



OFFICERS & EXECUTIVE COMMITTEE

President	David Vakil	VP Faculty Development	Chris Gold
VP Compton Educational Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Lars Kjeseth	VP Legislative Action	Chris Wells
VP Educational Policies	Chris Jeffries	Secretary	Claudia Striepe

Senate Mailing List

<u>Adjunct</u>		<u>Health Sci & Athletics/Nursing</u>		<u>Natural Sciences</u>	
Michael Mangan - English	09/10	Tom Hazell*	09/10	Miguel Jimenez	11/12
_____ (vacant)		_____ (vacant)		Chuck Herzig	11/12
		_____ (vacant)		Teresa Palos	10/11
<u>Behavior & Social Sciences</u>		Pat McGinley	09/10	David Vakil*	10/11
Randy Firestone	11/12	Kathleen Rosales	11/12	_____ (vacant)	
Christina Gold	10/11			<u>Academic Affairs</u>	
Michelle Moen	11/12	<u>Humanities</u>		Quajuana Chapman	
Lance Widman*	09/10	Brent Isaacs	11/12	Dr. Francisco Arce	
Michael Wynne	11/12	Peter Marcoux	11/12	<u>Associated Students Org.</u>	
<u>Business</u>		Kate McLaughlin	11/12	Joshua Casper	
Philip Lau	11/12	Bruce Peppard	11/12	Begoña Guereca	
Jay Siddiqui*	11/12	Jenny Simon	11/12	Phillip Stokes	
_____ (vacant)		<u>Industry & Technology</u>		<u>President/Superintendent</u>	
<u>Compton Educational Center</u>	(1 yr terms)	Patty Gebert	09/10	Dr. Thomas Fallo	
Saul Panski	09/10	Ed Hofmann		<u>The Union</u>	
Estina Pratt	09/10	Douglas Marston*		Editor	
Tom Norton	09/10	Lee Macpherson	09/10		
Jerome Evans	09/10	_____ (vacant)		<u>Division Personnel</u>	
Darwin Smith	09/10			Jean Shankweiler	
<u>Counseling</u>		<u>Learning Resource Unit</u>		Don Goldberg	
Christina Pajo	11/12	Claudia Striepe*	10/11	Tom Lew	
Brenda Jackson*	10/11	Moon Ichinaga	10/11		
Chris Jeffries	10/11	<u>Mathematical Sciences</u>		<u>Counseling</u>	
<u>Fine Arts</u>		John Boerger	10/11	Ken Key	
Ali Ahmadpour	11/12	Greg Fry	10/11	<u>Ex-officio positions</u>	
Randall Bloomberg	11/12	Marc Glucksman*	09/10	ECCFT President	
Patrick Schultz	11/12	Susan Taylor	11/12	Elizabeth Shadish	
Chris Wells*	11/12	Paul Yun	10/11	Curriculum Chair	
Mark Crossman	11/12			Lars Kjeseth	

Dates after names indicate the last academic year of the senator's three year term, except for Compton senators who serve one-year terms. For example 11/12 = 2011-2012.

*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



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 2009</u>		<u>SPRING 2010</u>		(changes denoted with <u>underlines</u>)
September 15	Communications 104	March 2	Communications 104	
October 6	Communications 104	March 16	Communications 104	
October 20	Communications 104	<u>April 1</u>	<u>Dist. Ed. Conf. Room</u>	
		April 6	Communications 104	
November 3	Communications 104	April 20	<u>Compton Board Room</u>	
November 17	Communications 104	May 4	<u>Dist. Ed. Conf. Room</u>	
December 1	Communications 104	May 18	Communications 104	
December 15	Communications 104	June 1	Communications 104	

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

<u>FALL 2009</u>		<u>SPRING 2010</u>	
September 17	Board Room	March 4	Board Room
October 8	Board Room	March 18	Board Room
October 22	Board Room	April 8	Board Room
November 5	Board Room	April 22	Board Room
November 19	Board Room	May 6	Board Room
December 3	Board Room	May 20	Board Room
		June 3	Board Room



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D. REPORTS OF SPECIAL COMMITTEES		
	Technology SLOs	
E. UNFINISHED BUSINESS (1:00pm)		
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F. NEW BUSINESS		
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G. AGENDA ITEMS FOR FUTURE MEETINGS	May 4: Basic Skills presentation Upcoming: ARCC report, survey of deans about department chairs, evaluating Academic Senate, Program Discontinuance Policy/procedure Student Performance and Achievement	
H. PUBLIC COMMENT		
I. ADJOURN		



Committees

<u>Sen</u>	<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
Senate					
ASSESSMENT OF LEARNING (SLOs)	Jenny Simon	2 nd & 4 th Mon.	2:30-4:00	Library 202	
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board	
CURRICULUM	Lars Kjeseth	2/23, 3/16, 4/6, 5/4, 5/25, 6/1	2:30-4:30	Board Room	
EDUCATION POLICIES	Chris Jeffries	2 nd & 4 th Tues.	12:30-2:00	SSC 106	
PLANNING & BUDGETING	Arvid Spor	1 st & 3 rd Thur	1:00 – 2:30	Library 202	
FACULTY DEVELOPMENT	Chris Gold	2 nd & 4 th Tues	1:00 – 1:50	ADM 127	
CALENDAR	Jeanie Nishime	Sep 30	3pm	Board Room	
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp	Sep 24 Nov 12	12:30 – 2:00 pm	Library 202	
Campus					
ACCREDITATION	Francisco Arce , Arvid Spor, Evelyn Uyemura				
BOARD OF TRUSTEES	Nate Jackson	Mondays	4:00	Board Room	
COLLEGE COUNCIL	Tom Fallo	Mondays	12:00-1:00	Adm. 127	
DEAN'S COUNCIL	Francisco Arce	Thursdays	9:00-10:30		
CAMPUS TECHNOLOGY	John Wagstaff	3 rd Weds.	2-3:00 pm		
ENROLLMENT MANAGEMENT	Arvid Spor	Thursdays	9-10:00 am	Library 202	

ACADEMIC SENATE ATTENDANCE & MINUTES
SPECIAL MEETING 1st April 2010

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

Adjunct Faculty
Mangan, Michael(Hum)

Behavioral & Social Sciences
Firestone, Randy X
Gold, Christina EXC
Widman, Lance EXC
Wynne, Michael
Moen, Michelle X

Business
Siddiqui, Junaid EXC
Lau, Philip S

Counseling
Jackson, Brenda X
Jeffries, Chris EXC
Key, Ken
Pajo, Christina X

Fine Arts
Ahmadpour, Ali X
Bloomberg, Randall X
Crossman, Mark
Schultz, Patrick X
Wells, Chris X

Health Sciences & Athletics
Hazell, Tom
McGinley, Pat
Rosales, Kathleen

Humanities
Isaacs, Brent X
Marcoux, Pete
McLaughlin, Kate EXC
Peppard, Bruce
Simon, Jenny X

Industry & Technology
Gebert, Pat X
Hofmann, Ed
MacPherson, Lee X
Marston, Doug X

Learning Resources Unit
Striepe, Claudia X
Ichinaga, Moon X

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

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

Academic Affairs
Chapman, Quajuana

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

Assoc. Students Org.
Casper, Joshua X
Stokes, Philip X
Safazada, Ana
Begonia Guereca X

Ex- Officio Positions
Arce, Francisco X
Nishime, Jeanie
Shadish, Elizabeth X
Kjeseth, Lars X

Guests and/Other Officers: Janet Young, Barbara Jaffe, Lars Kjeseth, Katie Roller (UCLA)

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

The first SPECIAL Academic Senate meeting of the Spring 2010 semester was called to order at 1:05 pm in the Distance Education Classroom

Only one item was on the agenda, and that was discussion of a potential vote of no confidence in the leadership of the ACCJC, and to guide AS President Dave Vakil's (DV) thinking as he casts his vote as our representative at the upcoming (April 17th)ASCCC Plenary Session.

DV noted that there were 5 options: to support the resolution, to oppose the resolution, to abstain from voting on the resolution, to amend the resolution, or to propose a new resolution.

DV opened the floor for discussion.

Ms. Ichinaga asked about the Appendix XX mentioned in the Resolution. DV apologized, saying there is no appendix XX, but the XX was put in as a place- holder for an expected appendix, not available as yet.

DV pointed out that the original resolution from Area A appears on pg 7 of the packet, and the resolution as amended by Area C appears on pg 6 of packet. The amendments are minor, and the two might be combined and attributed as being initiated by the Area A member.

Ms. Ichinaga asked whether the ACCJC is indeed arbitrarily holding us to standards that other areas do not have to follow?

Mr. Firestone asked why the ACCJC was the accrediting body and why we did not change?

Mr. Panski said the intent was not to leave the ACCJC necessarily, but to criticize their leadership.

Mr. Firestone felt that for the ACCJC to change their ways they would need to have something to lose.

Mr. Panski noted that they get most of their monies from Community Colleges, and said that we want the agencies that work with and/or oversee the ACCJC to be aware of the situation so that they can bear a hand in getting them in line.

Mr. Wells agreed noting that CHAE and WASC were all aligned with the ACCJC in some respects and they are all accountable to each other as well, so the resolution decision should be sent to all to use as leverage.

Ms. Ichinaga said it was important that these points be substantiated, and again asked if the standards we are held to are arbitrary.

Mr. Kjeseth said he felt that the Standards, as written, are quite strong and good, but that the ACCJC were not treating them as Standards, but as a way of making Regulations. The aim should be to have Standards and then see how we as a college are meeting or exceeding the Standards, but the ACCJC seems to want to tell us what it means to meet the Standards , and in this is overstepping its' bounds.

Mr. D. Smith noted that it had been observed that the ACCJC were not abiding by their own bylaws and the issue took off from there.

Mr. Wells agreed, saying that the perception was that Standards had been applied differently in different places at different times.

Mr. Kjeseth used SLO's as an example, saying that the Standards say that outcomes can be many (measurable) things that a college promotes and meets, but the ACCJC has made regulations and rules to accompany the Standards stating that to meet the Standards you must do this and that...which is contrary to the original intent. So the Standards themselves are OK, it is the move to Regulations that is troubling.

Mr. Marston agreed, saying it was important to stand up and speak out. He felt the tone of some of the ACCJC replies to documentation were insulting in their tone.

Mr. Smith noted that this move is not a knee-jerk reaction, but a considered response to things that have been brewing since the tenure of the previous President of the Statewide Academic Senate.

Ms. Striepe asked about the recommendations [pg. 19 of packet] and whether these were linked to the resolution, and DV answered that these were not being considered today, only the Resolution, and that the recommendations would be considered at a later date.

Mr. Firestone repeated his opinion that the resolution should have “teeth”, and suggested adding another point stating that the colleges would seek to change leadership if the issues could not be resolved.

Mr. Panski noted that the colleges could bypass the ACCJC and go directly through WASC.

DV said he would like to get suggestions for amendments and suggested people send him these suggestions in writing with specific wording.

Ms. Taylor asked if we were going to be voting on the issue today, as if we were, she would prefer to hear all the suggestions now so that she could make a considered vote. If suggestions were emailed to DV she would not be able to consider them.

DV said that he was seeking guidance on how to respond. He would also be hearing more arguments at the Plenary Session that he would have to consider and might influence his final vote.

