Sound Fiscal Management Self-Assessment Checklist* with their Board and executive staff. This checklist can provide early detection indicators

of potential district fiscal concerns and provide districts with the opportunity to identify and address problems at the earliest possible time.

III. **<u>Follow-up actions</u>**

Based upon the overall assessment and severity of problems identified, the System Office will take follow-up actions to investigate and validate whether or not a district requires periodic monitoring, management assistance and/or fiscal crisis intervention. The specific follow-up actions taken by the System Office will vary depending upon the overall assessment of the district's condition and the severity of the possible fiscal problems. After discussion with the district, the System Office will make one of the following determinations:

1. **No further follow-up is necessary.**

Based on further analysis and evaluation of information gathered after the assessment of the primary/secondary criteria, a determination has been made by the System Office that no further follow-up is necessary by the district.

2. **Periodic monitoring is necessary.**

Districts in this category will be required to do the following:

- Complete the *Sound Fiscal Management Self-Assessment Checklist* and submit to the System Office with evidence that the district's governing board has been appropriately informed.

- Update and submit their Quarterly Financial Status Report, CCFS 311Q (new version to be issued by end of 2005) to reflect the district's current fiscal status.

- Develop and submit to the System Office a written action plan developed by the district that satisfactorily addresses the identified fiscal concerns.

- Chief Business Official (CBO) and/or other appropriate key staff will maintain regular communication with the System Office regarding recovery progress.

3. **The district requires management assistance and will be monitored more closely.**

Districts in this category have one or more deficiencies that require outside assistance and require closer monitoring by the System Office through the following actions:

- Complete the *Sound Fiscal Management Self-Assessment Checklist* and submit to the System Office with evidence that the district's governing board has been appropriately informed.

- Submit the CCFS 311Q (newer version to be issued by end of 2005) monthly to reflect the district's fiscal status.

- Submit to the System Office a management assistance plan that addresses the identified concerns developed with the aid of the Fiscal Crisis and Management Assistance Team (FCMAT) and/or other specialized external assistance.

- District CEO and CBO will participate in a quarterly review and round table discussion with the ACBO Fiscal Standards and Accountability Committee on the district's fiscal condition and recovery.

- Depending on the severity of the problem, the district may be required to submit a detailed recovery plan for achieving fiscal stability and an education plan demonstrating the impact of the fiscal plan on the district's education program. This recovery plan needs the district's governing board approval.

4. The district requires immediate fiscal crisis intervention.

The district's recovery plan for achieving fiscal stability and the educational plan demonstrating the impact of the fiscal plan on the district's educational program have been found to be deficient, the district has substantially failed to implement the plans OR the plans have not been completed in a timely manner. Intervention is determined to be necessary because a district's financial data indicate a high probability that, if trends continue unabated, the district will need an emergency apportionment within three years or that the district is not in compliance with the principles of sound fiscal management specified in Section 58311. Therefore, the Chancellor, in accordance with California Code of Regulations Title 5 Sections 58312 et seq., has the authority to take any of the following actions at district expense:

- Conduct a comprehensive management review of the district and its educational programs and an audit of the financial condition of the district.

- Direct the district to amend and readopt the fiscal and educational plans prepared pursuant to CCR T5 Section 58310 based on the findings of the comprehensive audits.

- Direct outside fiscal crisis intervention assistance from FCMAT, other specialized external assistance and/or through the appointment of a Special Trustee to help address the fiscal concerns and to assist with the district's recovery.

- Assign a Special Trustee to assume management and fiscal control of the district to the extent deemed necessary in order to achieve fiscal stability or solvency and also implement the principles of sound fiscal management.

California Community Colleges

Sound Fiscal Management

Self-Assessment Checklist

1. **Deficit Spending** - Is this area acceptable?   **Yes / No**
   - Is the district spending within their revenue budget in the current year?
   - Has the district controlled deficit spending over multiple years?
   - Is deficit spending addressed by fund balance, ongoing revenue increases, or expenditure reductions?
   - Are district revenue estimates based upon past history?
   - Does the district automatically build in growth revenue estimates?

