



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>	
Angela Mannen	Fall 09	<u>Humanities</u>		Quajuana Chapman	
Lance Widman*	08/09	Brent Isaacs	11/12	Dr. Francisco Arce	
Michael Wynne	08/09	Peter Marcoux	11/12	<u>Associated Students Org.</u>	
<u>Business</u>		Kate McLaughlin	11/12	Joshua Casper	
(Election pending)	11/12	Bruce Peppard	11/12	Ana Safazada	
Philip Lau	11/12	Jenny Simon	11/12	Phillip Stokes	
Jay Siddiqui*	11/12	<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	<u>Learning Resource Unit</u>		Jean Shankweiler	
<u>Counseling</u>		Claudia Striepe*	10/11	Don Goldberg	
Christina Pajo	11/12	Moon Ichinaga	10/11	Tom Lew	
Brenda Jackson*	10/11	<u>Mathematical Sciences</u>		Tom Jackson	
Chris Jeffries	10/11	John Boerger	10/11		
<u>Fine Arts</u>		Greg Fry	10/11	<u>Counseling</u>	
Ali Ahmadpour	11/12	Marc Glucksman*	09/10	Ken Key	
Randall Bloomberg	11/12	Susan Taylor	11/12		
Patrick Schultz	11/12	Paul Yun	10/11	<u>Natural Science</u>	
Chris Wells*	11/12	<u>Ex-officio positions</u>		Chas Cowell	
Mark Crossman	11/12	ECCFT President			
		Elizabeth Shadish			
		Curriculum Chair			
		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>	
September 15	Communications 104	March 2	Communications 104
October 6	Communications 104	March 16	Communications 104
October 20	Communications 104	April 6	Communications 104
November 3	Communications 104	April 20	Communications 104
November 17	Communications 104	May 4	Communications 104
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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	C. Chair- Curriculum	
	D. VP- Educational Policies	
	E. VP- Faculty Development	
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	A. BP 3750 & AP 3750 – Use of copyrighted materials	40-43
	B. Program Review Highlight: Nursing	
	C. Department Chairs – discussion of faculty/department opinion	
G. AGENDA ITEMS FOR FUTURE MEETINGS		
	Nov 17	Copyright policy – 2 nd reading ECC Foundation presentation
		Basic Skills Presentation (Meyer, Blake, Martinez)
	Dec 1	Program Review highlight: Business Campus Climate Survey presentation (Graff)
		(Nov 17?)
	Dec 15	Program Review highlight: Journalism
		(Dec 1?)
H. PUBLIC COMMENT		
I. ADJOURN		



Committees

<u>Senate</u>	<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
ASSESSMENT OF LEARNING (SLOs)		Jenny Simon			
COMPTON FACULTY COUNCIL		Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM		Lars Kjeseth	2 nd & 4 th Tues.	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
<u>Campus</u>					
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
6th October, 2009

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

Behavioral & Social Sciences	
<u>Gold, Christina</u>	X
<u>Widman, Lance</u>	X
<u>Wynne, Michael</u>	X
<u>Mannen, Angela</u>	X

Business	
<u>Saddiqui, Junaid</u>	X
<u>Lau, Philip S</u>	X

Counseling	
<u>Jackson, Brenda</u>	X
<u>Jeffries, Chris</u>	X
<u>Key, Ken</u>	
<u>Pajo, Christina</u>	X

Fine Arts	
<u>Ahmadpour, Ali</u>	X
<u>Bloomberg, Randall</u>	X
<u>Crossman, Mark</u>	
<u>Schultz, Patrick</u>	X
<u>Wells, Chris</u>	X

Health Sciences & Athletics	
<u>Hazell, Tom</u>	
<u>McGinley, Pat</u>	X
<u>Rosales, Kathleen</u>	

Humanities	
<u>Isaacs, Brent</u>	X
<u>Marcoux, Pete</u>	X
<u>McLaughlin, Kate</u>	X
<u>Peppard, Bruce</u>	X
<u>Adrienne Sharp</u>	X
<u>Simon, Jenny</u>	X

