



OFFICERS & EXECUTIVE COMMITTEE

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

Senate Mailing List

Adjunct

Kate McLaughlin 08/09
Jeremy Estrella 08/09

Behavior & Social Sciences

Maria Brown 6/10
Lance Widman 8/09
Michael Wynne 7/08
Janet Young

Business

Dagmar Halamka
Jay Siddiqui 09/10

Compton Educational Center

Saul Panski 08/09
Estina Pratt 08/09
Tom Norton 08/09
Jerome Evans 08/09
Darwin Smith 08/09

Counseling

Kate Beley 6/07
Linda Gallucci
Brenda Jackson

Fine Arts

Ali Ahmadpour 6/09
Jason Davidson 6/09
Chris Wells 6/09
Mark Crossman 09/10

Health Science & Athletics

Tory Orton (sharing) 6/07
Kim Baily (sharing)
Tom Hazell 09/10
Pat McGinley

Humanities

Lyman Hong 6/07
Peter Marcoux 6/08
Evelyn Uyemura 6/08
Adrienne Sharp 09/10
Matt Kline 09/10

Industry & Technology

Patty Gebert
Ed Hofmann 6/07
Douglas Marston
George Rodriguez 6/07
Lee Macpherson

LRC

Claudia Striepe 6/08
Vince Robles (share)
Moon Ichinaga (share)

Mathematical Sciences

John Boerger 6/11
Greg Fry 6/11
Marc Glucksman 6/10
Greg Scott 6/09
Paul Yun 6/11

Natural Sciences

Chas Cowell 6/06
Chuck Herzig 6/11
Teresa Palos 6/08
David Vakil 6/08

Academic Affairs

Quajuana Chapman
Dr. Francisco Arce
Associated Students Org.
Megan McLean
Joe Udeochu
Board of Trustee, Area 5
Miss Maureen O'Donnell
President/Superintendent
Dr. Thomas Fallo
The Union

Editor

Dean of Math
Don Goldberg
Counseling
Ken Key



SENATE'S PURPOSE (from the Senate Constitution)

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

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS

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

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

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



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I. ADJOURN		



Committees

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

ACADEMIC SENATE MINUTES

November 4th , 2008

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

Behavioral & Social Sciences
Brown, Maria
Widman, Lance X
Wynne, Michael X

MacPherson, Lee X
Marston, Doug X
Rodriguez, George

Business
Halamka, Dagmar
Saddiqui, Junaid X

Learning Resources Unit
Striepe, Claudia X
Robles, Vince (sharing)
Ichinaga, Moon (sharing) X

Counseling
Beley, Kate X
Gallucci, Linda X
Jackson, Brenda X

Mathematical Sciences
Scott, Greg
Glucksman, Marc X
Boerger, John
Fry, Greg
Yun, Paul

Fine Arts
Ahmadpour, Ali X
Davidson, Jason X
Wells, Chris X
Crossman, Mark
Berney, Daniel
Jeremy Estrella X

Natural Sciences
Cowell, Chas X
Herzig, Chuck X
Palos Teresa X
Vakil, David X

Health Sciences & Athletics
Hazell, Tom X
Orton, Tory/Victoria (sharing)
Stanbury, Corey
McGinley, Pat X
Moon, Mary (sharing)

Adjunct Faculty
Kate McLaughlin X
Owens, Annette

Humanities
Hong, Lyman X
Marcoux, Pete X
Uyemura, Evelyn X
Kline, Matt X
Adrienne Sharp X

ECC CEC Members
Panski, Saul X
Pratt, Estina
Smith, Darwin
Evans, Jerome
Norton, Tom

Industry & Technology
Gebert, Pat X
Hofmann, Ed X

Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young,
Guests and/Other Officers: Regina Smith (Deans Rep.), Quajuana Chapman, Bill Mulrooney, Chris Gold, Joe Udeochu (ASO Rep), Barabra Perez, Barbara Jaffe

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

The sixth Academic Senate meeting of the Fall 2008 semester was called to order at 12:35pm.

Approval of last Minutes:

The minutes were approved with an update from Dr. Nishime as follows.

The last minutes had Dr. Nishime stating that “a course cannot be transferred back to alleviate a poor GPA”. Dr. Nishime wanted it to be noted that she has subsequently found that this is not consistently applied and that further investigation on this point is needed.

REPORTS OF OFFICERS

President’s report – Pete Marcoux (henceforth PM)

College Council [pg 15 of packet] shows 14 possible cuts discussed for implementation in 2003. These will serve as a model for possible cuts during the present crisis, although some of the items from 2003 are no longer applicable. El Camino may be facing a \$5million cut. [pg 16 of packet] shows a detailed breakdown of the 2003 cuts.

[pgs 22-23 of packet] show a listing of the El Camino College Committees. PM asked AS members to go back to their Divisions and help ensure that the Committee membership rosters are up to date, and that the latest minutes are posted in good time.

Program Review. {pg 65-67 of packet] shows an updated list of Divisional Departments and programs re: Program Review cycles.

Credit Matriculation Expenditure Report. [pg 68-75 of packet] shows a copy of the report PM recently signed.

Basic Skills Initiative Action Plan. [pg 76 – 101 of packet] shows a copy of the plan PM recently signed.

Student E-Mail Campaign. PM reminded the Senate that students will be receiving information on registration via e-mail and phone.

Compton Education Center report - Saul Panski (SP)

[pg 25, and 43-52 of packet]. The **Area C Meeting** was held at the Compton Campus on Saturday from 8 am to 2pm. The meeting went well, with approximately 37 attendees from about 7 area colleges, and colleges as far away as Questa and Alan Hancock. SP noted that all attendees seemed nervous on the question of accreditation, and particularly the accreditation team stance on SLO’s. SP noted that we at ECC and the CEC should feel good regarding our recent accreditation visit.

Curriculum Committee report – Janet Young (JY)

[pg 26-39 of packet] JY noted that courses from Behavioral and Social Sciences, Fine Arts, and Health Sciences and Athletics had been approved. The Vocational Nursing Program Major and Certificate had been approved. The Committee had voted to “roll

back” the A.S. Degree G.E. Requirements for the Social and Behavioral Sciences Area to 3 units instead of 6 units. The AA degree requirements will remain the same. At the next meeting on November 11th, the Committee will discuss Curriculum Review, the revised Math competencies based on the new Math requirements, and will continue their discussion of the General Studies Major.

A question was asked as to whether the SLO’s were on the Course Outline of Record (COR). JY noted that Curricunet will have an SLO component that will allow us to add the SLO’s, but they will not be an “official” part of the COR, as these cannot easily be altered. The Curriculum Committee will not be reviewing SLO’s, as this will be done by each Division. Ms. Gallucci said that while the SLO’s would be noted on the Curricunet software, it would still be a good practice for faculty to put the SLO’s on their syllabus, where it was easily available to students. Mr. Panski said that it had been noted at the Area 5 meeting, that the official position of the State Senate was that this matter was up to the discretion of the individual colleges at this time, and that the confusion came in when different Accreditation teams gave different advice. Dr. Arce disagreed, saying that the Commission overrides any Accreditation teams, and that the Commission’s regulations on the matter are very clear. It was decided to review the matter at the next meeting.

Educational Policies Committee report – Evelyn Uyemura (EU)

[pg 40 of packet]

The Committee is continuing to revise BP 4225 Course Repetition Policy. Now the Committee is looking at the repeatable classes with small letters – like Drawing *abcd*. It seems that Title V says that if a course is *abcd*, a student can only take the course four times. The Committee is trying to get some clarification on this. So if a student takes the course four times and fails once there is no option to alleviate the grade. Dr. Nishime felt that the Title V rule only kicked in after the first class. PM said the discussion would continue later.

Bill Mulrooney said that after the three strikes a petition process may be needed. A repeatable course cannot alleviate a substandard grade – one would need extenuating circumstances or the lapse of a certain time.

Faculty Development – Dave Vakil (DV)

[pg 41-42 of packet] show minutes from the October 14th meeting. The Committees’ last meeting was in conjunction with the Basic Skills Taskforce and the Committee did not take minutes. DV reported that he has been receiving some good feedback regarding the Distinguished Faculty Award as applying to Librarians and Counselors.

Legislative Action – Chris Wells (CW)

[pg 24, 43-54 of packet]

CW reported that he had attended the Area C meeting.

CW noted that LA City College are querying the number of hours their students are putting in compared to the number of units/credits they earn.

West LA College is offering online instructors a stipend if they accept a class size of 80 students.

The legality of the 61 minute how is being questioned.

The question of whether all departments should have basic Skills courses is being raised. Mr. Panski brought up the question of verifying the identification of online students. Ms. Striepe reported that UCLA has picture of each student on the class rosters/roll sheets for each class. DV noted that Mr. Satish had said this would be possible for us to do at ECC.

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

No Report

ASO Representative Report - Joe Udeochu (JU)

At their last meeting the ASO had been involved in planning for Homecoming.

UNFINISHED BUSINESS

Vice President Nominations/Elections.

These elections need to occur this semester for the Fall 2009 schedule. Nominations were taken for the positions of:

- VP- Compton Center – Saul Panski
- VP-Educational Policies – Chris Wells, Chris Jeffries
- VP-Faculty Development – Matt Kline
- VP-Finance – Lance Widman
- VP-Legislative Action (position in question)
- Secretary – Claudia Striepe

Nominations will be accepted at the next meeting as well.

Elections will take place on November 18th. Mr. Wells is in charge of the process.

NEW BUSINESS

Constitutional Change.

[pg 55-56 of packet]

Mr. Vakil proposed making a possible amendment to the Constitution that would eliminate the position of VP Legislative Action, and replace it with the position of VP Instructional Effectiveness. The E-Board recommends this move as it feels it would forge closer ties between the Academic Senate and the work of the SLO Committees. Pg 56 of packet is merely informational, a restatement of the amendment. This has not gone out to the faculty at large yet although it was approved by the Senate in 2006.

The second reading will be held at the next Academic Senate meeting.

Mr. Wells asked, if the motion were to be passed after the next reading, how long the process would take? The answer was that the process should be completed by the end of the academic year, when the new Academic Senate executive takes control.

Mr. Widman noted that evaluations mentioned are a negotiable item. Mr. Widman also opined that the workload for this proposed position seemed very heavy. Ms. Uyemura asked how much assigned time would be given to the position, and was told that this would be negotiated. The Legislative VP position was seen to be increasingly minimal as most of the information was available via e-mail and easily disseminated by the AS president, if necessary.

Mr. Ahmadpour was of the opinion that this position was unnecessary, and opened the way for more classroom/teacher interference. He queried the justification for this position. Mr. Ahmadpour also was against the concept of opening classrooms to visitation for the same reasons of control and interference. Mr. Vakil replied that classroom visits would be on a voluntary basis only. Mr. Wells felt that the position would actually strengthen the faculty position vis a vis instructional effectiveness as the Senate could rely on someone bringing reports back from the different Committees. Ms. Uyemura agreed saying that the position would be a faculty position, representing faculty to the administration on instructional issues.