Ms. Taylor felt that changes and amendments needed to be aired here and now so that we could all be privy to them.

Mr. Wells said it would be good to talk over the merits of the resolution and possible amendments, but not get bogged down in wordsmithing the specifics because of time constraints.

DV agreed.

Ms. Striepe asked if any punitive measures were possible (for instance, against the Compton Center) if we voted one way or another. Ms. Pratt felt that the votes would be considered as a body, and that the votes of individual colleges would not be noted. “No names would be taken”

Mr. Panski said that he appreciated the sentiment, but agreed with Ms. Pratt that it would be seen as a total area/region vote.

Mr. Marston said he did not appreciate the tone, and that these problems had been brewing for a while, and not being taken seriously by the ACCJC.

Mr. Caspar asked what the Senate really expected to happen after we had sent the Resolution on to various people like Secretary Duncan and President Obama? What did we expect the outcome to be? The Student Senate is also considering a similar Resolution.

DV felt this was a good question. Mr. Panski said that this was a vote of No Confidence and what was wanted was a change of leadership. Mr. Wells said that if the ACCJC was engaged in robust discussion with its constituents, we might not need the whereases.

Ms. Ichinaga had a question about the composition of the Body listed on the letter to Mr. Scott. Who are these people? Are any of them educators, or representatives of institutions? Mr. Kjeseth said that one could find this information on their website. Some were faculty members, others community and business/industry representatives.

DV asked Dr. Arce to make some comments on how he felt the ACCJC might possibly respond.

Dr. Arce noted that he was an Accreditation officer of El Camino to the Commission, and is responsible for reports and responses to the Commission.

In his opinion the Commission HAS made some changes in response to outcries and concerns expressed from around the State. He felt that many schools had been slow in responding to recommendations to change (for instance) their planning and review processes. The colleges did not seem to take the recommendations seriously. Many were also slow to respond to the issue of SLOs. So we and many others have had a problem meeting the Standards. So some of the Commission actions were warranted. There had been shock in the Community College system re:

the sanctions, terminations and probations, as with Compton in 2006. But as colleges have started responding and improving, so the Commission has responded, and some colleges are now off warning and probation.

Dr. Arce pointed out that he is NOT a spokesperson or apologist for the Commission, although he personally would not support a vote of no confidence.

The Commission IS increasing training opportunities. ECC and Compton will be sending folks to workshops on how to respond to the Standards. To some laughter, Dr. Arce said the Commission felt like they WERE being responsive to concerns.

Dr. Arce noted that many of the members of the Commission are members of Community Colleges and they are not comfortable with the criticisms. He noted that we had been on warning (NOT probation), which forced us to improve and become better at what we do. Dr. Arce noted that the improvement has been dramatic in some areas.

Dr. Shadish said that the Commission may be changing as we comply with their demands...but are they changing in ways that we want, and that are meaningful for us?

Dr. Arce agreed that they could have approached things differently, like making recommendations and visits before warnings, etc.

Mr. Wells said that either the Commission is right and other Accrediting Commissions have got it wrong, or vice versa...but someone is out of step.

Dr. Arce said to remember that our system is the largest by far, with over 100 colleges. At any one time there may be 15- 30 colleges under full review and some 60 on some level of review (NOT warning). He urged being rational over being emotional.

Mr. Panski said he hoped this would be a wake- up call for the Commission.

DV said there were now 2 issues before the Senate.

1. To accept, in principle, the proposed amendment to the resolution as suggested by Mr. Firestone by adding “teeth” in the form of “exploring a change in leadership” – specific wording to be worked out later.
2. To vote on the Resolution of No Confidence.

The ECC/CEC Academic Senate voted in favor of adding the amendment to the resolution, and strongly supported a proposed resolution to the statewide Academic Senate asking the statewide Academic Senate to vote no confidence in the leadership of the Accrediting Commission for Community and Junior Colleges (ACCJC, ECC’s accrediting body).

The meeting was adjourned at 2:02pm
Cs/ecc2010

2.03 S10 Vote of No Confidence in the Leadership of the Accrediting Commission for Community and Junior Colleges (ACCJC) Shaaron Vogel, Butte College, Area A

Whereas, The purpose of accreditation is to ensure quality in higher education through the use of a peer review process that focuses on self-study, a meeting of standards that represent best practices, and identification of areas of needed improvement;

Whereas, To effectively carry out the accreditation peer review process, which the Academic Senate for California Community Colleges highly supports, the leadership of the body that accredits must model openness, frank discussion, robust dialog, honesty in communications, and willingness to improve, and the Accrediting Commission for Community and Junior Colleges (ACCJC) leadership has consistently failed to model any of these;

Whereas, The leadership of ACCJC has exhibited no evidence that they hold themselves accountable to their own standards of improvement, was unresponsive to the recommendations from official statewide representative bodies, denied representatives from those bodies the opportunity to speak at a public meeting, and is unwilling to improve its own dysfunctional processes; and

Whereas, Collaborative and collegial communication to ACCJC leadership from CEOs, CIOs, CSSOs, and faculty indicating specific areas of concern received a answer from the ACCJC president that was not responsive to any of the suggestions that ACCJC should address for its own improvement, and which was at variance with the facts (See Appendix B);

Resolved, That the Academic Senate for California Community Colleges vote no confidence in the leadership of ACCJC;

Resolved, that the Academic Senate for California Community Colleges work with its Consultation Council partners to send this no-confidence vote to Council for Higher Education Accreditation (CHEA), Council of Regional Accrediting Commissions (CRAC), the U.S. Secretary of Education, and the President of the United States.

**2.04 S10 Accreditation Options
Richard Akers, Contra Costa College, Area B**

Whereas, The Academic Senate for California Community Colleges greatly values and respects the essential components of peer review and external accreditation in the educational process;

Whereas, The Accrediting Commission for Community and Junior Colleges' (ACCJC) approach to accreditation has been punitive and publicly divisive, causing additional and unnecessary expenses and re-appropriation of resources from the classroom; and

Whereas, Alternative accrediting bodies other than the ACCJC exist and are utilized by our transfer institutions;

Resolved, That the Academic Senate for California Community Colleges conduct research as to the options available for peer review and accreditation other than the ACCJC and make the results of this research available by Spring 2011

ACADEMIC SENATE ATTENDANCE & MINUTES
6th April 2010

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

Adjunct Faculty
Mangan, Michael(Hum)

Behavioral & Social Sciences
Firestone, Randy X
Gold, Christina
Moen, Michelle EXC
Widman, Lance X
Wynne, Michael X

Business
Siddiqui, Junaid X
Lau, Philip S

Counseling
Jackson, Brenda X
Jeffries, Chris X
Key, Ken
Pajo, Cristina X

Fine Arts
Ahmadpour, Ali X
Bloomberg, Randall X
Crossman, Mark
Schultz, Patrick EXC
Wells, Chris X

Health Sciences & Athletics
Hazell, Tom
McGinley, Pat X
Rosales, Kathleen X

Humanities
Isaacs, Brent X
Marcoux, Pete X
McLaughlin, Kate X
Peppard, Bruce X
Simon, Jenny X

Industry & Technology
Gebert, Pat X
Hofmann, Ed
MacPherson, Lee X
Marston, Doug X

Learning Resources Unit
Striepe, Claudia X
Ichinaga, Moon X

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

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

Academic Affairs
Chapman, Quajuana

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

Assoc. Students Org.
Casper, Joshua
Safazada, Ana
Stokes, Philip
Begona Guereca X

Ex- Officio Positions
Arce, Francisco X
Nishime, Jeanie X
Shadish, Elizabeth
Kjeseth, Lars X

Guests and/Other Officers: Barbara Jaffe, Caroline Pinedo

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The third Academic Senate meeting of the Spring 2010 semester was called to order at 12:35pm

Approval of last Minutes:

The minutes [pp. 5 -10 of packet] were approved following a motion from Mr. Wells, seconded by Mr. Marcoux.

REPORTS OF OFFICERS

President's report – Dave Vakil (henceforth DV)

DV reported a successful Area C Academic Senate meeting hosted by ECC on March 27th, 2010. Approximately 30 colleges were represented, and much was accomplished. DV mentioned the proposal of a “no confidence” resolution for the ACCJC, and that a topic of concern was how to encourage more diversity in the Academic Senate at the state- wide level.

DV asked for practical ideas and suggestions on this to be forwarded to him. DV particularly thanked Ms. Suekawa for her help and support in preparing for the meeting.

DV also expressed thanks to all the senators who participated in the special meeting on April 1st, which led to a vote of “no confidence” in the ACCJC leadership, with support for an amendment to the current “no confidence” resolution with the intent of looking at alternative accrediting bodies. DV also asked for volunteers to read through and offer guidance on the myriad resolutions that will be considered at the State Plenary session, April 15-17th.

DV reminded the senators again about the “disciplines” list of minimum hiring qualifications. He has received one revision proposal from the Physics/Earth Sciences Dept. to date.

An ECC Planning Summit was held recently, and a summary of the discussions and ideas can be found in the packet [pp 14-17]

DV reminded the senate that the next Academic Senate meeting would be held on the Compton campus in the Board Room on April 20th. Unfortunately the Compton bus is NOT available for use. Alternative transport was discussed. ECC vans can be borrowed if one has undergone the driver training, but hardly any senators had done so. The other alternative would be to carpool, and DV asked all those willing to drive to let him know so that he could arrange some “teams”. Ms. Jeffries also mentioned that the police have two vans which hold 7 people; she will investigate this option further. Compton is very happy to hear that we are coming to their campus. A teleconference Senate meeting has been planned for May 4th; Mr. Marcoux is awaiting more details from Mr. Story on this.

DV remarked that there seemed to be more “personal” problems, and that services are available to help people. DV mentioned the EASE program which offers counseling to employees, and that we should advertise this service to our peers. DV included a brochure in the packet [pp 22-25]

The Climate Survey will be distributed next week, with a submission date of the end of April. It is hoped that we will get a high participation rate.

DV encouraged the senators to also read his detailed report [pp 11-13 of packet]

VP – Compton Center - Saul Panski (SP)

No report.

Curriculum Committee – Lars Kjeseth (LK)

LK noted that according to the CCC bylaws the Curriculum Chair's successor must be elected from the current faculty voting membership. However the CCC election committee's “exhaustive process” had elicited no candidates. LK felt that the reason that no candidates has stepped forward were that people were wary of the time and energy the commitment required. LK felt this was the biggest obstacle. Also

they were apprehensive about the technical and training issues related to the transfer to CurricUNET, and about attaining a workable 6 year (or 4 year) Course Review cycle. Lastly, people did not feel they had enough curriculum knowledge, or enough training opportunities to gain said knowledge.

LK felt that the key to resolving the problem would be to “right- size” the job to make it more attractive to current CCC members. LK noted that at the next meeting he might ask the Senate to suspend the by-laws to allow a bigger pool of candidates.

Dr. Arce stated that he is aware of and sympathetic to the issue, and has a proposal under consideration to increase staffing in the Academic affairs office. If there were an analyst to help, this would reduce the pressure significantly. Dr. Arce noted that we are under scrutiny as regards our Review cycle as the perception seems to be that we start initiatives but cannot sustain them. We have to prove to the Commission that we CAN sustain initiatives, for instance in the areas of Course Review and SLOs. Dr. Arce agreed that no one should have to work for free.