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

Learning Resources Unit	
<u>Striepe, Claudia</u>	X
<u>Ichinaga, Moon</u>	X

Mathematical Sciences	
<u>Boerger, John</u>	
<u>Fry, Greg</u>	X
<u>Glucksman, Marc</u>	exc
<u>Taylor, Susan</u>	
<u>Yun, Paul</u>	X

Natural Sciences	
<u>Cowell, Chas</u>	
<u>Herzig, Chuck</u>	X
<u>Jimenez, Miguel</u>	X
<u>Palos Teresa</u>	X
<u>Vakil, David</u>	X

Academic Affairs	
<u>Chapman, Quajuana</u>	

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

Assoc. Students Org.	
<u>Caspar, Joshua</u>	X
<u>Safazada, Ana</u>	

Ex- Officio Positions	
<u>Arce, Francisco</u>	X
<u>Nishime, Jeanie</u>	X
<u>Shadish, Elizabeth</u>	
<u>Kjeseth, Lars</u>	X

Guests and/Other Officers: Jean Shankweiler (Dean's Rep), Barbara Perez, Emily Rader, Philip Stokes (ASO)

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

The second Academic Senate meeting of the Fall 2009 semester was called to order at 12:37pm

Approval of last Minutes:

The minutes [pp. 5-8 of packet] from the last Academic Senate meeting were approved with the following corrections:

M. Ichinaga noted an incorrect spelling of her name. C. Jeffries noted that she had said "lower enrollment" classes, not "smaller" classes in the section on Cancellation of Winter classes. The corrections will be made.

REPORTS OF OFFICERS

President's report – Dave Vakil (henceforth DV)

DV reported that the last Council meeting focused on this year's goals. Items discussed were:

- A. Including increasing faculty /staff recognition. Some possibilities discussed involved creating a part- time faculty award, and increasing the use of Applause cards, while decreasing the processing time of the cards.
- B. Increasing the dissemination of information re: fiscal matters/issues on campus. For instance, the latest information concerns the possibility of ECC losing approximately \$1.4 million from ARRA (stimulus), mostly intended for categorical programs.
- C. Improving internal communication on campus and between ECC and the CEC.
- D. Campus Climate survey is coming in Spring 2010. DV encouraged faculty to take it and spread the word. Ms. Graf will be giving a presentation on this soon.
- E. Facilities Master Plan – campus forum coming soon. One will be held during the next senate meeting, but another meeting has been scheduled for Oct 2nd from 1-2pm. DV encouraged all faculty to attend. Mr. Wells asked why the Academic Senate meeting time was not avoided and Dr. Nishime replied that it was an unavoidable matter concerning Dr. Fallo's schedule and the necessity of getting input before the Facilities meeting on Oct 26th. The plan will lay the groundwork for going out for an extension on our Bond in 2012.
- F. The College Council self- evaluation results [see packet pp 18-19] Mr. Marcoux represented the Academic Senate.
- G. No show report rates – we need to do better. [see p 20 of packet] DV exhorted Senate members to spread the word, noting that only 60% of ECC and 20% of CEC reports were completed. Questions were raised re: comparison to the paper reporting process and DV will look into this.
- H. FTES and Section counts for 08-09 and 09-10 (see packet :Compton on p 21, ECC on p 22]. DV noted that the numbers are out of date.

DV also introduced Mr. Michael Mangan, part- time English instructor, as the part- time faculty Academic Senator. One part- time faculty vacancy still remains.

UNFINISHED BUSINESS

DV stopped his report at this point and asked most of the Officers to hold their reports so that the Senate could hear from **student government on BP 5500 & AP 5520 – Academic Honesty & Standards of Conduct**. [See pp 46-56 (espec p 47) of packet]

DV said that the students were concerned about the Academic Senate vote. They want us to reconsider our stance. DV introduced Joshua Casper, ASO President, and Philip Stokes, Region 7 representative to address the Academic Senate.