BP & AP 4300 Field Trips

[pg 57-58 of packet] contains OLD material. Dr. Nishime handed out a packet of new materials on this issue at the meeting. This item was for discussion only – the first official reading will be at the November 18th meeting, giving Senate members a chance to read the new material. Dr. Nishime noted that the Board Policy incorporates some feedback from various meetings, but there are still issues of concern to be worked through and discussed; for instance, the possibility that increased driver training may increase the College's liability. The Administrative Procedures are old, but were never implemented. They seem, and are, detailed, but this is how the Board likes it, so the level of detail will likely remain, though some details may be changed. Mr. Wells inquired whether the policies of other schools on this matter had been examined. Dr. Nishime said yes, but noted that most do not have a comparable level of detail. Mr. Widman suggested talking to those faculty on campus who are heavily involved in field trips, and Mr. Marcoux said that this was being done. Ms. Uyemura asked whether the Board was going to pass the procedures directly? The answer was no, but they would pass the policy and the procedures would be added. The procedures need an overhaul, and Dr. Nishime noted that the new materials handout notes via highlights the areas that may need particular attention. It was asked whether a 12 passenger vehicle needed a Class B license. Dr. Nishime said no, but the drivers needed to go through the safe driver training offered by the campus. Mr. Wells asked whether there was any evidence that such training helped prevent accidents. Dr. Nishime answered that student safety is a priority. The question was raised whether there should be a more rigorous training for drivers, but it seems that the insurance carriers do not think that necessary, and this might affect insurance rates. Asked whether the insurance company could not just check the driver's record without mandating training, Dr Nishime answered that that could be done, but the act of driving a van is very different from driving a car and the campus wanted to give potential van drivers hands-on experience. We will vote on this issue on December 4th.

BP 4225 Course Repetition Policy.

[pg 59 – 62 of packet] This continued earlier discussion.

Ms. Uyemura noted that it appears that we cannot allow students to take repeatable courses designated with lower-case letters (eg: Dance 10 *abcd*) more than the number designated, regardless of circumstances. What are the repercussions? 4 times is the total amount of times we can receive apportionment. Repeatable courses are treated differently from non-repeatable courses. Mr. Mulrooney noted that extenuating circumstances do not apply to repeatable courses. Mr. Mulrooney reported

that if a W preceded a substandard grade, the W would not count and one could get apportionment, however, once a grade is given every subsequent grade counts. If a student fails a repeatable class there is no alleviation. The only exceptions are classes/courses for occupational training or disability, where there are unlimited opportunities for apportionment and repeats. Title V excepts classes needed for legally mandated training like police, fire, and CPR. The question was asked whether the College could allow a student to repeat the course and NOT take the apportionment. The answer was no. Mr. Mulrooney drew attention to a grid [pg 60 of packet] which details the track the College must follow if a course is repeatable, and when a course is non-repeatable. It was asked whether an *ab* class could add and become *abcd*? Yes, but it would have to go through the Curriculum Committee. Could a class become *abcdef*? No, there is a limit of 4 repeats.

Recency Policy.

[pg 63 of packet]

Title V allows us to provide for course repetition in classes that were passed on the basis of "recency." We need to create a policy that defines how non-recent is sufficient to *allow* (not require) a student to re-take a class that s/he passed, when it is a prerequisite. In order for a student to take a class again due to the passage of time we need a policy that would need to spell out what the passage/period of time would be. Ms. Uyemura also noted that it was important to note that the policy would allow for NOT require this opportunity. Ms. Uyemura called for suggestions. El Camino College does not currently have a concrete time period. The Chancellor's example is three years, but there have been reports of colleges varying this example from one semester to five years. The time period might also vary within disciplines and areas of study, as in areas of rapid change like electronics, and certain vocational areas. It was suggested the College should err on the side of a shorter time requirement. Please email ideas to Ms. Uyemura.

Minimum Qualifications:

Dr. Perez distributed a new handout on State Minimum Qualifications versus Local Qualifications. This handout was based on feedback received from Divisions. The shaded areas on the handout is what the divisions require. Areas not shaded are not required. There seems to an error in the real Estate portion. Dr. Perez will email Dr. Grogan regarding this. Please look this over and email Dr. Perez with any concerns/corrections. Dr. Perez will compile a single list for the next Academic Senate packet. Mr. Wells felt there may be some error in the Speech Communications area. Dr. Perez noted that she had received no communication from that division although Mr. Wells recalled that the issue had been discussed. It was noted that the terminology Speech Communications is no longer used, and has been replaced by Communications Studies. The first reading will be at the next meeting, and voting will be held at the December 4th meeting. The goal is to get the minimum qualifications set in time for January hiring.

PRESENTATIONS

Great Shake Out (Don Treat)

[pg 106-107 of packet]

Mr. Treat gave a presentation on the Great Shake Out drill planned for November 13th 2008 at 10:00am. The campus will practice evacuating the buildings in an orderly manner under the direction of the building captains.

This is part of a four day, state-wide “Golden Guardian” project. The scenario is a 7.8 magnitude earthquake occurring on the San Andreas fault line. Such an earthquake is felt to be overdue. The fault line runs from the Newhall Pass to the Salton Sea, and is about 200 miles long. Such an earthquake could generate one to two minutes of shaking. Most buildings in the Los Angeles area have been replaced or retrofitted, but older buildings elsewhere would have a 100% failure rate. The worst disruption would be the water supply which could take six months to repair in the event of such a large earthquake. Mr. Treat went through the instructions for all staff, which have been emailed to all on campus. Asked how long the drill might last, Mr. Treat said he had no way of knowing, it would depend on how quickly the buildings were evacuated, and the campus given the all clear. Part- time faculty and those faculty who do not read their email should be informed.

The agenda item SLO Model (Dr. Barbara Jaffe) could not be addressed due to time constraints and will be held over to the next meeting.

The meeting adjourned at 2:05pm

CS/ecc2008

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting November 3, 2008

Present: Jo Ann Higdon, Jeanie Nishime, Pete Marcoux, Megan McLean, Leo Middleton, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, and Arvid Spor.

1. The Vice Presidents have not come up with the \$5 million in budget cuts yet.
2. Facilities Steering Committee will meet Monday, December 8th at 2:30 p.m. in the Board room.
3. The Academic Senate meets on November 4th. Items for discussion are: Recency & Repeat Policies, BP 4300 – Field Trips (information only), and The Great American Shake Out.
4. The Student Senate attended Student Senate for California Community Colleges Fall General Assembly in San Jose, and California Community College Student Affairs Association Student Leadership Conference in San Diego.
5. Jeanie will distribute updated draft of BP 4300 – Field Trips at the Academic Senate for information only. This will come to College Council November 17th.
6. The Auditors are here this week and will be at Compton next week. Jo Ann will be attending the CCFC Facility Coalition this week. This event occurs once a year and gives facilities people the opportunity to get free advice. The Compton accounting staff has returned to Compton.
7. The El Camino Classified Employees are having their general meeting on November 21st. There is a public hearing for contract re-openers in the November 17th Board agenda.
8. The El Camino College Federation of Teachers have a public hearing scheduled for the November 17th Board meeting for contract re-openers. The three unions are still participating in social activities.
9. The campus has been peaceful the past couple of weeks. About a month ago ECC and Gardena Police made several arrests for IPOD thefts. Once those arrests were made the robberies stopped. Two of the suspects were students and directly involved in the robberies.
10. Barbara is working on the Code of Ethics Policy for all employees. The committee has met twice. Still waiting for minimum qualifications. Would like to get this to the Board by December to be in place by January.
11. Arvid reported that the Comprehensive Master Plan is being revised with the addition of a section showing Compton. This should be completed by May 2009.

Agenda for the November 17, 2008 Meeting:

1. Minutes of November 3, 2008
2. Board Agenda
3. College Council Goals - Planning
4. Policies and Procedures – VP Update

College Council Goals 2008-2009

- a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance.
- b. College Council members will report to and from their constituent groups.
- c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
- d. Continue to build a sense of (campus) community.
- e. Complete 10 policies and work towards pairing procedures with policies.
- f. All Administrative Procedures that accompany Policies will go through College Council.
- g. Incorporate the spirit of Accreditation in every day college operations.
- h. Academic integrity as a team.
- i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.

Ten CEO Myths and Why They are All True

Bill Scroggins, November 7, 2008

1. CEOs squirrel money away that never appears in the budget.
 - Additional revenues almost always appear during the year.
 - Some can be anticipated and some are unexpected.
 - Quarterly reports to the Board log these additional revenues as a lump sum.
 - Academic Senates would be wise to build allocation mechanisms for these one-time unbudgeted funds into the “budget process” (an academic and professional matter).

2. When in “packs,” administrators treat faculty-bashing as a competitive sport.
 - CEOs are in the business of managing change.
 - To be effective, changes must fit the campus culture—largely driven by faculty.
 - So understanding faculty attitudes is a key success factor for CEOs.
 - CEOs do tell stories about CEO-faculty run-ins, but those stories are just as frequently about bone-head actions by CEO colleagues.

3. During those negotiation “caucus” sessions, District negotiators are hatching evil plots against faculty unions.
 - Negotiations tend to be either adversarial or interest-based.
 - Adversarial negotiations are about exploiting the weaknesses of your opponent.
 - Interest-based negotiations avoid much of the negativity of negotiations.
 - Union issues are among the most difficult for a CEO’s peace of mind.
 - So faculty leaders might see it in their own best interest to convince the CEO to use interest-based bargaining.

4. “Shared governance” is to be resisted at all costs.
 - There is just as much misunderstanding about shared governance in Senates as with CEOs.
 - There are several keys to helping your CEO be successful at shared governance.
 - Transparency of information
 - Clear processes that are inclusive and followed to the letter
 - Mutual understanding of what issues need collegial consultation
 - An agreement to settle disagreements about whether or not an issues is subject to collegial consultation
 - Communication from both sides that is free of slings and arrows
 - Patience and persistence—on both sides
 - Adopt the rule of “no surprises”
 - Help the CEO understand faculty thinking
 - Help the CEO make decisions in a way that the rationale is clear

5. CEOs spend less time on campus than your state assembly member.
 - CEOs struggle to balance campus presence with needs of the community, Board and profession
 - Regardless of actual number of hours on campus, there are four key elements that result in criticism of CEO accessibility:
 - Failure to walk around campus occasionally and talk to people informally
 - Failure to attend key shared governance meetings
 - Failure to communicate regularly using multiple means (email, convocation, meetings)
 - Inability to schedule appointments in a timely fashion

6. CEO priorities are 1. money, 2. Money, and 3. MONEY.
 - There are several reasons for this:
 - Not having money makes all decisions harder: employee compensation in union negotiations, hiring full-time faculty and staff, letting low enrolled sections go without cancelling them....you get the picture.
 - Making a money mistake has had consequences, especially for continued CEO employment
 - Boards of Trustees are often business oriented and emphasize budget matters
 - Community colleges will never have enough money, so budget-squeezing, grant writing, fundraising, etc. will always be needed
 - Money decisions are tough and usually require action by the CEO
7. What really happens at those Rotary meetings anyway?
 - Community relations are a big part of the job, including service clubs, workforce boards, chambers of commerce and working with school, city, hospital and other entities
 - Several advantages stem from a CEO that is well connected in the community:
 - Partnerships
 - Fund Raising
 - Smoothing government agency problems like zoning, street maintenance, fees
 - Passing bonds
 - Articulation with high schools and colleges
8. Crossing the line to the “dark side” wipes out all memory of any previous faculty experiences.
 - With 26 years as faculty and 8 as administrator, I still think like a faculty member
 - Moving up from dean to vice president to president creates more distance from the classroom
 - Many CEOs were not instructors or were so only briefly or long ago
 - Academic Senates would do well to encourage CEO (and all administrators) to teach occasionally—or even team teach
 - Lacking that, create experiences for your CEO to experience the classroom
9. CEOs protect Board meeting agenda like their lives depended on it.
 - Well, our JOBS depend on keeping on the good side of the Board
 - Board members can be difficult or needy
 - Board development takes time, energy, and talent
 - Poor Board actions can create real problems for a CEO
 - The role of the Board is policy not procedure, but keeping this separation is difficult when these folks are your bosses
 - As faculty leaders, work with your CEO to have Board interactions be positive and within the policy realm
10. CEOs hire administrators through an “old boys” network.
 - Colleges have definite hiring practices driven by laws, regulations and locally adopted procedures—as faculty leaders, be sure these are always followed
 - Remember that faculty hiring policies and practices are jointly agreed with Senates but administrator hiring is not—so use your influence well
 - Hiring processes don’t really give a lot to go on about how good an administrator a candidate will be
 - Reference checks are important—and we tend to call people we know and trust who know or have worked with the candidate
 - Remember, CCCs are a small village

FACULTY LEADERS CELEBRATE LANDMARK LEGISLATION

Faculty participate in a celebration of landmark legislation – AB 1725

LOS ANGELES, Calif.—November 10, 2008—The Academic Senate for California Community Colleges held its 40th annual Fall Plenary Session, November 6-8, 2008, at the Los Angeles Westin Bonaventure. Over the course of three days, faculty, staff, student leaders, and administrators attended workshops, listened to minimum qualifications testimony, and voted on 35 separate resolutions.