Mr. Marcoux asked LK if he had someone in mind for the position. LK said no, and that a better solution would be to make the job attractive to people who are currently on the Curriculum Committee so that they could step in now.

Mr. Marcoux asked whether LK felt 100% release time was needed. LK said yes, it was necessary at least during the transition period, and after that it could taper off to about 50%, in his opinion. LK also stated that he would be on board to help out as much as he could. The Chair elect needed a plan re: training, going to Curriculum Institute conferences, shadowing the current Chair, etc. as the job is very complex. DV noted that as Chair elect of the Academic Senate, he had found shadowing Ex President AS Pete Marcoux very helpful indeed, and Mr. Marston agreed re: his time with Joe Bonano.

VP - Educational Policies – Chris Jeffries (CJ)

CJ reported that minutes from the last meeting, March 9th, are in the packet [pg 34] The next meeting has had to be changed, due to Spring Break, and will take place on April 27th at 1pm in the Student Counseling Conference room.

VP - Faculty Development – Chris Gold (CG)

CG was unable to attend, but DV noted that the Committee continues to work on the **Outstanding Adjunct Faculty Award** and on **revising the Faculty Handbook**.

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

[See pp. 26- 28 of packet] for the PBC 3/4/2010 Minutes. LW reported that President Fallo had attended this meeting for a discussion of PBC responsibilities, especially in the areas of planning, budgeting and communication. LW felt that improvement in the interaction between program Review and Planning and Budgeting is taking place and is on- going. LW felt that the critical element is how individual faculty communicate planning and budgeting processes at the grassroots level of our Divisions and departments, and campus communications in general.

[See pp 31-33 of packet] for the tentative budget assumptions for 2010-2011. This shows an initial draft of the assumptions that will be used in building the 2010-11 budget.

Council of Dean’s Meeting Report –Moon Ichinaga (MI)

[See pp 35-37 of packet] MI reported that Copy Center Direct is set to replace email near the end of the semester. MI felt that the “Facts and Figures” for both ECC and CEC, which had earlier been reviewed by Ms. Graf and which are available from the Office of Institutional Research’s web site, provided much valuable information especially as regards information for planning and budgeting. MI mentioned particularly statistics on racial composition, first generation college goers, and textbook purchases. This information also was helpful in proving the college with a culture of evidence. DV also thanked Ms. Pineda for regularly attending the Senate meetings.

Mr. Widman wondered whether anyone had thought of the impact of not having textbooks on SLOs , and how it might affect the outcomes.

Discussion followed on the new methods of getting textbook information to students, including “half” textbooks, customized textbooks, buying chapters of a textbook of the internet, and renting textbooks to students. Ms. Nishime said that buying textbooks was at times a matter of priorities, but that Financial Aid was trying to find ways of alleviating the wait for money, including issuing debit cards. MI noted that with inflation costs had risen and that not many colleges had textbook collections now. MI thanked Mr. Yun for his continued contribution of textbooks to the ECC library, as sometimes teacher donations were our only source of textbooks. Begonia Guereca agreed that many students have problems in this area, with the expense and that she would discuss the issue at the Thursday meeting of the ASO.

VP – Legislative Action – Chris Wells (CW)

CW reported that there are many Bills being considered by the State legislature that may affect community colleges.

He mentioned the following:

SB 1440 & AB 440 California Community Colleges: Student transfer. Colleges would not be allowed to add requirements for a transfer degree.

AB 2302 would have transfer degreeed students transfer as juniors/have third year status.

AB 2385 Pilot Program for Accelerated Nursing and Allied Health Care Profession Education at the California Community Colleges, which would allow a degree to be earned in 18 months or less.

AB 1909 would authorize Community Colleges to run K-12 Charter schools.

AB 2542 Accelerating Student Success: Improving Student Outcomes at Community Colleges, would change funding from being based on the third week census to students who successfully complete the degree/certificate. An extra \$1,000. in funding would be provided for each student who completes a degree/certificate, or who is eligible to transfer to a 4 year college.

Kaplan College has come up with a MOU. This may be problematic as it seems it was written without collegial consultation.

CW also distributed a handout showing section offerings. He urged us to look at this so that we avoid creating bottlenecks in the system. Mr. Kjeseth said he had also been at the Conference and had attended a presentation on assessment that had brought up the question of how we can know if Community Colleges are successful. It seems that everyone realizes that measuring success by the number of degrees awarded is not the fairest method, but no one knows quite how else to calculate success. CW said he feared that success measured by degrees awarded might lead to grade inflation.

REPORTS OF SPECIAL COMMITTEES

NONE

UNFINISHED BUSINESS

NONE

NEW BUSINESS

AS President- Elect – Dave Vakil (DV).

DV noted that the Senate will need to select a new President- Elect by the end of the Spring Semester. The President- Elect will shadow DV for the 2010-11 year, and will then become the new Academic Senate President and serve a two year term 2011-2012 through 2012-2013. DV said that after much thought he has decided not to run for President again. Mr. Marcoux has volunteered to chair the election committee. DV said that he wanted to put the information out there so that interested parties could start campaigning.

Area C/ASCCC Resolutions – Dave Vakil (DV)

DV is still inviting input and feedback on ALL the resolutions so that he can cast informed votes. Please contact DV with your thoughts.

Program Review Timeline – Dave Vakil (DV)

The question is whether to adopt a 4 year review cycle instead of the current 6 year review cycle. Also how to meet the ACCJC requirements while making our process meaningful and reasonable. DV noted that some background information was available in his President’s Report [see pp 11-13 of packet]

Mr. Kjeseth suggested having a mini annual cycle – perhaps targeted at a different aspect each year - and using these annual reports to construct the larger 4 year reviews. Ms. McGinley said that the Nursing Department does just that as they have State and National reviews to do, so she agrees with the idea of an annual model. Dr. Jaffe said the CurricUNET module would work with such a plan. She added that review should be annual to fit into Plan Builder. Dr. Arce said it would make the review process more relevant if it were on-going. We would be constantly current.

Ms. Striepe asked whether we should not be having this discussion in tandem with a discussion on Department Chairs, as this might alleviate some of the concerns about who would be doing/directing all the work involved. Dr. Simon said there was also the question of the SLO cycles – the Assessment of Learning Committee is currently compiling a timetable re: SLOs.

Mr. Marcoux asked where the idea of the 4 year cycle had come from, what was wrong with the 6 year cycle, and what were other colleges doing?

Dr. Arce noted that the 6 year cycle is a Matriculation regulation and is still common around the state. He noted that if we adopted an annual “mini” review that 4 year review would not be onerous. Ms. Taylor said that while she liked the idea of being flexible and spreading the work out, but was concerned that it was not being made clear what exactly was being talked about. If we were expected to vote on the issue, she wanted annual review and Program Review to be clearly defined.

Dr. Arce said that what we currently have is good, but a bit long. In his opinion, the time did not really matter so much as the credibility of our Program Review efforts. Whatever we decide we have to make it sustainable, and show we are serious about Program Review. Dr. Arce is exploring the possibility of having the Office of Institutional Research create and analyze data for each Division, which the Divisions could use in their review and planning processes.

Mr. Wells said he sees Program Review as a document one updates and revises as one goes along. It does not have to be a NEW document each time. Mr. Kjeseth said he felt Program Review should be important, not just a tired updating , but a showcase for new ideas and initiatives that show what we are doing. The value lies in talking to each other about processes and practices, creating a record and stimulating each other. Dr. Jaffe said it is shortsighted to think of Program Review only as a way of getting money. Dr. Nishime said that the Foundation would be offering the “mini- grants” again next year, but that she has asked the Foundation and Grants Office to consider for grants only those items that are in Plan Builder. Dr. Jaffe and Mr. Kjeseth were asked to bring an overview of the Program Review process and a mock- up of the Program Review module in CurricUNET to the May 4th Academic Senate meeting.

Amendment to “No Confidence” Resolution – Dave Vakil (DV)

DV noted that Mr. Firestone had proposed stronger language in the ‘no confidence’ resolution. DV was not quite sure how to make the amendment. DV decided to work with someone to meld the proposed language into a new resolution before and during the Plenary Session.

Senate Meeting with the Deans’.

Discussion postponed to next meeting.

FUTURE AGENDA ITEMS

April 20th – Copyright policy and procedures, 2nd reading

May 4th – Basic Skills presentation – Margaret Quinones

Future

ARCC report results for ECC/Compton
DV's survey of Deans' regarding thoughts on Department Chairs
Evaluating the Academic Senate
Program Discontinuance/Support

PUBLIC COMMENT.

NONE

The Academic Senate meeting was adjourned at 1:56pm
Cs/ecc2010

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
FEBRUARY 23, 2010**

Present: F. Arce, J. Davidson, S. Gates, A. Himsel, R. Hughes, B. Jaffe, L. Kjeseth, M. Lipe, V. Lloyd, E. Martinez, M. Odanaka, S. Panksi, V. Rayford, J. Sims, J. Thompson

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

Ex-Officio Members Absent: R. Brown, R. Smith

Also Present: F. Baker, C. Fitzsimons, B. Knapp, J. Meredith, G. Miranda, J. Schwartz, J. Shankweiler

CALL TO ORDER

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

APPROVAL OF MINUTES

- The minutes from the December 8th meeting were sent via email at the end of the fall semester and approved before today's meeting. Chair Kjeseth thanked the committee for the continued success of reviewing and approving the minutes electronically in a timely manner.

VICE PRESIDENT'S REPORT

- F. Arce thanked the committee for their hard work.
- He has recently discussed with Chair Kjeseth articulation concerns regarding the development of new courses.
- F. Arce expressed the need for proper documentation in the introduction of new courses that are intended to be offered at the lower division level. The committee should be more rigorous in their review of the curriculum.
- F. Arce also would like the committee to be aware of the need to articulate courses at our feeder schools where our students are most likely to transfer (CSULB, UCLA, CSULA). The committee should require that faculty show evidence that courses articulate at a minimum of three community colleges and three California State Universities.
- It is a disservice to students, taking more units than they need, and majors they would not use.
- The committee was advised to be more cautious and to keep student needs as the primary focus of curriculum.
- Chair Kjeseth stated that he will also discuss these issues with the committee at a later time. In preparation for CurricUNET, we will also continue training on reviewing new course proposals.

SPECIAL REPORT

- Past CCC Chair Janet Young wished to express her gratitude for the Spa Gift from the Committee – she thoroughly enjoyed her day at La Dolce Vita.

CHAIR'S REPORT

- The Chair's report will be given after Curriculum Review.

CURRICULUM REVIEW

Behavioral and Social Sciences Proposals

- G. Miranda, Dean of Behavioral and Social Sciences, distributed errata sheets to the committee for course revisions.
- Per Chair Kjeseth, all grammatical changes were included.
- Economics 5 – No questions were asked.
- History 163 – Online addendum was included. No questions were asked.
- Philosophy 23 – Course objectives #8 and #12 were questioned and resolved with no changes.
- Chair Kjeseth called for a motion to approve the course proposals and new distance education versions. S. Panski moved, M. Lipe seconded, and the motion was carried.