Mr. Casper noted that the students concerns involved the language used in the section on Academic Dishonesty. They felt, for instance, that Section 1 a, points vi & ix (6 & 9) put the responsibility on the students to check with the teachers, and the students believed it was not their responsibility, but rather that of the instructor to inform students via syllabi, mail, and verbal instructions. They further argued that 1 a viii (8) should be changed from ...UNLESS specifically authorized...to other wording as students might otherwise believe that they were prohibited from using devices for assignments and class work. The students believed that the focus needed to be put back on the faculty. Additionally, 1 a ii (2) was felt to be too vague, and the students suggested the term “graded work”, as some students may consider their class notes work and saw those as their own property to exchange with other students.

Mr. Stokes agreed with Mr. Casper, noting that students “copying” fellow class mates notes after being ill and missing class are merely demonstrating that they care about catching up with class work. He argued that it is ultimately the instructor’s responsibility to set guidelines on what is appropriate and therefore the student government is not in favor of the current language and would like to see it amended. Students see the teacher as being the responsible figure, and pay fees to benefit from the credentials and expertise of the teacher. The current language places an unfair burden on the students and does not account for faculty inconsistencies. The language is felt not to be in the interests of the students.

Discussion followed. Ms. Jeffries said the counselors would be in favor of the changes proposed by the students as some students may be afraid to speak to faculty, thus it was better if the responsibility was left with the teachers.

A motion was made and seconded, to consider each point as a separate section. Referring to 1 a ii (2) [pg 46 of packet] Ms. McGinley argued against including the word “graded” as she had noted students in the nursing program copying other’s patient care plans, and, while these were not intended to be graded, this was a bad practice. Some senators argued that the intent of #ii (2), seemed to be covered in #i (1) and so could possibly be eliminated for the sake of clarity.

Mr. Kjeseth noted that one could find problems for all of the points and that it seemed we were wasting time trying to micromanage the issue. Mr. Kjeseth recommended bringing the Policy back to the Ed. Policies Committee. There was a motion to delete item ii (2) but more discussion broke out. Mr. Stokes said that the current language put the burden on the student to interpret the teacher’s intentions, and in some instances these intentions were difficult to interpret. The question arose as to who had the burden of informing the students? Mr. Ahmadpour noted that the students were obliged to read the Code of

Student Conduct in the Schedule of Classes. Dr. Arce agreed with Mr. Kjeseth that the discussion was getting overly specific. He said that if the faculty of the Senate was having such trouble interpreting the policy, imagine how difficult it would be for the students. Dr. Arce said the individual faculty members should be trusted to know what they are doing. Dr. Nishime and Mr. Marcoux were of the opinion that we should keep the general statement 1a and eliminate the specific examples. DV wants the Ed. Policies Committee to take another look at the policy.

Mr. Wells made a motion to table the policy discussion and refer the matter back to the Ed. Policies Committee. The motion passed unanimously. Ms. Jeffries made a plea for volunteers for the Ed. Policies Committee. DV thanked the student government representatives Casper and Stokes, and asked the student government to put a student member on the Ed. Policies Committee.

OFFICERS' REPORTS

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

LW reported on the PBC Minutes [See pp 23-25 of packet], which featured extensive discussion of the District's response to the Accreditation Committee letter. All four Vice Presidents came to this meeting and the emphasis of the committee is slowly shifting from budgeting to planning, as desired. All are welcome to attend these meetings, held on the first and third Thursdays of the month in Library 202.

LW also referred to the minutes [See p 10 of packet] for mention of reports to the last few meetings which contain important information. LW noted that the PBC continues to brainstorm on issues that need to be considered as much is still undecided in Sacramento. LW remarked that President Fallo spends a lot of time with the PBC so the minutes have lots of insights.

As mentioned earlier, DV asked that some officer reports be held off. Ms. Ichinaga's Council of Deans meeting report was held off, as was Dr. Gold's Faculty Development Committee report, Mr. Panski's Compton Educational Center report, Mr. Wells' Legislative Action report, and Mr. Kjeseth's Curriculum Committee report.