In recognition of the passage of the landmark legislation commonly known as the community college reform act, the 2008 Fall Plenary Session's theme was, "Celebrating Participatory Governance: Twenty Years After AB 1725." This bill, passed in 1988, legislated authority and responsibilities for local senates of California community colleges, power that even twenty years later does not exist in any other community college system in the nation.

The Senate's Executive Committee and its standing committees offered over 30 separate workshops for the nearly 300 Session attendees along with four general sessions including such keynote presenters as California Community College Vice Chancellor Patrick Perry, Barstow's Institutional Researcher Robert Pacheco, FACCC Executive Director Jonathan Lightman, former Statewide Academic Senate President Norbert Bischof, and leaders in the Umoja Community. Topics ranged from Accreditation to Title 5 changes, and provided the most current, topical insight into important issues facing faculty in California.

Comments from the attendees praised the Senate for the organization and information provided.

"I've attend many plenary sessions and this is one of the best the Senate has ever held."

"Gave many ideas to help me understand what faculty and senates can do."

"Informed me of a topic I wasn't that familiar with from the perspective of those involved in the process."

"Breakouts provided examples of how other campuses deal with problems."

"Made me more aware of what support is available for our senate from the State Senate"

"Presenters were clear, relevant and interesting."

"Expanded my knowledge of the world view beyond my view"

At the Fall Plenary Session, faculty from across the state listened to and participated in debates on all 35 resolutions, embodying the kind of healthy discourse that the Academic Senate advocates. The resolutions will soon be posted on the Academic Senate's website at www.asccc.org.

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

MINUTES
OF THE
EL CAMINO COLLEGE ACADEMIC SENATE
COMPTON CENTER FACULTY COUNCIL
October 22, 2008

MEMBERS PRESENT: Jerome Evans, Fred Lamm, Eugene Benson, Pam West, Darwin Smith, Estina Pratt, Chris Halligan, Michael Odanaka, Jose Villalobos, Saul Panski, Thomas Norton, Leonard Clark, Annaruth Garcia

13 Senators Present

ADMINISTRATORS PRESENT: 2
Dr. Susie Dever, Keith Curry

VISITORS PRESENT: 4
Aurora Cortez Perez, Chelvi Subramaniam M. Khalilzadeh, Ella Stewart

I. CALL TO ORDER

Council meeting was called to order at 1:10 pm by Chair Panski.

Saul Panski explained that in order to accommodate the schedule of the Administrative Dean of Academic Affairs, we were reversing the meeting order and beginning with the convening of the Faculty Council.

II. APPROVAL OF AGENDA

Motion to Adopt (Council) Agenda: Jerome, Ahmad (moved/seconded). Passed

III. APPROVAL OF MINUTES

Move to Approve Minutes of 1 October Benson, Ahmad (moved/seconded). Passed

IV. DISCUSSION

Panski provided an informal report on the ECC Academic Senate of October 21st. He mentioned that there was a proposal to purchase Metro passes for students en masse, with the cost perhaps to be offset eventually by higher student parking fees.

He also mentioned that at ECC there is preliminary discussion about developing an "Academic Program Discontinuance Policy" and stressed that we must monitor this process and be involved its formulation.

He also reported that ECC is reviewing its Local Minimum Qualifications in comparison to the latest State Minimum Qualifications. This will impact the FSAs which future hires

will be placed in. He indicated that he had received assurances that any stricter local quals adopted by the ECC departments would not be applied retroactively to either ECC or CEC faculty.

Panski pointed out that an Academic Program Discontinuance Policy is required if an institution contemplates laying off any full time faculty. Dr. Harmon indicated that typically such a policy might be applied to vocational programs where faculty are not meeting proficiency standards in a profession. Panski stressed that if a program is discontinued, the faculty in that program will lose their jobs.

Dr. Harmon responded by saying that if a program does not have adequate enrollment, it may because the program is not adequately preparing students for jobs that are available.-

Manzoor asked Dr. Harmon to elaborate on her comments vis a vis vocational programs and she indicated that there are significant differences between academic and vocational programs. For example, with a vocational program the institution needed to evaluate with students are meeting the immediate employment needs of students and each program should have a comprehensive advisory board consulting them on employment needs and requirements.

Panski added that in the past the District had tried to discontinue programs and lay off faculty but without a clear Discontinuance Policy in place, had to back down and reverse its plans. Panski indicated that he would like to serve on any committee formulated to develop such a discontinuance policy.

Saul volunteered for Any Such committee, asking Dr. Harmon to convey this to Dr. Arce.

Dr. Harmon then made a presentation on the Faculty Development Plan forms and processes, including the list of institutional priorities; the list of materials to be included in an evaluatee's portfolio; and a rubric for evaluating a faculty member's implementation of the plan. She added that each faculty member would be asked to meet with a Dean to develop a three year professional development plan.

There was a great deal of discussion as to whether the District would fund the components of an individual plan. Panski indicated that if the District did not, it could hardly expect implementation on the part of the faculty member.

Dean Harmon stressed that the administration is determined to adequately fund professional development activities. Panski added that a Dean should not sign off on a faculty member's development plan if it was not prepared to provide him./her with the necessary technological and other support .

Panski indicated that since this item was on the agenda only as a "discussion item," it would be brought back to the 11/5/08 meeting for official approval.

V. ACTION ITEMS

The Council was asked to approve the composition of comprehensive evaluation teams.

Chris Halligan indicated that could not remember such a comprehensive evaluation process since his arrival at the institution and wondered whether it was designed to weed out the weak links. If so, why wasn't everyone being evaluated? Panski responded that all faculty will be evaluated over a three year period of time. He added that if the Special Trustee—who had essentially developed the evaluation process document—were there, he would strongly disagree that the evaluation process was intended to weed people out or serve as a preliminary step towards layoffs. Rather, he would argue that the process was designed to help individual faculty members evaluate in what ways they need to upgrade their skills or improve their instructional effectiveness.

Conversation centered on the team composition. Panski indicated that if a team had three member but not four, it should still go ahead and meet.

Norton volunteered to serve on Maruyama's evaluation team.

In response to the query as to who was responsible for selecting the members of each team, the response was that most Compton faculty on the teams were recommended by the Division Chairs and/or the faculty member being evaluated. The evaluatee, it was pointed out, is able to select one team member.

Van Niel concurred with Panski that the evaluation process was designed not to weed people out but to identify strengths and weakness, to see if a faculty member can be a more effective instructor. He added that the Ed Code makes it very difficult to get rid of a faculty member, He added that while faculty fear of possible lay-offs was real and well-placed, such layoffs would not be connected to the evaluation process but to a determination as to staffing needs and enrollment figures..
fear, so much discussion of possible lay-offs

Panski concurred that the widespread fear of a faculty layoff was inordinate to the actual situation. Dr. Dever stressed that we should be mindful that the evaluation process is faculty driven and that administrators do not get involved until the very end.

Moved Pratt/ Seconded Smith to accept the composition of the Faculty Evaluation Teams. Passed.

VI. **ADJOURNMENT:** Moved Halligan/ Seconded Pratt. Passed.

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
OCTOBER 28, 2008**

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

Absent: C. Mosqueda, V. Rapp, C. Somin, J. Thompson

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

Ex-Officio Members Absent: C. Brinkman, D. Charles, M. Odanaka, R. Smith

Also Present: L. Back, F. Baker, P. Chambers-Salazar, S. Dowden, I. Drew, C. Fitzsimons,
B. Jaffe, K. Key, G. Miranda, W. Morris, P. Schultz, J. Schwartz, H. Story,
R.C. Wells

CALL TO ORDER

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

APPROVAL OF MINUTES

- The minutes from the October 14, 2008 meeting were scheduled to be approved by email. The response rate was low for approval.
- Chair Young asked for a motion to approve the October 14, 2008 CCC minutes. L. Kjeseth moved, A. Himsel seconded, and the motion carried.

CHAIR'S REPORT

- Chair Young informed the Committee that she will be attending the California Academic Senate Plenary Session this year.
- She will report back to the Committee with information gleaned from the Plenary Session workshops.
- Chair Young also mentioned that this will be her last Plenary Session as chair of the CCC as Chair Elect, L. Kjeseth, is scheduled to attend the Plenary Session in the spring.

CURRICULUM REVIEW

Behavioral and Social Sciences Proposals

- Dean G. Miranda took the podium to present new course proposals - History 152, History 178, and Sociology 108.
- Chair Young asked the Committee to keep the new course proposals for Global Studies 102, Global Studies 103, Global Studies 104, and Global Studies 109. These four proposals will be reviewed at a later date.
- G. Miranda distributed an errata sheet and discussed each section where revisions were made to History 152. Revisions were made to the new course proposal. Revisions were also made to sections II and V of the course outline of record.
- She fielded a question from the Committee regarding library resources at Compton Center.
- It was determined that the El Camino campus library will be used as the primary resource for instruction.
- G. Miranda continued her presentation with History 178 and introduced faculty member, Florence Baker. Revisions were made to the new course proposal. Section II of the course outline of record was revised. G. Miranda fielded questions regarding the course outline of record, and accepted the recommendations.
- Lastly, G. Miranda discussed Sociology 108 and introduced faculty member, Sue Dowden. Revisions were made to the new course proposal. Section I of the course outline of record was revised as well. There were questions about the discipline(s) and department for the course.
- There was also brief discussion concerning Global Studies as a discipline and the similarities this course has to Ethnic Studies.
- S. Panski informed the Committee that Compton College had an Ethic Studies program prior to the partnership.
- There were no further questions regarding the proposals.
- Chair Young asked for a motion to approve the Behavioral and Social Sciences proposals. L. Kjeseth moved, J. Davison seconded, and the motion carried.
- Chair Young asked for a motion to approve the conditions of enrollment. S. Panski moved, L. Kjeseth seconded, and the motion carried.
- Chair Young asked for a motion to approve the Distance Education course version for all three courses. S. Panski moved, L. Kjeseth seconded, and the motion carried.

Fine Arts Proposals

- Chair Young invited Dean J. Schwartz to present new courses proposals - Art 43abcd, Art 109 and Music 3.
- J. Schwartz distributed an errata sheet as he introduced faculty member, Andrea Micallef.
- Andrea Micallef took the podium and explained each section where revisions were made to Art 43abcd.
- Faculty members Polli Chambers-Salazar and Patrick Schulz then took the podium to present Music 3. They distributed an errata sheet and explained each section where revisions were made. Revisions were made to the course proposal and section I on the course outline of record.

- C. Fitzsimons took the podium to discuss Art 109. Corrections were made to the new course proposal form. She fielded questions on the textbooks, coursework and major topics. Additionally, she accepted the recommendations for the course outline of record.
- Chair Young called for a motion to approve the proposals from the Fine Arts division. M. Lipe moved, A. Himsel seconded, and the motion carried.
- Chair Young asked for a motion to approve the conditions of enrollment. M. Lipe moved, A. Himsel seconded, and the motion carried.
- Chair Young then asked for a motion to approve the Distance Education course version for Art 109. L. Kjeseth moved, M. Lipe seconded, and the motion carried.