Fine Arts Proposals

- C. Fitzsimons, Dean of Fine Arts, distributed errata sheets to the committee for course revisions.
- Art 82abcd – C. Fitzsimons fielded a question from the committee on the conditions of enrollment now added as prerequisite and recommended preparation removed. Chair Kjeseth explained that the conditions of enrollment were reviewed and the faculty determined that they were appropriate.
- Art 83abcd – No questions were asked.
- Art 87ab – No questions were asked.
- Theatre 75abcd – There was discussion regarding the text in Course Objective #1. This was resolved with no changes.
- Chair Kjeseth called for a motion to approve the course revisions and conditions of enrollment. M. Lipe moved, J. Davidson seconded, and the motion was carried.
- Speech Communication - Chair Kjeseth also called for a motion to approve revision to major. M. Lipe moved, J. Thompson seconded, and the motion was carried.

Health Sciences and Athletics Proposals

- J. Schwartz, Interim Dean of Health Sciences and Athletics, first shared with the committee the fact that the Men's Intercollegiate Baseball Team has an outstanding record of 8-1. He then distributed errata sheets to the committee for course revisions.
- Physical Education 5ab – The catalog description was explained. Course Objective #3 was clarified. In Outline of Subject Matter, Major Topics IV was corrected to remove reference to South Coast conference.
- Physical Education 75ab – No questions were asked.
- Physical Education 130ab – There was a question regarding repeatability issues. Q. Chapman stated the changes have been done and approved.

- Per Chair Kjeseth, the following courses were updated regarding repeatability and unit changes: Physical Education 15ab, 35ab, 45ab, 60ab, 65ab, 85ab, 87ab, 105ab and 115ab. The following courses were updated to reflect modification of catalog description to remove reference to South Coast conference: Physical Education 20ab, 25ab and 125ab.
- Chair Kjeseth called for a motion to approve the course proposals and the conditions of enrollment. M. Lipe moved, A. Himsel seconded, and the motion was carried.

Natural Sciences Proposals

- J. Shankweiler, Dean of Natural Sciences, distributed errata sheets to the committee for course revisions.
- Astronomy 13abc – All recommendations were accepted and completed. There were no questions asked.
- Chair Kjeseth called for a motion to approve course proposal. J. Thompson moved, M. Lipe seconded, and the motion was carried.

CHAIR'S REPORT

- CurricUNET training (an overview of all things related to courses) will begin next week. Training will be held in Life Science Room 134 from 2:30 p.m. until 4:00 p.m. After a one week break, more training will take place beginning the third week of March, with three to four trainings per week. CurricUNET should go live later in the semester. Training for Compton to be determined (there is an available lab – C29 – there for training purposes). CCC will have a series of three trainings. Chair Kjeseth asked if any CCC members would be interested in becoming a CurricUNET trainer.
- In regards to faculty cooperation across departments and divisions, there should be a draft of guidelines – how we work as a committee outside the meeting room. We need to keep open the lines of communication.
- Course review – 6 year or 4 year cycle? Chair Kjeseth stated that a 4 year course review cycle would be technically possible if: 1.) the committee reviewed approximately 380-400 courses per year without any new business, 2.) changed to 15 hours of flex, and 3.) there was substantial additional re-assigned time for Committee Chair, at least double the traditional 30%. He then asked for comments from the CCC members. Comments, concerns and suggestions included:
 - 4 year cycle may be too fast.
 - Check and see what other schools are doing.
 - Must first succeed at 6 year cycle.
 - Program review is every 4 years – does it make sense to also do course review every 4 years?
 - Commission needs evidence the review has led to institutional change.
- Terms are ending for CCC representatives in 4 divisions (Fine Arts, Health Sciences and Athletics, Industry and Technology, and Natural Sciences). CCC representatives must be elected and not assigned to the position. New representatives will serve the 2010-2013 term.
- Next CCC Chair – So far no one has stepped forward. B. Jaffe and J. Thompson are coordinating the election, nominations will be made at the 3rd meeting, and elections will be held at our 4th meeting this spring.

- Program Discontinuance Policy
 - Need faculty member to coordinate – should be from CCC.
 - Next meeting is Wednesday, March 10 from 12:30 p.m. to 2:00 p.m. in the Board Room.

CONSENT AGENDA PROPOSALS

- The committee reviewed the consent agenda proposals. There were 12 course proposals on the agenda – Behavioral and Social Sciences (2), Business (2), Fine Arts (5) and Natural Sciences (3).
- After review of the Consent Agenda, Chair Kjeseth asked for a motion to approve the proposals. S. Panski moved, V. Rayford seconded, and the motion was carried.

GENERAL EDUCATION PROPOSAL

- Chair Kjeseth and L. Suekawa discussed the proposal and handout of the first reading.
- CCC discussion – Will need to approve changes to Areas 1, 2 and 3 at next CCC meeting.
- L. Suekawa will take proposal for Area 5 to AA/AS Task Force meeting.
- Need more options of courses to satisfy General Education requirements for students.
- Next meeting – Second reading, CCC is expected to vote for approval.

ANNOUNCEMENTS

- Q. Chapman – Copies of the Program and Course Approval Handbook are available on the side table for any members who wish to take copies back to their division.

ADJOURNMENT

- Chair Kjeseth called for a motion to adjourn the meeting. R. Hughes moved, A. Himsel seconded, and the motion carried. The meeting was adjourned at 4:25 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
February 23, 2010**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

COURSE REVIEW

1. Economics 5 – Fundamentals of Economics
2. History 163 – History of Modern Britain
3. Philosophy 23 – Ethics, Law and Society

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Philosophy 3 – Ethics and Society
2. Political Science 1 – Governments of the United States and California

NEW DISTANCE EDUCATION VERSIONS

1. Economics 5 - Fundamentals of Economics
2. History 163 – History of Modern Britain
3. Philosophy 23 - Ethics, Law and Society

BUSINESS DIVISION

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

1. Computer Information Systems 140 – Data Communications Cisco I

Current Status/Proposed Change

~~In this class, This course introduces students will become familiar with the terminology and technology used in data communications. The class uses to fundamental networking concepts and technologies. Students will learn the skills necessary to plan and implement small networks across a range of applications. The course uses concepts of both hardware and software in order to understand principles of communication~~

theory. This class is technically oriented and ~~may be appropriate~~ will prepare students for industry certification programs.

Note: This course is semester one in the Cisco Networking Academy program.

Recommendation:

This course introduces students to fundamental networking concepts and technologies. Students will learn the skills necessary to plan and implement small networks across a range of applications. The course uses concepts of both hardware and software in order to understand principles of communication theory. This class is technically oriented and will prepare students for industry certification.

Note: This course is semester one in the Cisco Networking Academy program.

2. Computer Information Systems 141 – Networking Microcomputers Cisco 2

Current Status/Proposed Change

In this ~~class~~ course students will develop an understanding of how a router learns about remote networks and determines the best path to those networks. This course includes both static routing and dynamic routing protocols. Students will become familiar with the terminology and technology used to design and build local and wide area networks. The course will also focus on routing protocols and concepts.

Note: This course is semester two in the Cisco Networking Academy program.

Recommendation:

In this course students will develop an understanding of how a router learns about remote networks and determines the best path to those networks. This course includes both static routing and dynamic routing protocols. Students will become familiar with the terminology and technology used to design and build local and wide area networks. The course will also focus on routing protocols and concepts.

Note: This course is semester 2 in the Cisco Networking Academy program.

FINE ARTS DIVISION

COURSE REVIEW

1. Art 81ab – Beginning Sculpture
2. Art 141abcd – Digital Art

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Art 7 – Art History of Mexico and Central and South America

Current Status/Proposed Change

This course ~~is a survey of the art of Pre-Columbian civilizations in Mexico, and Central America, and South America, with emphasis on the development of Mexican~~

art from the ~~Spanish Colonial period~~ Pre-Colombian civilizations through contemporary times. Key artworks are studied in relation to historical and cultural contexts that consider the effects of shifting social, political, philosophical, and spiritual paradigms on the production of art.

Recommendation:

This course surveys the art of Mexico, Central America, and South America, from Pre-Colombian civilizations through contemporary times. Key artworks are studied in relation to historical and cultural contexts that consider the effects of shifting social, political, philosophical, and spiritual paradigms on the production of art.

2. Art 31abcd – Three-Dimensional Design

Current Status/Proposed Change

This course is an introduction to the concepts and processes of three-dimensional design. Students will design and construct projects involving linear and architectural models as well as relief and solid forms. Emphasis is placed on creative solutions to design problems using various construction techniques and materials.

Recommendation:

This course is an introduction to the concepts and processes of three-dimensional design. Students design and construct projects involving linear and architectural models as well as relief and solid forms. Emphasis is placed on creative solutions to design problems using various construction techniques and materials.

3. Dance 20abcd – Body Conditioning for Dance Techniques

Current Status/Proposed Change

In ~~this course covers~~, students are introduced to the principles of ballet-based technique through exercise systems specific to dance training. Class activities emphasize alignment, placement, strength, injury prevention, and efficient joint articulation. Muscle and skeletal terminology as well as basic ballet terminology are introduced. This class is appropriate for dancers at all levels, including those beginning dance training and those returning after an injury or period of inactivity.

Recommendation:

In this course, students are introduced to the principles of ballet-based technique through exercise systems specific to dance training. Class activities emphasize alignment, placement, strength, injury prevention, and efficient joint articulation. Muscle and skeletal terminology as well as basic ballet terminology are introduced. This class is appropriate for dancers at all levels, including those beginning dance training and those returning after an injury or period of inactivity.

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

1. Art 87ab – Beginning Printmaking

Current Status/Proposed Change

Prerequisite: ~~one semester of Art 10ab with a minimum grade of C~~ None

Recommendation:

Prerequisite: None

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

1. Art 82abcd – Life Sculpture

Current Status/Proposed Change

Prerequisite: one semester of Art 17ab or Art 31abcd or Art 61ab or Art 81ab with a minimum grade of C or equivalent experience

Recommended Preparation: Art 81ab

This course explores the anatomical structure of the human figure through sculptural studies. Students will develop technical and creative skills, including observation, drawing, and modeling. Students will work from live models.

~~Note: This course is offered in the fall semester only~~

Recommendation:

Prerequisite: one semester of Art 17ab or Art 31abcd or Art 61ab or Art 81ab with a minimum grade of C or equivalent experience

Recommended Preparation: Art 81ab

This course explores the anatomical structure of the human figure through sculptural studies. Students will develop technical and creative skills including observation, drawing, and modeling. Students will work from live models.

2. Theatre 75abcd – Student Performance Production Workshop

Current Status/Proposed Change

Recommended Preparation: completion of or concurrent enrollment in the following:

1. Student performers: Theatre 8 or 14A

2. Student directors: Theatre 40A

~~3. Student crews: Theatre 84 or 90 or 92 or 97abcd; eligibility for English 84~~

This course is a theatre workshop in which students participate in a production under faculty supervision as directors, designers, actors, or crew performers.

Recommendation:

Recommended Preparation: completion of or concurrent enrollment in the following:

1. Student performers: Theatre 8 or 14A
2. Student directors: Theatre 40A

This course is a theatre workshop in which students participate in a production under faculty supervision as directors or performers.