VP Educational Policies Committee – Chris Jeffries (CJ)

BP 4020, AP 4020 Program, Curriculum and Course Development[see pp 26-27 of packet] It was decided to treat this as a first reading as it has been five months since the Senate looked at the issue. We will vote on the Policy and Procedure at the next meeting.

REPORTS OF SPECIAL COMMITTEES

Calendar Committee.

For Summer 2010, all ECC classes will start 06/28/10 and there will be no first 6-week session. Compton will be the same with two overlapping six week sessions and an eight week session. Mr. Panski thanked Dr. Arce for his help. The reason for eliminating the first six week session is that many high schools are graduating at that time and a date favorable to the majority was chosen as the start date. Ms. Jeffries however, objected to this decision on the grounds that student athletes report for training in August and thus would be denied the opportunity to participate in the Summer session. Ms. Jeffries was

asked to get this input to the Calendar Committee. The calendar had to be changed officially to reflect the semester date and the Summer session dates as these dates determine residency. Mr. Wells asked whether the decision was made using collegial consultation. Dr. Arce noted that the Calendar Committee had been consulted, and Ms. Perez noted that the calendar Committee had approved the 06/28/10 start date. No change has as yet been made to plans for Winter 2011, though there may be some conversations about the possibility and effects of eliminating Winter ..Many arguments in favor of reconfiguring calendar to: Spring starting January, followed by 2 back-to-back 6-week summer sessions + an overlapping 8 week summer session. DV asked the senators to discuss with their dept/division and give feedback.

Student learning Outcomes – Jenny Simon (JS)

[See pp 42-44 of packet] for courses needing SLOs. This was also distributed during the last meeting. JS also reminded the senators of the upcoming SLO workshops, and said there had been a great response so far. JS thanked Industry and Technology for their work, in particular.

NEW BUSINESS

Program Review Highlights: Learning Resources Unit - Claudia Striepe (CS)

CS reported on the Learning Resources Unit's Program Review, based on the 2007-08 Program Review chaired by D. Brown (librarian)

Who does the Program serve and why is this program beneficial to the community?

The LRU program serves the students AND faculty, as well as the staff of El Camino College. The program is beneficial to students in providing resources/materials and study and research skills; information literacy is stressed as a way of optimizing college success and as a lifelong learning skill. Faculty and staff benefit by having research materials available for their use along with other services like Inter Library Loan and Book Selection committees, and having the LRU as a support resource to direct students for extra help.

List 2-3 things from your Program Review that are interesting or important.

One thing not clearly discernable from our written report is what a unique resource we have in the Music Library. We are one of the only Community Colleges to have 2 libraries – the Main Schauerman Library and a Music Library. The Music library has been gifted with many wonderful donations over the years and has built up a collection that is the envy of many 4 year schools, especially in the area of sheet music and scores. ECC often has inter- library loan requests from other libraries across the country for items from the collection. Our music students have some great resources to draw on and learn from.

Our book collection went through a stage of being quite shabby and outdated in some areas. A stated goal of the Program Review was to remedy this and with the formation of the library liaison program and hiring of a new acquisitions librarian, Alice Cornelio, efforts to reach out to the faculty in matters pertaining to weeding advice and purchasing suggestions are showing results. Our Program review states that most purchases are based on recommendations from faculty. So please stay involved in your Book Selection Committees, the newly created Faculty Library Advisory group and send personal recommendations to your Division library liaisons.

The LRU is comprised of several vital student /academic support areas without which the student success and retention rates would be much poorer.

A small staff of approx. 25 people handles the Library services, Distance Education and Media Services, the LRC, comprising the LMTC Commons computer labs, Basic Skills and Tutoring. All of these services are very heavily used.

List 2 things you would like other faculty to know about your program.