Health Sciences and Athletics Proposals

- Dean I. Drew took the podium to present Physical Education 409abcd, a new course, the Nursing certificate and major for the Vocational Nursing Program.
- I. Drew distributed an errata sheet and began to discuss each section where revisions were made to Physical Education 409abcd. Revisions were made to the new course proposal. Additionally, on the course outline to sections I, II, V, and VI. There was a discussion on assignments for the course. I. Drew accepted the Committee's recommendations.
- He continued his presentation with the Nursing certificate and Nursing major. Minor edits were made to the descriptive title listing on the proposal.
- I. Drew acknowledged Wanda Morris, Interim Dean of Health and Human Services from the Compton Center, and thanked her for her efforts in getting the Vocational Nursing proposals to the Committee.
- Chair Young called for a motion to approve the Health Sciences and Athletics proposals. M. Lipe moved, S. Panski seconded, and the motion carried.
- Chair Young asked for a motion to approve the conditions of enrollment. L. Kjeseth moved, A. Himsel seconded, and the motion carried.
- Chair Young asked for a motion to approve Physical Education 409abcd as a Stand-Alone course. S. Panski moved, A. Himsel seconded, and the motion carried.

Stand-Alone Courses

Chair Young then called for a motion to approve History 152, History 178, Sociology 108, Art 43abcd, Art 109, and Music 3 as Stand-Alone courses. S. Panski moved, A. Himsel seconded, and the motion carried.

TODAYS CCC HANDOUT

Associate in Science Degree

- Today's packet included a handout of ECC's A.S. degree requirements from 2005-2006 and 2008-2009.
- Chair Young explained that the Associate Degree Taskforce revised the degree requirements two years ago.
- The original taskforce did not realize the decision would have a negative impact on students in high-unit majors.

- K. Key led discussions with counselors in an effort to develop a remedy. M. Odanaka met with the Compton Counselors as well.
- The counselors unanimously agreed that the social sciences general education degree requirements should be changed back to a minimum of three units.
- Chair Young states she has not received opposition to the change and asked for a motion to roll back the Social and Behavioral Sciences six unit requirement under the A.S. degree to three units.
- Chair Young fielded questions from the Committee regarding the motion to change the degree requirements.
- The Committee began a detailed discussion during which K. Key reiterated the concerns and negative affects for students in high-unit majors.
- The requirement to complete six units in Social and Behavioral Sciences became effective fall 2006, approximately two years ago.
- Currently, counselors are receiving feedback from students preparing to earn A.S. degrees.
- Students are asking for solution to their problems with completing the requirements.
- The students that are most affected by the six unit requirement are specifically Nursing and Biology majors, and students in vocational programs.
- The Committee discussed implications of changing requirements back to three units and the importance of a well-rounded education.
- There was also discussion on how many certificates, A.A, and A.S. degrees are awarded.
- It is estimated that ECC awards approximately 345 certificates, and 400-500 associate degrees.
- The Committee was urged to consider high unit majors when making the final decision on the A.S. degree.
- Chair Young then called for a motion to roll back the A.S. degree Social and Behavioral Sciences requirement to three units. F. Arce moved, R. Hughes seconded, and the motion carried.
- Chair Young called for a vote. The results were seven in favor and two opposed (V. Lloyd, S. Panski). The motion carried.

ANNOUNCEMENTS

The Committee was asked to leave their unwanted proposals with Chair Young for recycling.

ADJOURNMENT

Chair Young called for a motion to adjourn the meeting. R. Hughes moved, A. Himsel seconded, and the motion carried. The meeting was adjourned at 4:03 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
October 28, 2008**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

NEW COURSES

1. History 152 – History of Latin America through Independence
Units: 3 Lecture: 3 hours Faculty Load: 20.000%
Recommended Preparation: eligibility for English 1A
Credit, degree applicable; Letter grade
Transfer CSU; Proposed Transfer UC
This course will survey the political, economic, social and cultural development of Latin America from the pre-European contact to the achievement of independence in the early 19th century. Topics covered in this course include the Native American world before European conquest, the socioeconomic, political and cultural consequences of contact between Native Americans, Europeans and Africans, the formation of the colonial order, and the move toward independence from Spanish and Portuguese colonial rule.
2. History 178 – History of China
Units: 3 Lecture: 3 hours Faculty Load: 20.000%
Recommended Preparation: eligibility for English 1A
Credit, degree applicable; Letter grade
Transfer CSU; Proposed Transfer UC
This course provides an introduction to the political, economic, social, and cultural development of China from earliest times to the present. Topics include Confucianism, Daoism, Buddhism, Western Imperialism, and the Republican and Communist Revolutions.
3. Sociology 108 – Global Perspectives on Race and Ethnicity
Units: 3 Lecture: 3 hours Faculty Load: 20.000%
Recommended Preparation: eligibility for English 1A, Sociology 101 or Sociology 107 or Anthropology 2
Credit, degree applicable; Letter grade
Transfer CSU; Proposed Transfer UC
In this course students will examine ethnic groups around the world using concepts of race, ethnicity and minority status. Multiple theoretical perspectives will be used to examine the conditions under which certain ethnic groups have been designated with minority group status. Focus is given to the reactions of these groups to this designation, and the patterns of interaction between minority groups and dominant groups. Emphasis is on current situations involving minority-dominant group relations around the world and the historical conditions influencing them.

NEW DISTANCE EDUCATION COURSE VERSIONS

1. History 152 – History of Latin America through Independence (Online)
2. History 178 – History of China (Online)
3. Sociology 108 – Global Perspectives on Race and Ethnicity (Online)

FINE ARTS DIVISION

NEW COURSES

1. Art 43abcd – Graphic Design
Units: 3 Lecture: 2 hours Lab: 4 hours Faculty Load: 33.333%
Recommended Preparation: one semester of Art 37ab with a minimum grade of C or equivalent or one semester of Art 141abcd with a minimum grade of C; and eligibility for English 84
Credit, degree applicable; Letter grade
Transfer CSU; Proposed Transfer UC
This course is an introduction to the concepts and processes of graphic design. Emphasis is placed on the study of graphic design, students' work with computers in raster, vector graphics, and page layout software, as well as with traditional art and design media. Problem-solving skills and the creative design process are emphasized through digital imaging, typography, identify design and page layout.
2. Art 109 – Contemporary Art in World Cultures
Units: 3 Lecture: 3 hours Faculty Load: 20.000%
Recommended Preparation: eligibility for English 1A
Credit, degree applicable; Letter grade
Transfer CSU; Proposed Transfer UC
In this international survey of contemporary art, students study recent works by artists from different geographic regions of the world. Emphasis is placed on artworks that reflect changes to world cultures resulting from globalization and that capture the interconnections among world cultures and individuals from a humanistic perspective. Using a comparative and transnational framework, students identify commonalities and differences in the way diverse cultures and individuals are affected by and respond to global change.
1. Music 3 – Introduction to Music Theory
Units: 3 Lecture: 3 hours Faculty Load: 20.000%
Enrollment Limitation: ability to read music notation (treble or bass clef and rhythm/meter)
Credit, degree applicable; Letter grade
Transfer CSU; Proposed Transfer UC

This course is designed for students who read music but have little or no background in music theory. Emphasis is placed on music notation, the piano keyboard, rhythm and meter, major and minor scales and key signatures, intervals, chords, musicianship, and corresponding aural skills.

NEW DISTANCE EDUCATION COURSE VERSION

1. Art 109 – Contemporary Art in World Cultures (Online)

HEALTH SCIENCES AND ATHLETICS DIVISION

NEW COURSE

1. Physical Education 409abcd – Adapted Yoga

Units: 1 Lab: 3hours Faculty Load: 13.635%

Credit, degree applicable; Letter grade; Pass/No Pass

Transfer CSU; Proposed Transfer UC

This course is designed for students with disabilities. Emphasis is placed on personalized programs to meet each student's abilities. Improvements in core strength, flexibility, balance, relaxation, and stress reduction through mind and body integration will be stressed. Yoga postures (asanas) will be introduced and modified when necessary. Breathing patterns while performing the asanas will be emphasized. This course will give the student both the knowledge and practice to move toward improved health and greater mind and body awareness.

PROGRAM DESCRIPTION; CHANGE IN PROGRAM PREREQUISITES; NEW MAJOR

1. Vocational Nursing

In the Vocational Nursing Program, students acquire the skills to function as first level licensed nurses (Licensed Vocational Nurses) providing nursing care for stable clients in a variety of long-term health care settings. Successful completers of the program are eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Program completers must pass the NCLEX-PN examination and meet all other requirements of the state board of nursing in order to obtain a license to practice vocational nursing. Students who complete the Associate Degree requirements are prepared for more rapid advancement in vocational nursing and for further education in the nursing profession. Program assessment is conducted by monitoring student success rates on the NCLEX-PN examination.

Program prerequisites:

High School Graduation or equivalent

Cumulative GPA 2.0 in all college work

Eligibility for English 1A

Eligibility for Mathematics 73 or 80

Anatomy 30, Nursing 103 ~~or current certification as a State of California Certified Nursing Assistant~~, Nursing 124,151, Nutrition and Foods 11

Course requirements: Nursing 125, 126, 127, 128, 129, 130, 131, 132, 133

Total Units: 37

The following courses must be completed at El Camino College: Nursing 130, 131, 132, 133

Total units: 16

Other Requirements: Psychology 5, Mathematics 73 or 80, English 1A

NEW CERTIFICATE OF ACHIEVEMENT

1. Vocational Nursing

In the Vocational Nursing Program, students acquire the skills to function as first level licensed nurses (Licensed Vocational Nurses) providing nursing care for stable clients in a variety of long-term health care settings. Successful completers of this program are eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Program completers must pass the NCLEX-PN examination and meet all other requirements of a state board of nursing in order to obtain a license to practice vocational nursing. Students who complete the Associate Degree requirements are prepared for more rapid advancement in vocational nursing and for further education in the nursing profession. Program assessment is conducted by monitoring student success rates on the NCLEX-PN.

Anatomy 30, Nursing 103, 124, 151, Nutrition and Foods 11, Nursing 125, 126, 127, 128, 129, 130, 131, 132, 133

Total Units: 52

The following courses must be taken at El Camino College: Nursing 130, 131, 132, 133

Total Units: 16

Other requirements:

High School Graduation or equivalent

Cumulative GPA of 2.0 in all college work

Eligibility for English 1A

Eligibility for Mathematics 73 or 80



EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
16 OCTOBER 2008

Present: J. Anaya, F. Arce, K. Baily, S. Dever, I. Drew, C. Fitzsimons, A. Garten, D. Goldberg, A. Grigsby, J. Harmon, B. Jaffe, C. Lee, T. Lew, G. Miranda, B. Mulrooney, R. Murray, J. Nishime, D. Patel, V. Rapp, S. Rodriguez, J. Schwartz, J. Shankweiler, R. Smith, A. Spor, L. Widman

I. INFORMATION ITEMS

II. DISCUSSION/ACTION

- A. Mission and Goals: Discussion was held regarding the Deans' Council purpose statement, which currently reads:

To solicit input and recommendations on policy matters from Academic Affairs deans, directors and staff, from managers from other areas, and the Academic Senate and Associated Students through their designated liaisons, and to disseminate information to the campus.

The Council agreed that it is important for the two Areas (Academic Affairs and Student Services) to meet together and that it should be part of the 2510 collegial hierarchy. It was suggested that the current statement include language to add additional charges to this Council which would include training, policies and procedures, solicit input and provide information. Other ideas should be forwarded to Dr. Spor. It was also suggested that L. Smith be contacted so that a classified representative can be included on the Council.