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

1. Art 83abcd – Bronze Casting

Current Status/Proposed Change

Prerequisite: one semester of Art 31abcd or Art 61ab or Art 81ab with minimum grade of C ~~or one semester of Art 31abcd with a minimum grade C~~ or equivalent experience

Proposed UC Transfer

This course is an introduction to the aesthetics and processes used in the making of bronze sculpture. Topics ~~covered~~ include the elements of sculptural design, wax formulation and fabrication, the spruing process, the investing of wax patterns, mold making, finishing techniques, and bronze foundry procedures.

Recommendation:

Prerequisite: one semester of Art 31abcd or Art 61ab or Art 81ab with minimum grade of C or equivalent experience

Proposed UC Transfer

This course is an introduction to the aesthetics and processes used in the making of bronze sculpture. Topics include the elements of sculptural design, wax formulation and fabrication, the spruing process, the investing of wax patterns, mold making, finishing techniques, and bronze foundry procedures.

CHANGE IN MAJOR

1. ~~Speech~~ Communication Studies

Current Status/Proposed Change

~~Speech~~ Communication Studies 1, ~~4~~ English 1A; a minimum of ~~15~~ 16 units from ~~Speech~~ Communication Studies 3, 4, 5, ~~6abcd~~, 7, 8, ~~9~~, 11, 12, 14, 22abcd, 23abcd, 24abcd, 25abcd (~~four semesters of Speech Communication 24abcd and four semesters of Speech Communication 25abcd can be applied toward the major requirements~~)

Total Units: 22

At least 12 units must be completed at El Camino College.

Recommendation:

Communication Studies

Communication Studies 1, 4; a minimum of 16 units from Communication Studies 3, 5, 6abcd, 7, 8, 9, 11, 12, 14, 22abcd, 23abcd, 24abcd, 25abcd

Total Units: 22

At least 12 units must be completed at El Camino College.

HEALTH SCIENCES AND ATHLETICS DIVISION

COURSE REVIEW; CHANGES IN NUMBER, UNITS, CATALOG DESCRIPTION

1. Physical Education 5abc – Men’s Intercollegiate Baseball Team

Current Status/Proposed Change

Units: ~~2~~ 3

This course provides instruction, training, and practice in the advanced techniques of baseball and the opportunity for intercollegiate competition. Students will compete against ~~member conference schools of the South Coast Conference~~ and other colleges.

Note: This course is offered in the spring semester only.

Recommendation:

Physical Education 5abc – Men’s Intercollegiate Baseball Team

Units: 3

This course provides instruction, training, and practice in the advanced techniques of baseball and the opportunity for intercollegiate competition. Students will compete against conference schools and other colleges.

Note: This course is offered in the spring semester only.

2. Physical Education 20abc – Women’s Intercollegiate Cross Country Team

Current Status/Proposed Change

Units: ~~2~~ 3

This course provides instruction, training, and practice in the advanced techniques of cross-country training and the opportunity for intercollegiate competition racing. Students will compete against conference ~~teams from member schools of the South Coast Conference~~ and other colleges.

Note: This course is offered in the fall semester only.

Recommendation:

Physical Education 20abc – Women’s Intercollegiate Cross Country Team

Units: 3

This course provides instruction, training, and practice in the advanced techniques of cross-country training and the opportunity for intercollegiate competition. Students will compete against conference schools and other colleges.

Note: This course is offered in the fall semester only.

3. Physical Education 25abc – Men’s Intercollegiate Cross Country Team

Current Status/Proposed Change

Units: ~~2~~ 3

This course provides instruction, training, and practice in the advanced techniques of cross-country training and the opportunity for intercollegiate competition racing. Students will compete against conference teams from member schools of the South Coast Conference and other colleges.

Recommendation:

Physical Education 25abc – Men’s Intercollegiate Cross Country Team

Units: 3

This course provides instruction, training, and practice in the advanced techniques of cross-country training and the opportunity for intercollegiate competition. Students will compete against conference schools and other colleges.

Note: This course is offered in the fall semester only.

4. Physical Education 75abc – Men’s Intercollegiate Track and Field Team

Current Status/Proposed Change

Units: ~~2~~ 3

This course provides instruction, training, and practice in the advanced techniques of track and field. Students will have the opportunity for intercollegiate competition and will compete against ~~member techniques of track and field. Students will compete against member~~ conference schools of the ~~South Coast Conference~~ and other colleges.

Note: This course is offered in the spring semester only.

Recommendation:

Physical Education 75abc – Men’s Intercollegiate Track and Field Team

Units: 3

This course provides instruction, training, and practice in the advanced techniques of track and field. Students will have the opportunity for intercollegiate competition and will compete against conference schools and other colleges.

Note: This course is offered in the spring semester only.

5. Physical Education 125abc – Women’s Intercollegiate Swimming Team

Current Status/Proposed Change

Units: ~~2~~ 3

This course provides instruction, training, and practice in the advanced techniques of swim ~~training~~ and the opportunity for intercollegiate competition. Students will compete against ~~teams from member~~ conference schools of the ~~South Coast Conference~~ and other colleges.

Note: This course is offered in the spring semester only.

Recommendation:

Physical Education 125abc – Women’s Intercollegiate Swimming Team

Units: 3

This course provides instruction, training, and practice in the advanced techniques of swimming and the opportunity for intercollegiate competition. Students will compete

against conference schools and other colleges.

Note: This course is offered in the spring semester only.

6. Physical Education 130abc – Women’s Intercollegiate Track and Field Team

Current Status/Proposed Change

Units: ~~2~~ 3

This course provides instruction, training, and practice in the advanced techniques of track and field. Students will have the opportunity for intercollegiate competition and will compete against member conference schools of the South Coast Conference and other colleges.

Note: This course is offered in the spring semester only.

Recommendation:

Physical Education 130abc – Women’s Intercollegiate Track and Field Team

Units: 3

This course provides instruction, training, and practice in the advanced techniques of track and field. Students will have the opportunity for intercollegiate competition and will compete against conference schools and other colleges.

Note: This course is offered in the spring semester only.

CHANGES IN NUMBER, UNITS

1. Physical Education 15abc – Men’s Intercollegiate Basketball Team

Current Status/Proposed Change

Units: ~~2~~ 3

Recommendation:

Physical Education 15abc – Men’s Intercollegiate Basketball Team

Units: 3

2. Physical Education 35abc – Men’s Intercollegiate Football Team

Current Status/Proposed Change

Units: ~~2~~ 3

Recommendation:

Physical Education 35abc – Men’s Intercollegiate Football Team

Units: 3

3. Physical Education 45abc – Men’s Intercollegiate Golf Team

Current Status/Proposed Change

Units: ~~2~~ 3

Recommendation:

Physical Education 45abc – Men’s Intercollegiate Golf Team

Units: 3

4. Physical Education 60abc – Women’s Intercollegiate Soccer Team
Current Status/Proposed Change
Units: ~~2~~ 3

Recommendation:

Physical Education 60abc – Women’s Intercollegiate Soccer Team
Units: 3

5. Physical Education 65abc – Men’s Intercollegiate Tennis Team
Current Status/Proposed Change
Units: ~~2~~ 3

Recommendation:

Physical Education 65abc – Men’s Intercollegiate Tennis Team
Units: 3

6. Physical Education 85abc – Men’s Intercollegiate Water Polo Team
Current Status/Proposed Change
Units: ~~2~~ 3

Recommendation:

Physical Education 85abc – Men’s Intercollegiate Water Polo Team
Units: 3

7. Physical Education 87abc – Women’s Intercollegiate Water Polo Team
Current Status/Proposed Change
Units: ~~2~~ 3

Recommendation:

Physical Education 87abc – Women’s Intercollegiate Water Polo Team
Units: 3

8. Physical Education 105abc – Women’s Intercollegiate Basketball Team
Current Status/Proposed Change
Units: ~~2~~ 3

Recommendation:

Physical Education 105abc – Women’s Intercollegiate Basketball Team
Units: 3

9. Physical Education 115abc – Women’s Intercollegiate Tennis Team
Current Status/Proposed Change

Units: ~~2~~ 3

Recommendation:

Physical Education 115abc – Women’s Intercollegiate Tennis Team

Units: 3

NATURAL SCIENCES DIVISION

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Anatomy 30 – Essentials of Anatomy and Physiology

Current Status/Proposed Change

This course is ~~a comparative~~ the study of anatomy and coupled with physiology. ~~in the human~~ Students compare the structure and function of human organ systems to those of other vertebrates. ~~animals such as a fetal pig, cat, or frog. Students will perform~~ The laboratory includes ~~dissections of a vertebrate animal, sheep brains, sheep and hearts, and cows’ eyes and other vertebrates.~~ The structure and function of the organ systems of humans and the similarity to other vertebrate animals are discussed. ~~Laboratory experiments are performed by students to reinforce principles of anatomy discussed in lecture. In addition, and~~ the basic principles of chemistry, cell biology, histology, embryology, and genetics, will be addressed

Note: ~~This course is designed primarily for non-professional majors but may meet satisfy~~ the anatomy requirements for two-year RN programs and some other health-related programs. ~~This course is It does not designed to meet satisfy~~ the requirements for the Bachelor of Science in nNursing, and other pre-professional programs.

Recommendation:

This course is the study of anatomy coupled with physiology. Students compare the structure and function of human organ systems to those of other vertebrates. The laboratory includes dissection of sheep brains and hearts, cow eyes and other vertebrates. Laboratory experiments reinforce principles of anatomy and the basic principles of chemistry, cell biology, histology, embryology, and genetics.

Note: This course may satisfy the anatomy requirements for two-year RN and other health-related programs. It does not satisfy the requirements for the Bachelor of Science in Nursing.

2. Biology 16 – Field Entomology

Current Status/Proposed Change

This is a survey course in insect biology, taxonomy, physiology, and ecology, ~~with some discussion of and considers~~ the methods and economic importance and control of controlling insects populations. ~~Major insect orders and families will be are~~ introduced through lecture with slides and live and preserved specimens. Emphasis is placed on learning how to use a key to identify insect specimens in the laboratory and to

~~recognizing~~ recognize them in the field. Field trips to local sites, ~~including~~ local desert and coastal mountain habitats will be taken to practice collection, preparation, and recognition techniques.

Recommendation:

This is a survey course in insect biology, taxonomy, physiology, and ecology, and considers the methods and economic importance of controlling insect populations. Major insect orders and families are introduced through lecture with slides and live and preserved specimens. Emphasis is placed on learning how to identify insect specimens in the laboratory and to recognize them in the field. Field trips to local sites, local desert and coastal mountain habitats will be taken to practice collection, preparation, and recognition techniques.

3. Horticulture 44 – Ecology of Edible, Medicinal and Poisonous Plants

Current Status/Proposed Change

In this course, students will develop an awareness and appreciation of edible, medicinal and poisonous plants and their effect on humans over the centuries. Students will survey ornamental and native plant communities with emphasis on flowering plants, ecology, economic uses, and identification. Students will perform lab work primarily in the field. Field lab sites will be in the chaparral, forest, and desert.

Recommendation:

In this course, students will develop an awareness and appreciation of edible, medicinal and poisonous plants and their effect on humans over the centuries. Students will survey ornamental and native plant communities with emphasis on flowering plants, ecology, economic uses, and identification. Students will perform lab work primarily in the field. Field lab sites will be in the chaparral, forest, and desert.