2. **Fund Balance** – Is this area acceptable?   **Yes / No**
   - Is the district's fund balance stable or consistently increasing?
   - Is the fund balance increasing due to on-going revenue increases and/or expenditure reductions?

3. **Enrollment** - Is this area acceptable?   **Yes / No**
   - Has the district's enrollment been increasing or stable for multiple years?
   - Are the district's enrollment projections updated at least semiannually?
   - Are staffing adjustments consistent with the enrollment trends?
   - Does the district analyze enrollment and full time equivalent students (FTES) data?
   - Does the district track historical data to establish future trends between P-1 and annual for projection purposes?
   - Has the district avoided stabilization funding?

4. **Unrestricted General Fund Balance** – Is this area acceptable?   **Yes / No**
   - Is the district's unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5% of the total unrestricted general fund expenditures)?
   - Is the district's unrestricted fund balance maintained throughout the year?

5. **Cash Flow Borrowing** - Is this area acceptable?   **Yes / No**
   - Can the district manage its cash flow without interfund borrowing?
   - Is the district repaying TRANS and/or borrowed funds within the required statutory period?

6. **Bargaining Agreements** - Is this area acceptable?   **Yes / No**
   - Has the district settled bargaining agreements within new revenue sources during the past three years?
   - Did the district conduct a pre-settlement analysis identifying an ongoing revenue source to support the agreement?
   - Did the district correctly identify the related costs?
   - Did the district address budget reductions necessary to sustain the total compensation increase?

7. **Unrestricted General Fund Staffing** - Is this area acceptable?   **Yes / No**
   - Is the district ensuring it is not using one-time funds to pay for permanent staff or other ongoing expenses?
   - Is the percentage of district general fund budget allocated to salaries and benefits at or less than the statewide average (i.e. the statewide average for 2003-04 is 85%)?

8. **Internal Controls** - Is this area acceptable?   **Yes / No**
   - Does the district have adequate internal controls to insure the integrity of the general ledger?

- Does the district have adequate internal controls to safeguard the district's assets?

9. **Management Information Systems** - Is this area acceptable? **Yes / No**
   - Is the district data accurate and timely?
   - Are the county and state reports filed in a timely manner?
   - Are key fiscal reports readily available and understandable?

10. **Position Control** – Is this area acceptable? **Yes / No**
    - Is position control integrated with payroll?
    - Does the district control unauthorized hiring?
    - Does the district have controls over part-time academic staff hiring?

11. **Budget Monitoring** - Is this area acceptable? **Yes / No**
    - Is there sufficient consideration to the budget, related to long-term bargaining agreements?
    - Are budget revisions completed in a timely manner?
    - Does the district openly discuss the impact of budget revisions at the board level?
    - Are budget revisions made or confirmed by the board in a timely manner after the collective bargaining agreements are ratified?
    - Has the district's long-term debt decreased from the prior fiscal year?
    - Has the district identified the repayment sources for the long-term debt?
    - Does the district compile annualized revenue and expenditure projections throughout the year?

12. **Retiree Health Benefits** - Is this area acceptable? **Yes / No**
    - Has the district completed an actuarial calculation to determine the unfunded liability?
    - Does the district have a plan for addressing the retiree benefits liabilities?

13. **Leadership/Stability** - Is this area acceptable? **Yes / No**
    - Has the district experienced recent turnover in its management team (including the Chief Executive Officer, Chief Business Officer, and Board of Trustees)?

14. **District Liability** – Is this area acceptable? **Yes / No**
    - Has the district performed the proper legal analysis regarding potential lawsuits that may require the district to maintain increased reserve levels?
    - Has the district set up contingent liabilities for anticipated settlements, legal fees, etc?

15. **Reporting** – Is this area acceptable? **Yes / No**
    - Has the district filed the annual audit report with the System Office on a timely basis?
    - Has the district taken appropriate actions to address material findings cited in their annual audit report?
    - Has the district met the requirements of the 50 percent law?
    - Have the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) been submitted to the System Office on or before the stated deadlines?