- B. High School Principals Breakfast: The High School Principals Breakfast has been scheduled for November 5, 2008, in Distance Education 166, which is the new wing of the Learning Resource Center. Information will be shared about the new Humanities building and Learning Resource Center and the new technology that has been incorporated on campus and how it will impact learning to those students who attend ECC.
- C. EZ to ECC: Dr. Lee presented information regarding a bus pass program with Metro bus and rail that will offer a low cost bus pass to students who are enrolled in six or more units. The program will be piloted during the Spring 2009 semester. More details regarding the costs to ECC and CEC, long-term proposal, and advertising and marketing were distributed for information.

It was noted that additional parking for bicycles may be needed.

- D. Safety on Campus: Discussion was held regarding safety on campus. Staff was encouraged to program the Campus Police phone number on their cell phones: (310) 660-3100.
- E. Academic Senate Update: Mr. Widman gave a brief Academic Senate update as follows:
- College Curriculum Committee (CCC) Bylaws were approved. Changes to the Bylaws included adding a counselor, dean and student representative from the Compton Center to the CCC.
 - Second Reading of Board policy and procedure for Standards of Scholarship was approved.
 - Dr. Spor reported on planning items.
 - There was a presentation of the student satisfaction survey.
- F. Faculty Position Identification Process:
It was agreed that the deans would use the same Faculty Position Identification Process form for 2008-09 as was used in 2007-08. Mr. Lew will send an electronic copy of the form to the deans. It was suggested that a footer date be added to the form.

III. OTHER

No other items were discussed.

IV. MEETING SCHEDULE

The next meeting is scheduled for Thursday, November 6, 2008, 9:00-11:00 a.m., in the Alondra Room.

**EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: October 16, 2008**

MEMBERS PRESENT:

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

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

Handouts: Draft – 2009 Comprehensive Master Plan (CMP) Timeline

The meeting was called to order at 1:06 p.m.

Approval of October 2, 2008 Minutes

Questions:

1. Page 1, State Budget Update, #4: How is P/T faculty allocation used? B. Perez will find out. Allocation is not enough to cover part-time equity funds.
2. GASB decision: Page 34 of the board agenda shows \$1M will be allocated to GASB from fund 15.
3. Page 1, State Budget Update, #5: what adjustments will be made to the spring schedule? Divisions were instructed not to exceed 3% annual growth. Some may have to cut classes from the spring schedule because of too many sections. Mathematics grew by 9% in Fall 2008 because of student demand, but they won't have to cut classes in the spring - just need to offer classes that will fill. How can you reduce growth without restricting supply? FTES can grow as long as it is contained within allocated budget. The goal is to stay within target – some divisions will be under, some over. F. Arce will bring the FTEF table to the next meeting.
4. No ERAF update from the county yet.
5. A suggestion was made to add future agenda items (“issue bin,” “future items”) to either the minutes or meeting agendas. This would help keep track of topics, such as long term planning for GASB, that still need to be discussed.
6. Page 2, #8 (top of page) – what was the reason for showing a pattern of FTES growth? Discussion of funding at the last meeting led to the original question. This may have referred to how growth apportionment is funded by the state. Will follow-up with J. Ely.
7. The October 2, 2008 meeting minutes were approved with no corrections.

State Budget Update:

Budget highlights from the budget workshop:

1. 0.68% COLA on general purpose apportionment was a calculated ‘balancer’ to allow the State to reach the minimum Prop 98 funding level. The full statutory COLA is 5.66%
2. Enrollment growth is funded at 2%. There is no priority for restoration over growth as in the past – the language was taken out of this year’s budget. The 2% growth will not keep pace with enrollment in the system and could run into an unfunded situation.
3. \$75M will partially backfill 2007-08 property tax shortfall of \$92M. ECC received \$1.3M.

4. The Chancellor's office budget was cut 5%. Over the past 7 years, they have been cut 27% and will not be able to support the colleges through technical assistance, advice, support and oversight.
5. Proposed budget reform: authority for the governor to temporarily suspend COLAs in the event of a fiscal emergency.
6. Current year risks:
 - a. The threat of mid-year cuts is significant
 - b. Collapse of the housing market presents a continued threat of property tax shortfall
 - c. Growth funding is clearly insufficient to meet surging demand, presenting a significant threat of unfunded FTES
7. Some projections predict a \$3B (most likely \$4.6B) decrease in state revenue by year-end. Expect mid-year cuts.

Comprehensive Master Plan (CMP) Draft Timeline:

1. Was asked at last meeting to overlay this timeline with the Planning and Budget calendar. This may not work because the master plan timeline does not occur annually, but every three to five years.
2. The CMP is made up of the Educational, Facilities, Technology, Staffing and Resource plans.
3. Starting in October, managers will receive program summaries and prior versions to update.
4. Compton component will be included in the ECC Comprehensive Master Plan (CMP).
5. Work on program summaries will occur in October. Work on staffing plan and resource plan will occur in November.
6. Draft of Educational Plan will be developed by December and sent to the Technology Committee to work on the Technology Plan and to Facilities Planning to revise the Facilities Plan.
7. In February, the Technology Plan will be reviewed.
8. By March, Educational, Technology, Facilities, Staffing and Resource Plans will be ready for review and comments.
9. By April, the full CMP will be ready for Cabinet review and edits.
10. Page 33 of the 2008-09 Final Budget book is not tied to the Educational Master Plan but refers to the old 2004-07 goals. Page needs to be updated, replaced by the college strategic initiatives developed in March 2007 and re-titled *El Camino College Strategic Initiatives*.
11. The three strategic initiatives are global and drive both the El Camino and Compton campuses. Strategic initiatives are short term and the CMP is more long term.
12. The 2004-07 CMP is available online under the President's webpage and the Institutional Research and Planning webpage. A. Spor will send hard copies to E. Rader and F. Arce.
13. Page 31 of the Final Budget book – *Budget Development Criteria* refers to the El Camino College Educational Master Plan – will need to change in next final budget.
14. Recommendation to keep the CMP timeline separate from the Planning & Budget Calendar. Suggestion was made to place update reminders on the calendar or under future agenda items – better to schedule as reminders. Will place planning agenda items for accreditation and for the master plan on the calendar.

PBC Responsibilities on page 32 of the 2008-09 Final Budget Book:

1. PBC meeting agenda Statement of Purpose correction: change Educational Master Plan to Comprehensive Master Plan. All activities should be guided by the college's mission and strategic initiatives. Both should be included in the statement because they drive the plans.
2. What is the relationship between strategic initiatives and CMP? Strategic initiatives are goals developed that assist the college with meeting the plans laid out in the CMP. The CMP should show linkages to the college's strategic initiatives. Strategic initiatives are global, broad goals and the sub-goals under each are more specific. The master plan is a tool to meet strategic initiatives on an annual basis. Suggested adding an annual reporting component on calendar to

show what was accomplished over the year for the entire campus. A suggestion was made to also include mid-year reporting – easier for categorical funded programs to do.

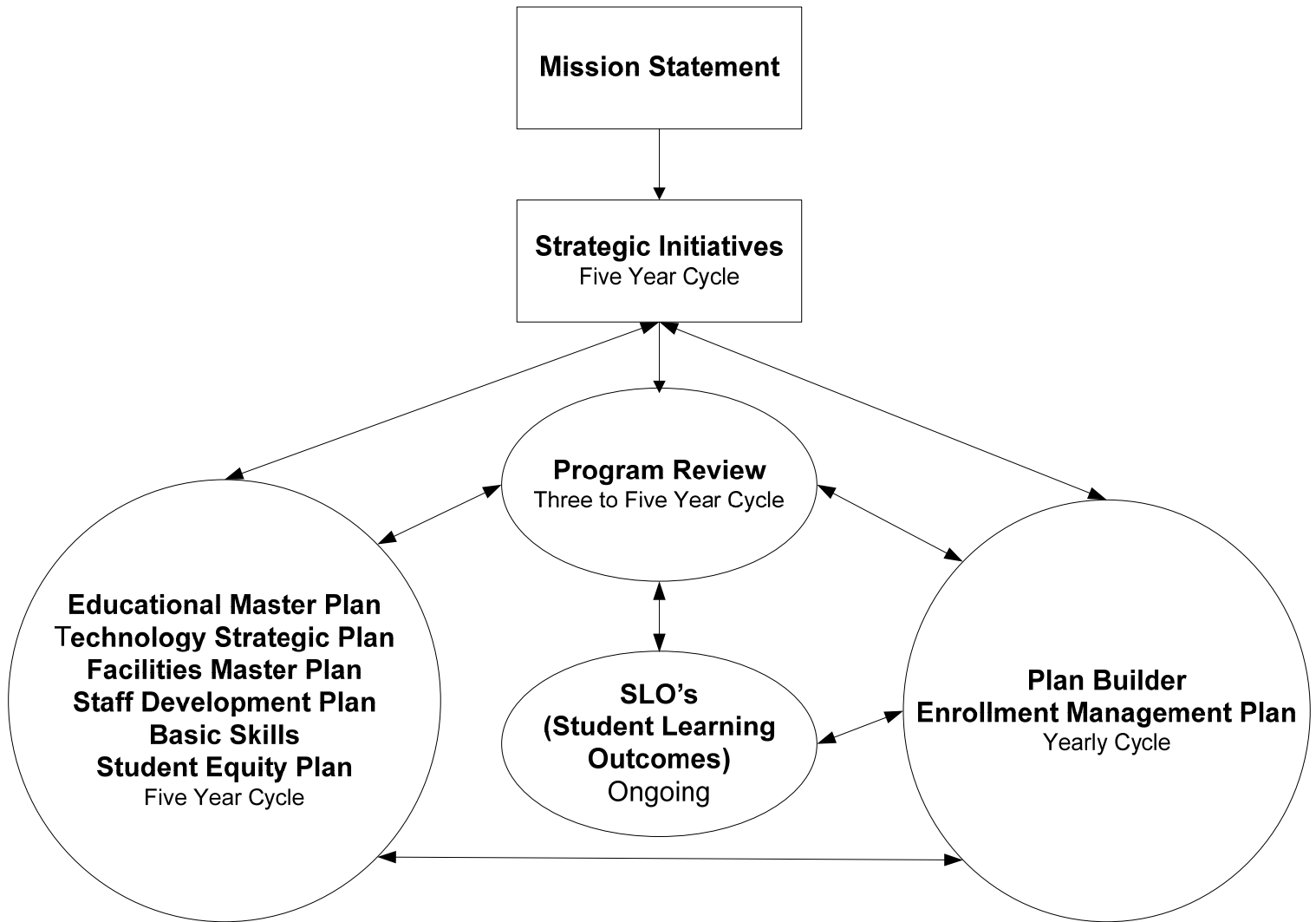
3. Special contract fund proposals should tie to program plans and include a more rigorous evaluative piece.
4. Planning agenda items are specific to two global documents: the accreditation self-study and CMP. PBC is responsible for oversight and guidance of both documents.
5. Propose to add to calendar accreditation and CMP updates on planning agenda items and annual reporting/summary.
6. College needs evaluative piece, closing-the-loop type of reporting out to determine what was accomplished by funded programs.
7. Dialog regarding PBC responsibilities: Could program initiators present updates, status and their evaluations to PBC? There would be too many to go through and all should be documented. Is PBC being asked to review all plans? That's too many plans for one committee to review. A suggestion was made for PBC to focus on the educational plan, the Technology committee on the technology plan, Facilities steering committee on the facilities plan, Human Resources on the Staffing plan and Foundation and Community Advancement on the Resources plan. But one group is needed to oversee plans are integrated. It's up to individual PBC members to decide what to review or focus on or chose whether or not to evaluate all summaries. The master plan should be used as a guiding document but how does PBC 'assure' that planning and budgeting are interlinked? Asking PBC members to 'read it if you want to' is not enough to provide oversight and guidance to fulfill its responsibilities. Trying to find a way for this committee to do the work that the Statement of Purpose says it's supposed to do. *Assuring* implies a level of examination and decision making that goes beyond a quick review. PBC provides a sense of direction; the committee is involved in dialog about planning and budgets. PBC has oversight to ensure institutional priorities are linked to strategic initiatives through data and documentation.
8. Will continue to discuss Statement of Purpose and PBC responsibilities listed on page 32 of the budget book (bring 2008-09 Final Budget blue book to the next meeting). Need to clarify PBC responsibilities and discuss what the committee realistically can or cannot do.