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

1. Astronomy 13abc – Astronomical Optics

Current Status/Proposed Change

Recommended Preparation: Astronomy 20 or 25 or equivalent with a grade of B or better; Mathematics ~~70~~ 73 or 80

In this course, the student will be introduced to principles of astronomical optics. The student will apply those principles to the design, fabrication, and use of a telescope, which will be tested under the night sky. Primary mirrors ~~are~~ will be ground, smoothed, polished, and figured by hand. Extensive testing ~~is~~ will be done in the optical shop. ~~Optical Optics~~ and optical testing theories ~~are~~ will be presented. Students will design and build a custom optical tube assembly ~~for their primary mirror as well as a~~ and telescope mount.

Note: Minimum cost for a completed telescope is \$250.

Recommendation:

Recommended Preparation: Astronomy 20 or 25 or equivalent with a grade of B or better; Mathematics 73 or 80

In this course, the student will be introduced to principles of astronomical optics. The student will apply those principles to the design, fabrication, and use of a telescope, which will be tested under the night sky. Primary mirrors will be ground, smoothed, polished, and figured by hand. Extensive testing will be done in the optical shop.

Optics and optical testing theories will be presented. Students will design and build a custom optical tube assembly and telescope mount.

Note: Minimum cost for a completed telescope is \$250.

Senate President Report, April 20, 2010

Compton meeting logistics

Our meeting on April 20 will be held in the Board room of the Administration Building at the Compton Education Center, located at **1111 E. Artesia Blvd, Compton, CA 90221**. I suggest you take Artesia to the 91 freeway headed east, exit on Santa Fe Ave going north (left), and immediately take the first right to Artesia. Soon afterwards, you will turn left to enter the Compton campus. You will be entering driving “up” on the right side of the map shown below. Please allow 25 minutes to get from Torrance to Compton.

The Administration building is building “A,” labeled with the arrow. When driving to campus look for the flag pole in front of the Administration building and park as close to the pole as you can. There may be some reserved spaces for us. There are also staff/faculty lots north of the building along the main driveway. El Camino parking permits will suffice and our permits work the same at Compton as they do at Torrance. Thanks to Saul Panski and Lieutenant Box for taking care of our parking needs!

Map found here: <http://www.compton.edu/campusinformation/CampusMap.aspx>

After our meeting, faculty who are interested may be able to take a guided tour. We’ll have more information available during the meeting.

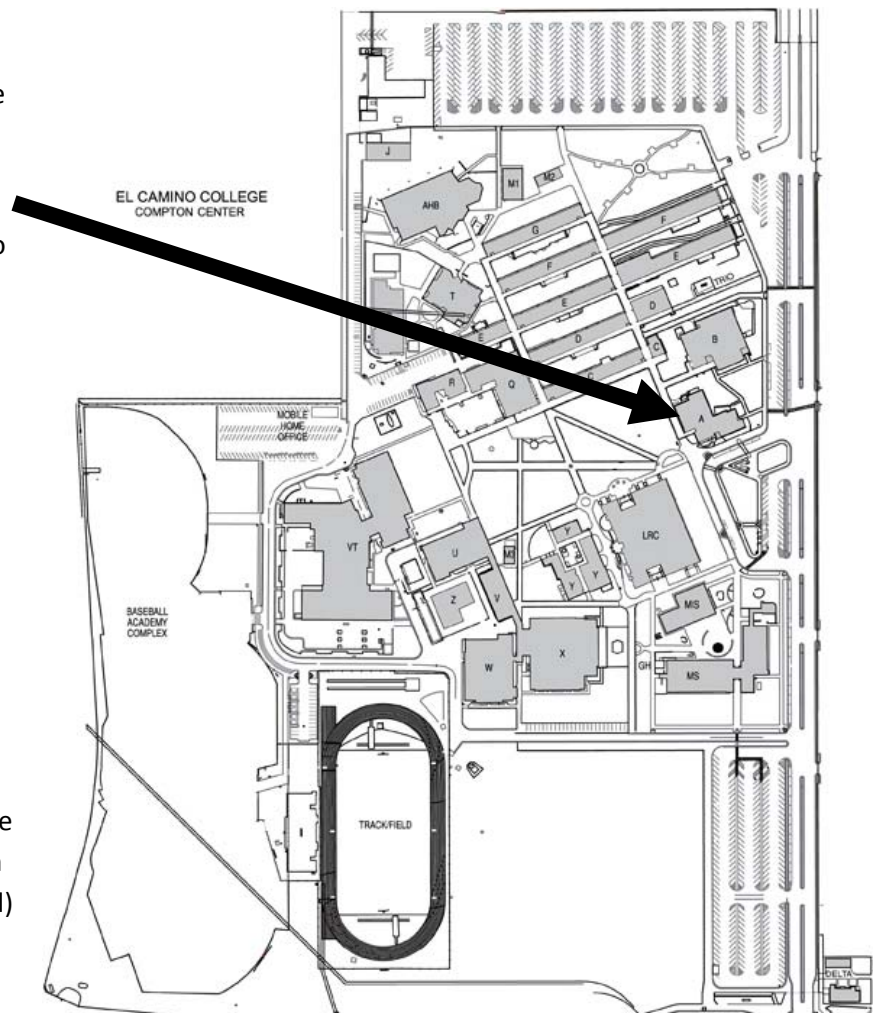
Carpooling:

I only received two emails from people who had room for in the cars, in case you want to carpool. Claudia Striepe may have room for 2-3 people, and will leave ECC around noon and return at the conclusion of the meeting. Kate McLaughlin has room for 2 people and will depart ECC at “11:45 am sharp.” I will leave ECC no later than 11:30am, but I don’t know when I’ll depart Compton. I have room for 3-4 people in my car.

I do strongly encourage you to carpool, if possible.

May 4 meeting

As a reminder, our meeting on May 4 will be in the Distance Education Conference room (where the special April 1 meeting was held) and we hope to teleconference with Compton during that meeting.



Academic Senate minutes

There are two sets of minutes to review: the special meeting regarding the proposed resolution of No Confidence in the leadership of ACCJC on April 1, 2010, on pages 5-9, and the minutes from our regularly scheduled meeting on April 6 on pages 10-15.

Notes from College Council

- The Employee Opinion (formerly called the Campus Climate) Survey should be available by the time we have our senate meeting. Please take the survey and encourage your colleagues to do the same!
- Academic Affairs news:
 - Much planning and budgeting is taking place right now and plans have been prioritized.
 - The STEM grant was renewed for another year.
 - Program Review and Curriculum are up to date and have improved markedly recently.
 - The dean of Health Science and Athletics should be filled soon, assuming we received an adequate applicant pool and a smooth hiring process.
 - ECC will be offering some accreditation training very soon.
 - We are in the process of restructuring our tutoring programs, but it is still very early in the process. There will be another follow-up meeting related to the Chaffey College visit in May.
- May 6 will be the Scholarship Ceremony. Please consider attending!
- ECC will not be able to continue our Center for International Trade Development. The funding was not renewed in the competitive process that we had this year.

Drug and Alcohol survey results

On pages 39-42 of the packet, you can find a brief summary of the recently conducted Drug and Alcohol survey. I have included the summaries for both Torrance and Compton.

Statewide Senate (ASCCC) Spring 2010 resolutions

I'm writing this report from the Plenary Session before the resolutions have been put to a vote, so I have no news yet. I will have some news by the time we meet on Tuesday. I saw there will be an attempt (by the author) to replace the ACCJC No Confidence vote with a less aggressive resolution. We'll see what happens...

Copyright Policy and Procedures

The latest draft of the Copyright Policy and Procedures appear on pages 43-47. Note the addition of Section F of the Administrative Procedure on page 47. Section F is the only change in procedure since we reviewed the documents on March 16, 2010.

Curriculum Committee Minutes

Per the request of Quajuana Chapman, I have included the latest Curriculum Committee minutes on pages 16-31.

President-Elect reminder

A reminder: the senate will need to elect its next President at the end of this semester from our membership.

Faculty Computers

This item below appears on page 25 of the Board of Trustees agenda for Monday, April 19, 2010. The Board meeting has not taken place as of this writing, but I expect this item will be approved. We owe the Academic Technology Committee, College Technology Committee, and ITS our thanks for securing funds for our computing needs. For those of us that have read the ITS Plan, you can clearly see how ITS has linked this budget item to its plan. Yet one more piece of evidence that our planning and budgeting processes have improved and become better linked than they were in years past.

E. TRANSFER OF FUNDS - GENERAL FUND UNRESTRICTED (11)

It is recommended that the Board of Trustees approve the transfer of \$332,000 from Contingency/Unallocated Reserves to New Equipment for the purchase of faculty computers.

Student Reactions to our last meeting – comments about textbooks

Some of the comments that were made during our previous senate meeting were not well received by the students in attendance. Of particular concern were comments that suggested some hypothetical reasons why students may not choose to purchase textbooks, and that some of these comments were made in the absence of supporting data. After I heard that the students were concerned, I spoke with two student government representatives. The students may ask to discuss this matter with the senate at an upcoming meeting.

I urge all of us to keep an open mind when we contemplate why our students may not be purchasing all of their classroom materials. Students are very sensitive to the issues of textbook prices and textbook affordability. There's evidence of and discussions about this at the ECC and state student government levels, including a breakout session today at the statewide Senate Plenary session. If nothing else, I suggest we gather as much data as possible so that we can figure out the best ways to help our students.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting March 29, 2010

Present: Francisco Arce, Joshua Casper, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Susan Pickens, Arvid Spor, Elizabeth Shadish, Lynn Solomita, and David Vakil.

1. Employee Morale - Donna Manno prefers having workshops/trainings at the Union meetings. Lynn and Donna need a schedule of the meetings.
2. College Council will not meet on April 12th during spring break.
3. Publishing grades – Elizabeth is does not believe there is good rationale for posting grades. This could be experienced as a slap in the face. Most people are not going to see it as a good opportunity for dialog. There is no intention to degrade or disadvantage faculty with this. This is information that is out there. Elizabeth is willing to present this as dialog oriented. The Federation will watch to see if it becomes anything else.
4. Student and Employee Drug and Alcohol Survey – Irene distributed the summaries for El Camino College and the Compton Center. The regular report will be out in a couple of days. The survey included personal safety and crime prevention. It was noted that we need better lighting. Women do not feel safe walking to cars at night.
5. Vote of no Confidence in the Leadership of the Accrediting Commission for Community and Junior Colleges (ACCJC) – David distributed the resolution that was passed in Area A and Area C. At least three out of four areas passed similar resolutions. David does not know what the Academic Senate hopes to accomplish with this resolution. The CEO's will partner with the ACCJC to have more effective training programs. The biggest issue is that the ACCJC is not modeling the behavior they are expecting. The ACCJC is not leading by example and setting a pattern that we can follow. They do not engage in robust dialog. The Academic Senate will vote on the resolution at the Special meeting on Thursday.