The next meeting is scheduled on November 6, 2008 in the Alondra Room.

Meeting adjourned at 2:34 p.m.

Note taker: Lucy Nelson

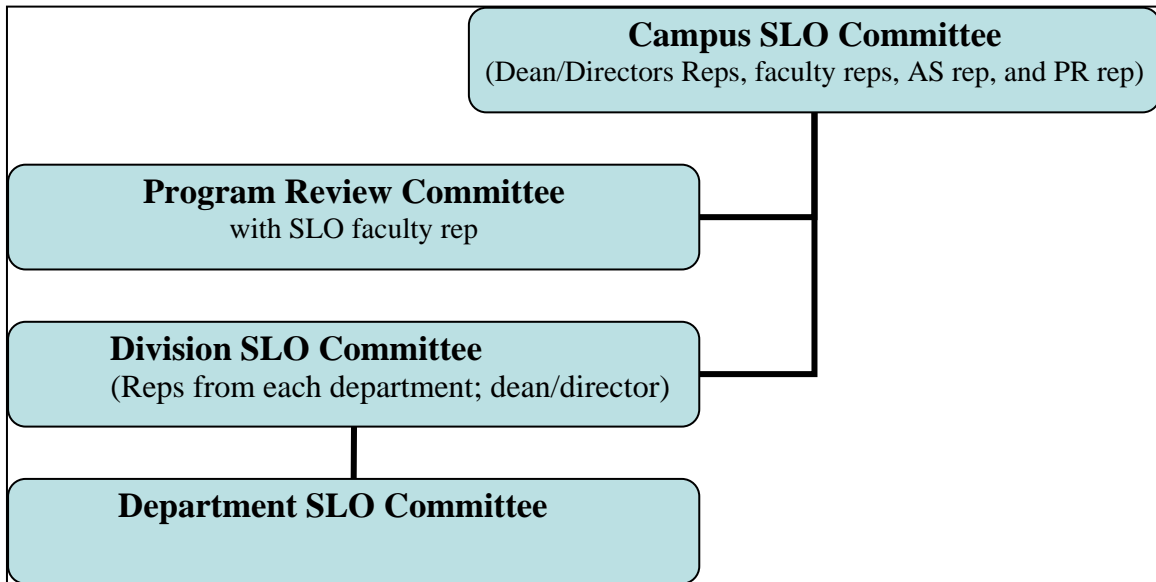
El Camino College Planning Model



Planning components include institutional effectiveness measures and are tied to resource allocation

DRAFT

11/11/08



Department SLO Committee

Meets every 2-4 weeks depending on workload and progress on SLOs:

- course level
- program level

Division SLO Committee

Meets monthly to review progress as a division (faculty and dean)

Program Review Committee

Meets 3-4 times during the semester to review submitted proposals and guidelines to integrate SLOs in all Program Reviews (course and program level)

Campus SLO Committee

Representatives from:

- Academic and Student Services Deans/Directors
- Division-level faculty reps
- Program Review representative
- Academic Senate

Meets monthly for department/division updates and college related SLO activities

Mission of the above Re-Organization (in no particular order):

1. Faculty involvement and accountability in SLO process at every level of the college.
2. Dean/director involvement and accountability with the SLO process.
3. Long-term sustainability of SLO work.
4. Integration with SLO process and Program Review with regular representation of faculty on both committees.

SENATE CONSTITUTION AMENDMENTS

New Amendment:

ADD

Article IV,

4.1.3 Vice Presidents: add Vice President of Instructional Effectiveness

REPLACE

4.3.2 - **delete entire VP of legislative action**. Replace with the following new position:
 4.3.2 Vice President of Instructional Effectiveness shall monitor and report on the actions of, shall represent senate on, and shall be the senate's voting member for all of the following campus-wide and/or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee (ALC), Academic Program Review Committee, instruction-related accreditation standards, and any campuswide committees devoted to faculty evaluation processes or procedures.

DELETE

4.3.1 - delete "processes for program review and accreditation" from the VP Ed Policies duties.

Statement of purpose for this amendment

Information related to legislative action is now readily available and widely communicated in electronic forums. The need for this position has been minimal for several years, and the duties performed by several recent VPs for Legislative Action have also been minimal.

Student Learning Outcomes, SLO assessment, and Program Review have become a much more important function on this campus in terms of cyclical planning and budgeting. While accreditation issues are currently handled by the VP of Educational Policies, the duties of the proposed VP include SLOs, their assessment, and Program Review. These duties place the newly proposed VP in a more informed and better prepared position to handle accreditation.

Currently, no official VP position is currently in charge of any proposed changes to faculty evaluations. However, since "Standards ... regarding student ... success" is the 5th of the "10+1" items under Academic Senate's purview, evaluations would be an item that should be brought to senate for discussion, as part of the collegial consultation process.

If approved, this amendment will be sent to the faculty at large. The revised constitution will incorporate both this amendment and the one previously approved, shown on the next page. Both amendments would need to be submitted to the faculty-at-large for ratification, potentially as separate votes.

Previously senate-approved amendment:

NOTE: This amendment below was approved by senate on April 18, 2006. However it has not been ratified by the faculty at large.

Previously approved additions:

ARTICLE IV:

Section 4.1.3- Vice President of Academic Technology

Section 4.3.5 Vice President of Academic Technology shall be the Senate's voting member at the College Technology Committee and the Academic Technology Committee; report on the actions of the CTC and ATC; represent the senate position; monitor and propose action for academic technology; handle special projects as assigned by the senate president.

ARTICLE VII

Section 7.1.1

f) Academic Technology Committee

Previously approved deletions:

ARTICLE VII

Section 1.4- Standing Committee

a) ~~Academic Technology Committee~~ (and adjust others accordingly)

Statement of Purpose of the amendment:

Currently there is no formal link between the Academic Senate and the Academic Technology Committee. Unofficially, members of both would report under "Campus Wide Committees" during Senate meetings. However, since technology has become such an important economic, pedagogical, and political force on campus, a formal link **MUST** be made in order that faculty concerns are heard and acted upon.

Effect of the Proposed Amendment:

Briefly, the ATC came about because in the past many believed that the College Technology Committee (CTC) did not focus enough attention on academic issues. Currently, the administration does not officially recognize the Academic Technology Committee; however, interestingly enough, administrators have charged this committee to perform important functions in terms of academic technology (faculty laptops issue, software prioritization, learning management systems issue, etc). Because of this identity crisis, the administration and the CTC does not always recognize the work and importance of this truly campus-wide committee and often threatens its existence Making this an official part of the Academic Senate will ensure that faculty voices regarding technology are heard and will continue to be heard in the future.

BP 4300 FIELD TRIPS AND EXCURSIONS

The Superintendent/President shall establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The District may conduct field trips and excursions in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country for students. Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

The District shall, at the discretion of the Board of Trustees, transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment. If travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

When District equipment is used, the following conditions shall pertain:

1. District shall obtain liability insurance
2. Travel must not exceed a distance of 500 miles from the college, unless approved by the appropriate vice president prior to planning the field trip.
3. All drivers will undergo Safe Driver training prior to departure and pass certification requirements to operate a 12-passenger van

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from district funds. No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

Reference:

Title 5, Section 55220

Replaces Board Policy #6132

AP 4300 FIELD TRIPS AND EXCURSIONS

I. Definitions

- A. Field Trip shall be defined as an instructional trip which provides for registered students to attend a designated program of instruction away from the El Camino College campus for a specified period of time and for which the instructor arranges transportation.
- B. An Excursion shall be defined as an instructionally-related social, educational, cultural, athletic, or band activity.
- C. An Alternate Class Site Meeting shall be defined as one in which the regularly scheduled class location is changed and for which students arrange their own transportation.

A field trip within the boundaries of the District or within a fifty (50) mile radius of the campus, may be designated as a class held at an alternate site off-campus, if the period of instruction is to run for seven (7) or fewer hours.

- D. The District may provide transportation by use of District equipment or contracted transportation to the sites of approved field trips/excursions. When District equipment is used the governing board shall secure liability insurance as appropriate.
- E. The following activities must be coordinated with, and approved by the Area of Student and Community Advancement: athletic activities; off-campus activities where student organizations, clubs, etc., participate in recreational/sports activities and events; dances and picnics; and all approved and calendared non-District sponsored activities.

II. Procedures for Field Trips and Excursions

A. Planning and Approval Procedures for Field Trips

- 1. Notice of required field trips should be provided in advance on the instructor's syllabus. All field trips requests must receive approval from the Board of Trustees before the scheduled event. The instructor must submit properly completed forms to his/her division dean at least four (4) weeks prior to the date of the event.
- 2. Immediately after field trips have been Board approved, it shall be the duty of the responsible vice president to inform the dean.

3. No class or group may be authorized to take a field trip under this policy if any student who is a member of such an identifiable group would be excluded from participation in the field trip because of lack of funds or disability. All students shall be given an equal opportunity to participate.
4. All field trips shall be supervised by an employee of the District.
5. If the field trip is canceled, immediate notification shall be given to the responsible dean.
6. Only regularly-enrolled members of the class may participate in the field trip.
7. Reconnaissance: If instructor reconnaissance is deemed necessary in preparation for the field trip, approval and District transportation shall be obtained from the responsible dean.
8. Immediately prior to departure, an accurate roster of all participants shall be left with the Campus Police Office.

B. Planning and Approval Procedures for Excursions

1. A completed "Field Trip Approval Form" with a copy of the minutes showing approval of the field trip by the club shall be submitted to the Office of Student Development/Life according to the following timelines:
Less than 50 miles – 4 weeks
More than 50 miles – 8 weeks
2. All excursions in excess of 50 miles must receive prior approval by the Board of Trustees.
3. Other co-curricular excursions must be approved by the appropriate Dean and submitted to the office of the Vice President, Student and Community Advancement for approval and recommendation to the Board.

C. Transportation

1. The instructor/employee must schedule the use of District-owned vehicles through Campus Police, the Facilities Division or the Health Sciences & Athletics Division. The instructor/employee must complete appropriate vehicle-use forms and submit them to his/her dean at least four (4) weeks prior to the event.
2. All field trips and excursions shall proceed directly to the location designated in the original application using the safest route unless emergency or hazardous

conditions shall make it unsafe to do so. When such conditions arise, the only acceptable alternative is to return to the College by the shortest safe route available. It shall be the duty of the employee designated as the responsible representative to determine when conditions are too hazardous to continue the trip.

D. Regulations

1. The employee designated as the responsible representative shall make such counts or checks of students during field trips/excursions as may be deemed necessary for the safe return of all students and other personnel.
2. All students participating in field trips/excursions shall be subject to the supervision and discipline of the employee designated as the responsible representative (See Board Policy 5138).
3. It shall be the duty of the employee designated as the responsible representative of the District to notify all selected students of the starting time and location of the trip, and under the jurisdiction of his/her dean, to complete any other arrangements necessary for the purpose and safety of the trip.
4. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill." Ordinary care and skill mean that District authorities must ascertain the following:
 - a. All persons who drive District or contracted rental vehicles must undergo the District's Safe Driver training prior to departure and pass certification requirements to operate a 12-passenger van.
 - b. Drivers will rotate every three hours and will observe posted speed limits.
 - c. All drivers of personal vehicles transporting participants must have completed the District's Safe Driver training.
 - d. Drivers, at the time of the proposed driving, are not physically ill, under disabling medication, or otherwise physically or emotionally unfit to safely drive the vehicle.
 - e. The District-owned vehicles in question have been inspected by designated District employees and such employees are reasonably satisfied that the vehicles are safe, having established a reasonable inspection system and by requiring meticulous adherence to that system.
 - f. Contracted vehicles must be inspected by the designated responsible employee for safety, including all lighting systems, license plate,

registration, brakes, and spare tires. Verification of the registration and appropriate license plates must also be conducted.

- g. Each District vehicle must carry a current copy of the District's insurance certificate and procedures for necessary actions in the event of an accident. In addition, prior to departure each driver is responsible for securing (and inspecting the contents of) a first aid kit for each vehicle. (See Section V.B and V.D. of this Procedure)

III. Procedures for Alternate Class Sites

A. Planning and Approval Procedures

1. It is recommended that the instructor notify his/her division dean at least one (1) or more weeks prior to the date of the event.
2. All alternate class sites shall be supervised by a certificated employee of the District.
3. If the alternate class site is canceled, immediate notification shall be given to the responsible dean and the students.
4. Only regularly-enrolled members of the class and auditors may participate in the alternate class site.
5. The activities conducted at the alternate class site may or may not apply to the student's grade.
6. Students shall be notified of the alternate class site at least two (2) meetings in advance and shall be convened and dismissed at the alternate class site.

B. Transportation

1. Students shall travel to the alternate class site in the same manner in which they travel to attend the regularly assigned class.
2. The instructor shall NOT arrange private transportation for students either to or from the alternate class site.

C. Regulations

1. All students participating at the alternate class site shall be subject to the supervision and discipline of the certificated employee designated as the responsible representative. (See Board Policy 5138)

2. It shall be the duty of the certificated employee designated as the responsible representative of the District to notify all selected students of the starting time, location, and duration of the alternate class site meeting, and under the jurisdiction of his/her dean, to complete any other arrangements necessary to the purpose and safety of the meeting.
3. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill" when conducting a class at an alternate class site.

IV. Insurance and Liabilities for Field Trips, Excursions and Alternate Class Sites

- A. The Director of Purchasing, Contracts & Risk Management shall ensure that the District has sufficient insurance to protect the District and its employees from liability in the performance of their approved, legitimate duties under these procedures.
- B. The District shall provide or make available medical, hospital service, or accident insurance for students participating in field trips, excursions, and alternate class site meetings.
- C. All participants in voluntary field trips, excursions, and alternate class site meetings are deemed to have waived all liability claims against the District.
 1. All participants and the parents/guardians of minor student participants must sign a statement advising them of this waiver.
 2. A Field Trip/Excursion Waiver Form must be filled out and signed by each participant prior to the departure of each field trip/excursion.
 3. The Waiver, Release and Indemnity Agreement (hereafter referred to as ("Waiver Form")) shall be submitted to the appropriate office prior to departure.
- D. An employee of the District shall be present for the entire duration of the field trip, excursion or alternate class site meeting. He/She will have the same liability coverage as for on-campus activities.

V. Emergencies and Inappropriate Activities for Field Trips, Excursions and Alternate Class Sites

A. Misconduct

1. The instructor/employee shall inform students prior to the field trip, excursion or alternate class site meeting that misconduct could result in suspension from

the trip, additional discipline, and/or that participants may be sent home during a trip if their conduct is deemed detrimental to the purpose and safety of the group. The student is responsible for the cost of transportation home.

2. The instructor may supplement the standards of conduct identified in Board Policy 5138 with additional regulations, which must be explained prior to the event.
3. The instructor shall exercise the same amount of care that a "reasonable person" would exercise in any incidents involving student misconduct or questionable legal activities.
4. Should a problem or concern arise during the field trip, excursion or alternate class site meeting, the instructor shall notify his/her dean and Office of Student Development/Life immediately upon the return to campus and initiate the appropriate course of action.

B. Accidents involving a student, District employee, or vehicle.

1. The employee shall obtain prompt emergency treatment for any injured individuals.
2. If the injury needs immediate care, the employee shall call 911 and have the individual transported to the paramedic-designated hospital. If the employee has any doubts, he/she is to follow the most conservative path – call for help and send the individual to the hospital as soon as possible.
3. The District provides accident coverage for all students. This insurance is secondary to the individual's own medical coverage. In an emergency, this insurance may be used to get the student treated in any hospital. In a non-emergency situation, care must be taken to refer the student to the appropriate medical facility. All first aid kits should contain the District's medical insurance form.
4. If a vehicle is involved in an accident, the passengers and injured should be removed to a point of safety. The nearest law enforcement agency should be contacted. Employee(s) and students should not leave the scene of the accident until the accident is reported to the law enforcement officials and the disposition of passengers and vehicle has been arranged.
5. In the event of a mechanical breakdown or other road emergencies, the employee should contact Campus Police to determine the best means to get the vehicle back to campus.

6. The appropriate accident report form shall be completed and filed immediately upon return.

C. Illness

1. Each participant shall be cautioned that health care is his/her personal responsibility. (Students should be warned about this in advance.)
2. A student who appears to be ill prior to the trip or who becomes ill may be sent home upon the decision of the employee. The student may be responsible for the cost of transportation home in such an instance.

- D. First Aid Kits: A first aid kit shall be in the possession of the instructor for all field trips.

VI. Fees, Costs and Reimbursement for Field Trips/Excursions and Alternate Class Sites

- A. All fees or related costs required of participants in field trips shall be clearly listed in advance of enrollment in the course. The refund policy shall conform to the District's general refund policies.
- B. District representatives shall be reimbursed for authorized and/or emergency expenses.

Reference:

Title 5, Section 55220

Discipline***Local Qualification*****Accounting**

Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, taxation, or finance OR The equivalent

(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Agriculture

Master's in agriculture, agriculture sciences or education with a specialization in agriculture OR Bachelor's in any of the above AND Master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agricultural engineering, environmental horticulture, agronomy, viticulture or enology OR The equivalent

Anthropology

Master's in anthropology or archeology OR the equivalent.

Art

Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR The equivalent

(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.)

Astronomy

Master's in astronomy or astrophysics OR Bachelor's in either of the above AND Master's in physics, math, geophysics, engineering OR the equivalent.

Biological Sciences

Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR The equivalent

Business	Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR The equivalent
Business Education	Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR The equivalent
Chemistry	Master's in chemistry OR Bachelor's in chemistry AND Master's in biochemistry, chemical engineering, chemical physics OR the equivalent.
Child Development/ Early Childhood Education	Master's in child development, early childhood education, human development, family and consumer studies with a specialization in child development/early childhood OR Bachelor's in any of the above AND Master's in educational psychology with a specialization in child development, social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.
Communications Studies (Speech Communications)	Master's in speech, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in mass communication OR the equivalent
Computer Science	Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in information science, computer information systems, information systems, mathematics, or engineering OR the equivalent.

Counseling	<p>Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, OR The Equivalent</p> <p>(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)</p>
Dance	<p>Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR The Equivalent</p>
Dietetics	<p>See Nutritional Sciences/Dietetics</p>
Drama/Theater Arts	<p>Master's in drama/theater arts/performance OR the equivalent.</p>
Earth Science	<p>Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR The Equivalent</p>
Ecology	<p>Master's in ecology or environmental studies OR The Equivalent OR See Interdisciplinary Studies</p>
Economics	<p>Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, or finance OR the equivalent.</p>
Education	<p>Master's in education OR The Equivalent</p>
Engineering	<p>Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR The Equivalent</p> <p>(NOTE: A Bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)</p>

Engineering Technology	Master's in any field of engineering technology or engineering OR Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry, OR Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license OR The Equivalent
English	Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR The Equivalent
ESL	Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR The equivalent
Ethnic Studies	Master's in the ethnic studies field OR The Equivalent OR See Interdisciplinary Studies
Family and Consumer Studies/ Home Economics	Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR The Equivalent
Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR The equivalent
Foreign Languages	Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another foreign language OR the equivalent.

Geography	Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR The Equivalent OR See Interdisciplinary Studies
Gerontology	Master's in gerontology OR The equivalent OR See Interdisciplinary Studies
Health	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent
Health Services Director/ Heath Services Coordinator/ College Nurse	Minimum Qualifications for these faculty members specified in Title 5 Section 53411.
History	Master's in history OR the equivalent.
Humanities	Master's in humanities OR The Equivalent OR See Interdisciplinary Studies
Instructional Design/ Technology	Master's in instructional design/technology OR The Equivalent
Interdisciplinary Studies	Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area, provided that the local faculty determine that the instructor's coursework was broad enough to provide an ample basis for offering such a course.
Journalism	Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR The Equivalent
Law	JD or LLB plus admission to the California Bar and 2 years experience practicing law OR meet qualification in the discipline of the application OR the equivalent.
Learning Assistance Instructors	Minimum Qualifications for these faculty members are specified in Title 5 Section 53415.

Library Science	Master's in library science, library and information science, OR The equivalent
Linguistics	Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR The equivalent
Management	Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR The equivalent
Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR The equivalent
Mass Communication	Master's in radio, television, film, mass communication, or communication, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication studies, business, telecommunications, or English OR The equivalent
Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.
Music	Master's in music OR the equivalent.
Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR The equivalent The minimum qualifications as set by the Board of Registered Nursing, whichever is higher
Nutritional Science/ Dietetics	Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR The equivalent (NOTE: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Philosophy	Master's in philosophy OR the equivalent
Photography	Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR The equivalent
Physical Education	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR The equivalent
Physical Science	See Interdisciplinary Studies
Physics	Master's in physics OR Bachelor's in physics AND Master's in astronomy, astrophysics or engineering OR the equivalent
Political Science	Master's in political science, government, public administration or international relations OR Bachelor's in any of the above AND Master's in economics, history, sociology or social science with an emphasis in political science, JD OR the equivalent
Psychology	Master's in psychology OR the equivalent
Reading	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR The equivalent
Recreation Administration	Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR The equivalent
Religious Studies	Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR The equivalent
Social Science	Master's in social science OR See Interdisciplinary Studies

**El Camino College Local Minimum Qualifications
Master's List**

Sociology	Master's in sociology or the equivalent
Special Education	Minimum Qualifications for these faculty members are specified in Title 5 Section 53414.
Speech Communication	See Communication Studies.
Theater Arts	See Drama/Theater Arts
Women's Studies	Master's in women's studies OR The equivalent OR See Interdisciplinary Studies

Category 1 – Bachelor’s Degrees Readily Available:

Discipline	Local Minimum Qualification
Computer Information Systems	Master's in computer science, computer information systems or business administration with an emphasis in computer information systems OR Bachelor's in any of the above and 5 years of appropriate work experience OR the equivalent.
Ornamental Horticulture	Bachelor's in ornamental horticulture, plant science or botany AND 2 years experience in ornamental horticulture OR the equivalent.
Real Estate	Bachelor's in business or finance, CA DRE Broker license or CA OREA Certified Appraisal license OR Associate’s in business, real estate, finance or real estate appraisal, CA DRE Broker license or CA OREA Certified Appraisal license and 5 years experience as an CA OREA Certified Appraiser

Category 2 - Bachelor’s degree and five years experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years experience and any certificate or license required to do that work.