Agenda for the April 5, 2010 Meeting:

1. Minutes of March 29, 2010
2. Team Reports

Policies completed 2009-10

- 3430 – Prohibition of Sexual and Other Forms of Harassment Adopted 11/16/09
- 4050 – Articulation – Adopted 3/15/10
- AP 4050 – Articulation 3/15/10
- 4250 – Probation, Dismissal and Readmission – Adopted 2/16/10
- 5310 – Student Grievance deleted 1/19/10
- 5500 – Academic Honesty & Standards of Conduct Adopted 12/21/09
- AP 5520 – Student Discipline & Due Process Procedure 11/16/09

College Council Goals 2009-2010

1. Improve internal college communications.
2. Communicate fiscal issues facing the College and Center throughout the year.
3. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
4. Support, review, and discuss results of a Campus Climate survey.
5. Complete 10 + 1 policies and accompanying procedures.
6. Continue to build a sense of community.
7. Increase the amount of recognition for work well done.
8. Incorporate evidence-based decision making.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 5, 2010

Present: Francisco Arce, Joshua Casper, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Luukia Smith, Lynn Solomita, David Vakil, and Nina Velasquez.

1. Nina – ECCFT will be going into negotiations. The ECCFT has some grievances. One grievance will end up being costly.
2. Irene – The Campus Climate survey will be going out by mid-week. There is a new section on relationship with Compton. There has been campus-wide consultation on the survey.
3. Josh – Students attended the ASO Community College Advocacy conference in Washington, DC. The students advocated for programs and maintaining funding for programs. Students also attended the Sacramento March in March. ASO elections are coming up. Christopher Pham is our new Student Trustee. Josh was offered an internship in Washington. The Onizuka Space Science event was enlightening. Students enjoyed hearing stories by Astronaut Daniel M. Tani during dinner.
4. Mike – Compton had an all faculty meeting last week. Barbara Perez and Larry Cox spoke about program review and planning, and SLO's. It was a very positive meeting. The faculty union and Academic Senate will have elections this spring. Compton Center news releases are now posted on their website. Janet Young and staff from the Childhood Education department came and spoke about their program. Their department is very student friendly and the Compton counseling faculty appreciate them.
5. Luukia – ECCE is supposed to be going into negotiations. At the Union meeting Irene was invited to boost interest in the Campus Climate Survey. There is a big push for people to complete the survey. Only 29 or 30 classified staff answered last year's survey. Luukia will send out periodic e-mails to remind people to complete survey. Irene is willing to come back to a Union meeting after the survey to go over it.
6. Francisco – Academic Affairs is in the process of completing prioritization of planning process. The Deans are going to prioritize their plans today. The STEM grant was extended for another year and we have \$450,000 in it. Program review is working well. We should have all the outstanding courses reviewed by the end of the year. So far 90% of courses are done. The Accrediting Commission for Community and Junior Colleges (ACCJC) is having a conference on April 21st. The conference will focus on program review and Accreditation liaison training. There will be 7 to 8 people attending from Compton and ECC.
7. David – The Senate passed the resolution of no-confidence in the leadership of ACCJC. David has not heard from any other districts. The Senate will talk about the potential change from a 6 to a 4 year cycle for program reviews tomorrow. There may be significant resistance to this. This would have a significant impact on the Curriculum Committee. No one is willing to step up and replace Lars right now. We may not have Curriculum chair in 1.5 years. The workload is the reason no one wants to be chair. This semester David's replacement will be elected. David will not be running for a second term.
8. Jeanie – Student and Community Advancement (SCA) is working on its planning prioritization. The deans and directors are voting. The priorities will be taken to the VP's

to look at institutional priorities. SCA is using a similar program review model as Academic Affairs. The Foundation has completed its scholarship review process. The scholarship ceremony will be May 6th. The State Chancellors office decided to have centers recomplete. In that process we received funding for CACT and the Workforce Learning Center. We did not receive funding for the Center for International Trade Development. There have been protests issued.

9. Lynn – There is a lot of recruitment activity going on. Lynn is chairing the Director of Staff and Student Diversity hiring committee. She needs people for the committee ASAP. The meetings will be held on Tuesday afternoons.
10. Jo Ann – Administrative Services has finished its prioritizations. It was a great experience that fostered an atmosphere of team building. Last night there was another dry run on an earthquake call. Jo Ann had a phone call from the Police Department within 20 minutes informing her of all the steps they had taken.
11. Barbara – Compton is starting to work with SLO's. Shelby started meeting with the divisions. Program reviews will kick in next year. FCMAT will be coming at the end of this month. Compton received BRICK and TAP grants. They are moving forward with hiring a researcher for the Center. The focus will be SLO's and developing a culture of evidence.

Agenda for the April 19, 2010 Meeting:

1. Minutes of April 5, 2010
2. Board Agenda

Policies completed 2009-10

3430 – Prohibition of Sexual and Other Forms of Harassment Adopted 11/16/09

4050 – Articulation – Adopted 3/15/10

AP 4050 – Articulation 3/15/10

4250 – Probation, Dismissal and Readmission – Adopted 2/16/10

5310 – Student Grievance deleted 1/19/10

5500 – Academic Honesty & Standards of Conduct Adopted 12/21/09

AP 5520 – Student Discipline & Due Process Procedure 11/16/09

AP 5530 – Student Rights and Grievances 1/19/10

College Council Goals 2009-2010

1. Improve internal college communications.
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6. Continue to build a sense of community.
7. Increase the amount of recognition for work well done.
8. Incorporate evidence-based decision making.

El Camino College

Student and Employee Drug and Alcohol Survey Fall 2009

A periodic survey of students and workforce is required by the U.S. Department of Education at all colleges and universities receiving financial aid support. Survey questions cover topics such as tobacco, alcohol and drug use, potential problems with drugs and alcohol, and awareness of, and interest in, support services.

Survey Result Highlights – Part 1

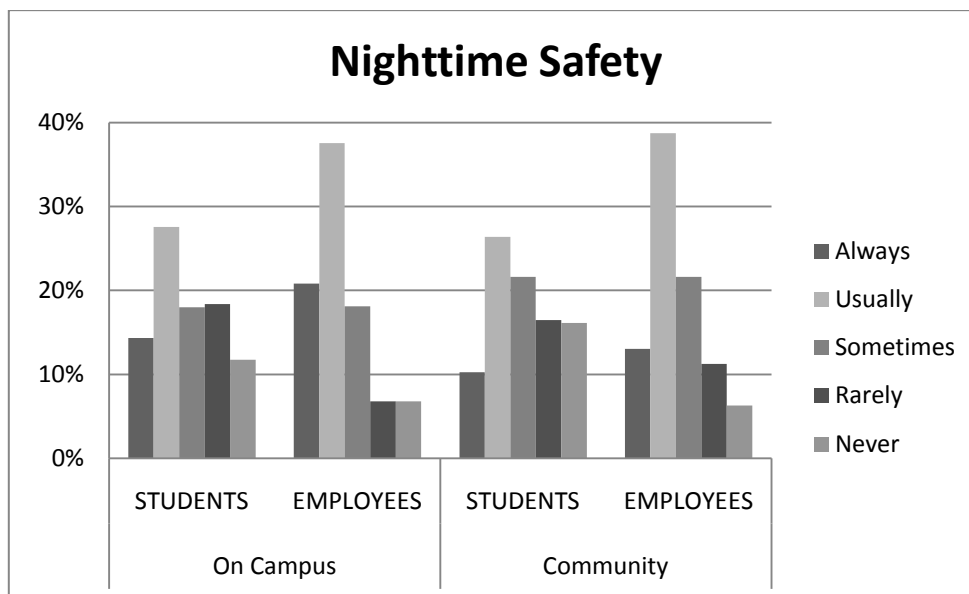
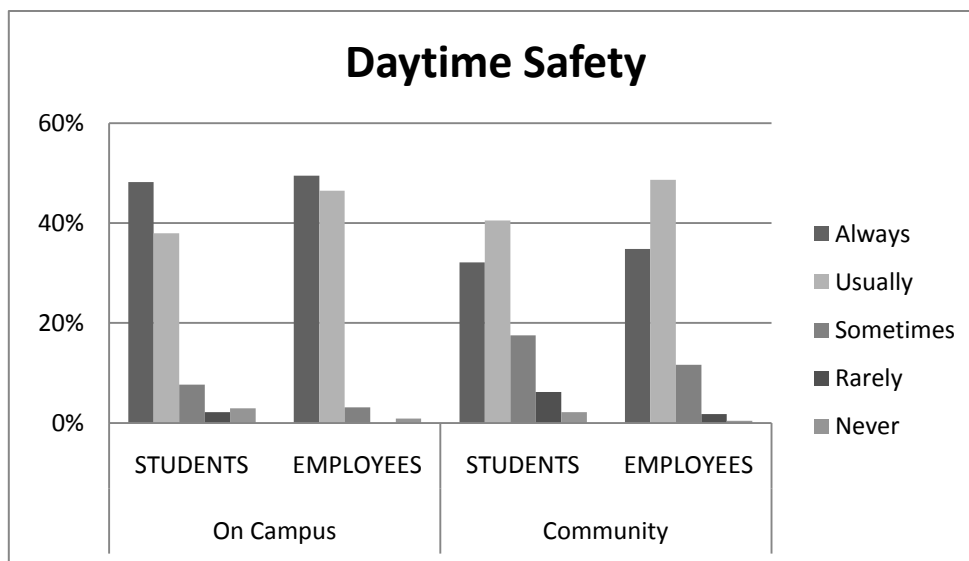
Written Code of Conduct

1. The vast majority of students (80%) surveyed were aware of a written standard of student conduct at El Camino College, although only about 36% of students own a copy of the college catalog in which the standards are written. [Beginning in Winter/Spring 2010, the *Standards of Student Conduct* are also published in the Schedule of Classes.]
2. Less than half (47%) of employees stated that they had received a written copy of faculty/staff standards of conduct involving drugs and alcohol on campus; this document is distributed to all new employees.
3. Two-thirds to three-fourths of students knew standards cover alcohol, controlled substances and weapons/explosives (while about 70-80% of employees knew this). The lowest awareness involved possession of alcohol and being under the influence on campus.
4. Regarding smoking, only half of students knew that the policy covered restrictions on smoking; only 44% of employees reported being aware of this.
5. A minority of employees indicated awareness of receiving information on the effects of drugs and alcohol (36% aware) and the Board Policy on Drug-Free Environment and Prevention Program (45%)—these documents are given to newly hired employees. However, over 63% were aware of available services to help work through personal problems such as misuse of alcohol or drugs, for example the Employee Assistance Service for Education (EASE).

Written Code of Conduct includes:	Yes	
	Student	Employee
Smoking	50%	44%
Use of Alcohol on Campus	70%	79%
Possession of Alcohol on Campus	66%	79%
Possession of Controlled Substance	75%	78%
Being Under the Influence	66%	72%
Sale of Controlled Substance	74%	76%
Weapons or Explosives	74%	82%
I was aware of standards of conduct (students only)	80%	
I received standards of conduct (employees only)		47%

Personal Safety/Crime Prevention

1. With regard to safety, more students feel safe on campus than they do in the surrounding community. During the day time, about 48% of students said they always feel safe on campus compared to 32% who feel safe within the community at the same time of day. Those reporting feeling “always” or “usually” safe during the daytime are 86% and 73% on campus and in the community, respectively.
2. At night, perceptions of safety drop with 30% and 33% of students stating that they “rarely” or “never” feel safe on campus or in the community, respectively.
3. Employees feel about the same level of “always” safe as students (50%) on campus during weekdays but nearly all employees (96%) feel safe on campus always or usually during these times.
4. Employees are much more likely than students to feel safe at night, with about 58% of employees feeling always or usually safe on campus (compared to 42% of students).
5. The employee survey also asked about weekend safety (chart available in main report). Over two-thirds (65%) reported feeling always or usually safe on campus during weekends.



A summary of drug and alcohol use and other perceptions are found in *Survey Highlights – Part 2*.

El Camino College **Compton Center**

Student and Employee Drug and Alcohol Survey Fall 2009

A periodic survey of students and workforce is required by the U.S. Department of Education at all colleges and universities receiving financial aid support. Survey questions cover topics such as tobacco, alcohol and drug use, potential problems with drugs and alcohol, and awareness of, and interest in, support services.

Survey Result Highlights – Part 1

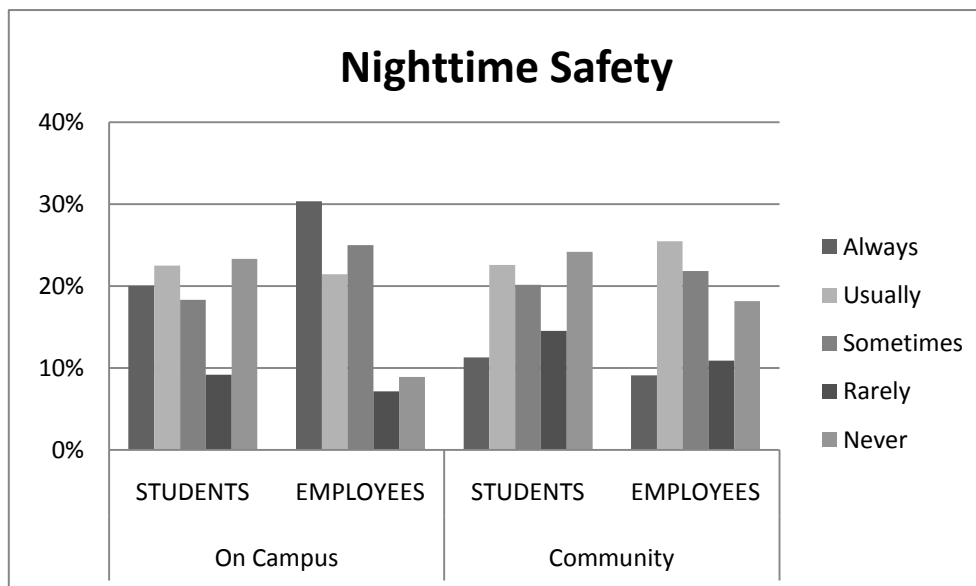
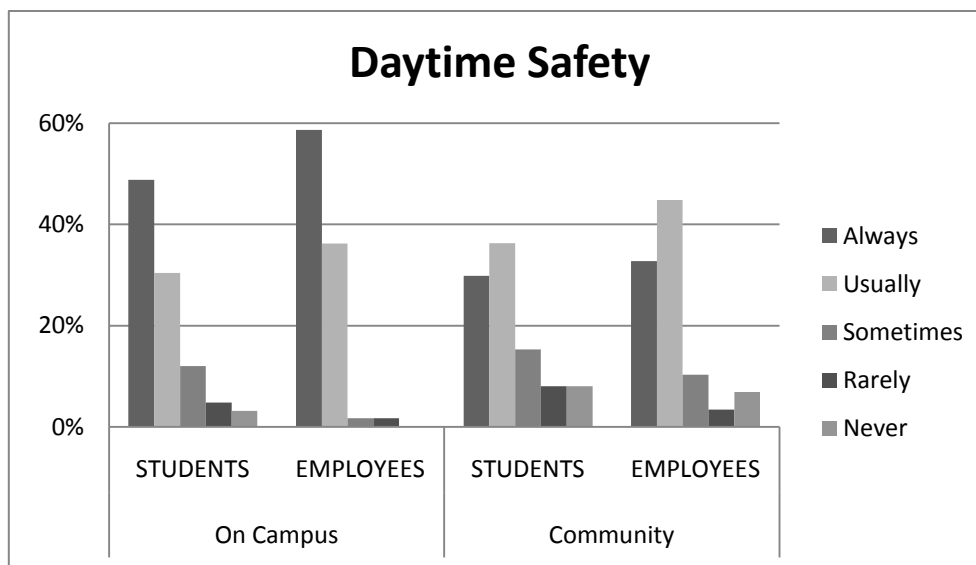
Written Code of Conduct

1. The vast majority of students (83%) surveyed were aware of a written standard of student conduct at El Camino College, although only about 43% of students own a copy of the college catalog in which the standards are written. [Beginning in Winter/Spring 2010, the *Standards of Student Conduct* are also published in the Schedule of Classes.]
2. Forty percent of employees stated that they had received a written copy of faculty/staff standards of conduct involving drugs and alcohol on campus; this document is distributed to all new employees.
3. Seventy percent of students or more knew standards cover alcohol, controlled substances and weapons/explosives (while about 78-83% of employees knew this). The lowest awareness involved use and sale of drugs or alcohol and being under the influence on campus.
4. Regarding smoking, 54% of students knew that the policy covered restrictions on smoking; 58% of employees reported being aware of this.
5. A small minority of employees indicated awareness of receiving information on the effects of drugs and alcohol (26% aware) and the Board Policy on Drug-Free Environment and Prevention Program (32%)—these documents are given to newly hired employees. And only 38% were aware of available services to help work through personal problems such as misuse of alcohol or drugs, for example the Employee Assistance Service for Education (EASE).

Written Code of Conduct includes:	Yes	
	Student	Employee
Smoking	54%	58%
Use of Alcohol on Campus	72%	78%
Possession Alcohol on Campus	71%	81%
Possession Controlled Substance	73%	83%
Being Under the Influence	69%	78%
Sale of Controlled Substance	72%	78%
Weapons or Explosives	72%	83%
I was aware of standards of conduct (students only)	83%	
I received standards of conduct (employees only)		40%

Personal Safety/Crime Prevention

1. With regard to safety, more students feel safe on campus than they do in the surrounding community. During the day time, about 49% of students said they always feel safe on campus compared to 32% who feel safe within the community at the same time of day. Those reporting feeling “always” or “usually” safe during the daytime are 79% and 66% on campus and in the community, respectively.
2. At night, perceptions of safety drop with 33% and 39% of students stating that they “rarely” or “never” feel safe on campus or in the community, respectively.
3. Employees feel much safer on campus than students reported; 59% of employees “always” feel safe on weekdays. Nearly all employees (95%) feel safe always or usually during the day on campus.
4. Just over half of employees feel safe at night (52%) on campus most or all of the time, compared to 43% of students. Only about a third (35%) feel safe in the community at night, similar to students.
5. The employee survey also asked about weekend safety (chart available in main report). Just over half (55%) reported feeling always or usually safe on campus during weekends.



A summary of drug and alcohol use and other perceptions are found in *Survey Highlights – Part 2*.

The Board of Trustees of El Camino College requires compliance with the provisions of the U.S. Copyright law (Title 17); Digital Millennium Copyright Act; Technology Education and Copyright harmonization Act (TEACH Act); laws governing Peer-to-Peer file sharing (P2P) and all other legislation governing the maintenance of the highest ethical standards in the use of copyrighted material. The President/Superintendent or designee shall establish procedures for compliance and provide informational and training programs to help faculty and staff comply with copyright laws. All members of the ECC community are prohibited from copying or disseminating materials not specifically allowed by the copyright laws, fair use guidelines, licenses, contractual agreements, district procedures, or other permissions.

Draft by the Copyright Committee

10/12/09

AP 3750 Use of Copyrighted Material

References:

U. S. Code Title 17, Copyright Act of 1976; Education Code Sections 32360, 67302

Employees and students shall not reproduce copyrighted materials without prior permission of the copyright owner, except as allowed by the “fair use” doctrine.

FAIR USE

Reference:

Copyright Act, Section 107.

The “fair use” doctrine permits limited use of copyrighted materials in certain situations, including teaching and scholarship. In some instances, copyright permissions may be required for works that fall within “fair use.”

A. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

1. A chapter from a book
2. An article from a periodical or newspaper
3. A short story, short essay or short poem, whether or not from a collective work
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

B. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:

1. The copying meets the tests of brevity and spontaneity as defined below; and
2. Meets the cumulative effect test as defined below; and
3. Each copy includes a notice of copyright

Definitions:

1. Brevity:

- a) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- b) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in “A” and “B” above

may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

- c) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
 - a. "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "B.1(b)" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

2. Spontaneity

- a) The copying is at the instance and inspiration of the individual teacher
- b) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. Cumulative Effect

- a) The copying of the material is for only one course in the school in which the copies are made.
- b) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- c) There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "B.2 and B.3" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals).

4. Prohibitions

Notwithstanding any of the above, the following shall be prohibited:

- a) Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
- b) There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- c) Copying shall not:
 - 1. Substitute for the purchase of books, publisher's reprints or periodicals
 - 2. Be directed by higher authority

3. Be repeated with respect to the same item by the same teacher from term to term.
- d). No charge shall be made to the student beyond the actual cost of the photocopying.

Compilations

Reference:

Basic Books, Inc. vs. Kinko's Graphics Corp. (S.D.N.Y. 1991) 758 F.Supp. 1522; and Princeton University Press v. Michigan Document Services, Inc. (6th Cir. 1996) F.3d 1381.

Permission from the copyright owner should be obtained when using excerpts of copyrighted work to create anthologies or “coursepacks,” even if the excerpts fall under the definitions in the “fair use” doctrine.

C. Online Courses

Reference:

The TEACH (Technology, Education and Copyright Harmonization) Act, USC 17, Copyright Act, Sections 110(2) and 112

The Teach Act provides instructors’ greater flexibility to use third party copyrighted works in online courses. An individual assessment will be required to determine whether a given use is protected under the Act. The following criteria are generally required:

1. The online instruction is mediated by an instructor.
2. The transmission of the material is limited to receipt by students enrolled in the course.
3. Technical safeguards are used to prevent retention of the transmission for longer than the class session.
4. The performance is either of a non-dramatic work or a “reasonable and limited portion” of any other work that is comparable to that displayed in a live classroom session.
5. The work is not a textbook, course pack, or other material typically purchased or acquired by students for their independent use and retention, including commercial works that are sold or licensed for the purposes of digital distance education.
6. The district does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.
7. The district notifies students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder.

D. Library Reserves

All materials placed on print and electronic reserve within the Library will be at the initiative of faculty for the non-commercial, educational use of students. All Reserves will be provided in a manner that respects current copyright law, the rights of copyright holders and Fair Use rights.

E. Obtaining Permission to Use Copyrighted Material

1. It is the responsibility of the individual faculty member or other person requesting copies to obtain permission to use copyrighted material. The college will not knowingly duplicate copies of copyrighted materials.
2. Employees with questions regarding copyright law will be directed to the U.S. Copyright Office's Web site at <http://www.loc.gov/copyright> and the ECC Copyright page for other references including links to operating procedures related to copyright. Forms will also be available in the bookstore and the copy center.

F. Procedures

1. Each department impacted by this policy and procedure will have written operational procedures available.
2. In cases of unresolved disputes between the requestor and the service provider, the problem will be referred to the requestor's Dean.
 - a. The service will not be rendered until the disputed issue is resolved.

Reference:

AP 3720 Computer and Network Use