Discipline

Administration of Justice	Electromechanical Technology
Air Conditioning, Refrigeration, Heating	Electronics
Architecture	Emergency Medical Technologies
Auto Body Technology	Engineering Support
Automotive Technology	Environmental Technologies
Cabinet Making	Fire Technology
Carpentry	Industrial Technology
Construction Technology	Machine Tool Technology
Cosmetology	Manufacturing Technology
Drafting	Robotics
Electricity	Telecommunication Technology
	Welding

Non-Master's Disciplines List Local Qualifications

Category 3 - Bachelor's degree and two years experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years experience and any certificate or license required to do that work.

Discipline

Addiction Paraprofessional Training	Dental Technology
Adgricultureal Business and Related Services	Diagnostic Medical Technology
Aeronautics	Diesel Mechanics
Agricultural Engineering	Dietetic Technician
Agricultural Production	Electromicroscopy
Animal Training and Management	Electronic Technology
Appliance Repair	Electroplating
Archaeological Technology	Equine Science
Athletic Training	Estimating
Aviation	Fabric Care
Banking and Finance	Fashion and Related Technologies
Barbering	Flight attendant Training
Bicycle Repair	Fluid Mechanics Technology
Broadcasting Technology	Folk Dance
Building Codes and Regulations	Forestry/Natural Resources
Building Maintenance	Furniture Making
Business Machine Technology	Graphic Arts
Cardiovascular Technology	Gunsmithing
Ceramic Technology	Health Care Ancillaries
Coaching	Health Information Technology
Commercial Art	Heavy Duty Equipment Mechanics
Commercial Music	Hotel and Motel Services
Computer Information Systems	Industrial Design
Computer Service Technology	Industrial Maintenance
Construction Management	Industrial Relations
Court Interpreting	Industrial Safety
Court Reporting	Insurance
Culinary Arts/Food Technology	Interior Design

Janitorial Services
Jewelry
Labor Relations
Legal Assisting
Library Technology
Licensed Vocational Nursing
Locsmithing
Marine Diving Technology
Martial Arts/Self Defense
Masonry
Materials Testing Technology
Media Production
Medical Instrument Repair
Mining and Metallurgy
Mortuary Science
Motorcycle Repair
Multimedia
Music Management
Music Merchandising
Musical Instrument Repair
Nursing Science/ Clinical Practice
Occupational Theragpy Assisting
Office Technologies
Ornamental Horticulture
Pharmacy Technology
Phtographic Technology/ Commercial Photography
Physical Theragpy Assisting
Piano Tuning and Repair
Plastics
Plumbing
Printing Technology
Private Security
Prosthetics and Orthotics
Psychiatric Technician
Public Relations
Radiation Therapy
Radiological Technology
Real Estate
Registered Veterinary Technician
Rehabilitation Technician
Respiratory Technician
Respiratory Technologies
Restaurant Management
Retailing
Sanitation and Public Health Technology
Search and Rescue
Sheet Metal
Ship and Boat Building and Repair
Shoe Rebuilding
Sign Language, American
Sign Language/ English Interpreting
Small Business Development
Small Engine Mechanics
Stagecraft
Steamfitting
Surgical Technology
Transportaiton
Travel Services
Upholstering
Vision Care Technology
Watch and Clock Repair

AN EXAMINATION OF THE INTEGRITY OF THE SYLLABUS

Darlene V. Habanek

Abstract. The syllabus functions as a major communication device that provides details of how student learning will be assessed and about the roles of both students and instructors in the learning and assessment process. This analysis of actual course syllabi shows the inconsistency of such communication and, therefore, the corruption of the assessment agreement that the syllabus represents.

A new challenge to accountability is how we communicate with our students the details of their responsibility for learning and accomplishing academic standards. The syllabus provides a document by which faculty members define learning outcomes for students and the methods by which those outcomes will be realized. It also should clearly model the accountability agreement between professor and student by the information it provides. The syllabus should explain how the course has been designed by the professor to facilitate learning and what the professor will do to help all students achieve the course goals. The purpose of this investigation is to look at a sample of syllabi designed for a variety of courses in different disciplines to see which do and do not make that accountability clear.

Parks and Harris (2002) describe the syllabus as a contract between instructor and student that sets forth expectations and guides behavior. They explain that it should delineate the responsibility of both parties. The syllabus also may become a permanent record of curriculum and is sometimes considered to have official meaning. Becker (1999) considers that the syllabus has changed from a brief list of assignments and is now a complex document that contains critical course information. Fink maintains that the syllabus should contain “enough information so that students can do what you want them to do along with the policies that set the ground rules for course operation” (2003, 144). In other words, the information that designates the responsibilities of all parties in the learning process must be included. Davidson and Ambrose (1994) also describe the syllabus as a type of contract that presents both what the instructor expects from the

students and what students can expect from the instructor.

Davis outlines general strategies for designing a syllabus that include “more rather than less material” (1993, 17). The document also should explain the learning goals or objectives for the course to let students know what they will know more about and will be able to do at the end of the term. Information on how to succeed is included to give students the details on how and where to get assistance (including office hours and other contact information), where materials for the course can be located, and how students will be assessed and grades assigned. Collins enjoins faculty to “disclose as much insider knowledge as possible to promote the success of all students” (1997, 82). The studies of Lisle, Perrine, and Tucker (1995) and Becker (1999) show that students need and want such information.

Ideally, the professor side of the agreement in the syllabus offers the perspective that the professor has a base of knowledge and skill to offer to students. The professor identifies the specific course outcomes in the syllabus and details how to attain them. Also included are a detailed schedule of course events and advice and resources for student success. The professor commits to fairly assess learning, respect differences, meet classes, and design class sessions that facilitate learning. Several authors provide comprehensive lists of what should be included in an

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informative syllabus (Collins 1997; Davis 1993; Grunert 1997; Parks and Harris 2002). The student side of the agreement, as laid out by the professor, should convey the importance of coming to class; reading, writing, and computing in synchrony with the progression of the class; demonstrating learning by the methods chosen; striving for success; and respecting everyone in the learning environment. "A syllabus tells students a lot about the instructor . . . and leaves a lasting first impression. . . . [S]tudents learn more effectively when they understand the faculty's members' intentions and expectations about a course" (Davidson and Ambrose 1994, 31).

The perspective that guides this project is that the syllabus is an agreement that specifies the accountability of the major players in the learning process. It should focus on the mastery of student-centered course objectives and take the tone of the professor's commitment to the success of every student. In the syllabus, the professor can model enthusiasm for the course content and convey a positive invitation to the student to explore learning in the discipline. The syllabus provides an important, and maybe the only, vehicle for expressing accountability and commitment.

Method

Twenty-five syllabi were gathered from the Web site of a midwestern university. The documents were analyzed for course outcomes, materials, schedule, respect for individuals, details on how to be successful in the course, and the instructor's model for organization and enthusiasm. The syllabi represent a cross-section of university courses and a range of levels: two were from math, two from computing, four from business/accounting, four from English/speech, two from history/political science, two from geography, one from sociology, three from sciences, two from education, and three from general education. Each was examined for the following: expression of course outcomes, details about course materials, layout of course schedule, expressions of respect for individuals, details about how to succeed in the course, language that represented modeling by the instructor of enthusiasm for the content of the course, and a category

named "other" that represented additional information included in the syllabi examined.

Results

Overall, only three of the syllabi examined met all the criteria for an informative syllabus in which the instructor modeled enthusiasm and provided all the information needed to make the document convey the accountability agreement between students and instructor.

In terms of course outcomes, two syllabi did not address outcomes at all. Three gave instructor-centered objectives such as "provide students with an understanding of . . ." Three gave general, student-centered objectives such as "develop knowledge of . . ." Four gave specific, student-centered objectives such as "analyze political events." Four gave student-centered objectives that were mixed—general and specific. Nine syllabi gave the course catalogue description.

Eleven syllabi included specific details on necessary texts and other course materials as well as where to find them. Thirteen gave details of materials needed but not where to find them. One course had no necessary materials.

Six of the syllabi had no course schedule. Thirteen gave specific dates and topics, and eleven of those also included test and assignment dates. Two syllabi gave topics to be covered but no dates. Four gave general topics by week. Overall, five gave a fully integrated schedule that included specific dates with topics, assignments, and assessments.

In terms of conveying respect for individuals, twenty-two gave the university disability statement. Three also detailed class conduct expectations, but two had neither a disability statement nor any mention of expectations for class conduct.

Information included in the syllabus about being successful in the course varied. Five gave rules about situations that would affect a grade, such as late assignments or missed tests. Two gave the same types of rules, as well as general advice about how to be successful. Ten gave advice only. Nine gave details about assignments and tests that would lead to success; two of these also gave rules.

Modeling enthusiasm for the course by items included in the syllabus was under-

represented in this sample. Three of the syllabi included language that modeled enthusiasm for course content and/or addressed collaboration between instructor and student around learning throughout the semester.

Twenty-two modeled no enthusiasm or collaboration. Overall, eight syllabi included many rule-oriented details, three were unorganized and hard to follow, and three were conversational in tone and conveyed a positive attitude.

Discussion

If we accept the positions of authors such as Collins (1997) and Parks and Harris (2002), faculty members should take the contents, intent, and tone of the syllabus seriously. This includes using language that models enthusiasm for the knowledge and skills to be learned, clear outcomes that inform students directly about what they should expect to gain in the course, and complete information about how to be successful in achieving those outcomes.

The absence of clear course objectives in many of the syllabi examined raises concern. What message do students take from the main information source for a course that does not provide such a list? Because accreditation processes look specifically for evidence of curricular alignment and program integrity, in part by examining syllabi, it seems that there is little reason for such information to be absent, even if it is not felt that students need it. In addition, providing students with details about how and where to get course materials so that they can be prepared as early in the term as possible for full preparation and participation in all class sessions is a simple step toward engaging students in the learning process.

Many authors specify that an important part of a syllabus is a detailed schedule of meeting dates and assignments. Only 20 percent of the syllabi examined contained such detail. The message of the information presented in a schedule of classes is that there is a plan for the course, the instructor has formulated assignments and assessments that encourage learning throughout the term, and the instructor wants students to see the course as a whole and how it unfolds so they can

develop a context for it within their educational program. Sparse information about the direction of a course and a lack of assignments that ensure that students will be prepared to participate give an entirely different message.

The sample syllabi examined did a bit better with providing advice to students on what it takes to be successful in the course represented. It is a bit confusing that most provided some sort of information, either rule oriented or advice oriented, about studying, preparing for class, getting assistance, and adhering to due dates, even when course outcomes were ambiguous. There should be a clear connection between course outcomes and what students are expected and advised to do to attain them.

The language in the examined syllabi that would provide a message from the instructor about the importance of the course content was missing in all but three of the syllabi. These three syllabi also included a message that the instructor would be working with students to attain the objectives of the course. Again, it seems logical that using the syllabus to send a message of enthusiasm and collaboration would be important for establish-

ing a positive learning environment. Most of the syllabi examined contained neither.

Conclusion

Of the twenty-five syllabi examined, only three met all the criteria of an accountability agreement that delineates the responsibility of both parties and the conditions for success of students. No syllabus also included the modeling by the instructor. These results raise questions about the purpose and integrity of the information presented in syllabi that students depend on to help them navigate a course.

Collins (1997) maintains that with the common use of technology to update and copy syllabi, it is especially easy to change some dates and times without thinking through the semester's goals and the additional information that would help students achieve them. An important point focuses on the role of faculty members as they compose a document that conveys the accountability agreement with their students. The literature provides solid reasoning about what should be included in syllabi, the characteristics of a contract that such documents hold, and the message of support for success for all students. The

syllabi examined, although a small sample, do not adhere to the recommendations or seem to convey the accountability agreement that is necessary.

Key words: syllabus, accountability, learning objectives

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TITLE: An Examination of the Integrity of the Syllabus
SOURCE: Coll Teach 53 no2 Spr 2005
WN: 0510503828003

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