We would want faculty to know that the library is still a very relevant service on campus. We want faculty to know that library services are constantly modernizing and offering new resources to stay relevant to the new generation of researchers. We encourage faculty to bring their classes for a library visit, and for faculty themselves to familiarize themselves with our resources. The librarians attend workshops/conferences that focus on new technologies, resources, SLO's in an effort to improve library offerings and presentations.

The library Skills program is truly a program with the ability to affect all other academic programs and influence student success and retention. We also believe information competency is a fundamental skill for life- long learning and useful way beyond college life.

Ms. McGinley will give the next overview on the Nursing Program Review.

AA/AS Degree Task Force Reconstituted – Drs. Arce & Nishime

[See pp 57-59 of packet] The idea is to provide pathways for more students to earn AA/AS degrees by creating more streamlined majors. There are many majors but not many degrees in these areas. The college needs to consolidate and combine some areas to streamline, not prolong, the achievement of a degree. The task force will address the idea of trying to get students to take the appropriate units to get a degree and/or transfer.

Board Policy 3430 Prohibition of Sexual and Other Forms of Harassment – 1st Reading

[see pp 60-61 of packet] VP-HR Perez noted that the change in language had been recommended by legal counsel, both ours and those advising other Community College bodies. More changes to language may be forthcoming as these sorts of cases go on to the Supreme court. It was noted that the College Council had suggested adding the phrase “gender identity”. Mr. Panski pointed out that the Policy would apply to students and staff. He also noted that the CEC still had their own contract and disciplinary action processes, therefore the Policy would also need to be adopted by the CEC Board. Ms. Perez will liaise with Compton on this. The Senate will vote on this at the next meeting. Mr. Panski moved to include the phrase “gender identity”. Ms. Jeffries seconded this. The vote was unanimously in favor.

Technology Plan – Pete Marcoux (PM)

PM reported that the Technology Plan focused on building on technologies students already have and use and looked ahead to possible new technology infrastructures like the the virtual technologies of the thin client boxes which would help with IT servicing issues, and cloud computing. There would be a migration from the dedicated pcs. PM also reported on the 3rd generation portal, noting that there were still issues with the portal to be worked out. The Plan was looking ahead to remote management, student tracking, and online inventorying technologies. Also planned were a new telephone system and portal convergence. The Technology Plan would go to the Academic Technology Committee, on which every Division was represented. PM is the Senate representative on

the ATC and also on the Campus Technology Committee. There were also plans to make WiFi more accessible on the entire campus.

Ms. Ichinaga asked how IT priorities were established as there were many day-to-day technology problems/issues that needed to be addressed, for instance in the library WiFi was only available in a third of the building, the printer system gave trouble, there were no other printing options on campus, basic services like student fax access had still to be addressed, public access computers needed an automatic login installed, and so on. On being advised to contact ITS, Ms. Striepe noted that the library seemed to be a low priority as many requests had gone to ITS already. Ms. Ichinaga opined that the spotlight should be on solving the day- to- day problems. PM suggested emailing a list of issues to him to raise at a future meeting. DV suggested Dean Grigsby contact Dr. Arce directly. Dr. Arce said he was unaware that the library was experiencing so many problems.

FUTURE AGENDA ITEMS

For Oct 20:

- Program Review Highlight: Nursing
- Irene Graff & Harold Tyler: Drug & Alcohol Survey coming soon, mandated by Federal government.
- “First” reading of AP exam unit limitations (holdover from Spring). Will discuss and vote during November 3 meeting.
- Department chair survey
- New procedure: dropping students for non-payment of fees, VP Nishime.

For Nov 17: Basic Skills proposal presentation.

The Academic Senate meeting was adjourned at 2:02pm
Cs/ecc2009

ACADEMIC SENATE ATTENDANCE & MINUTES
20th October, 2009

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

Adjunct Faculty

Mangan, Michael(Hum) X

Behavioral & Social Sciences

Gold, Christina X

Widman, Lance X

Wynne, Michael X

Mannen, Angela EXC

Business

Saddiqui, Junaid X

Lau, Philip S

Counseling

Jackson, Brenda X

Jeffries, Chris X

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 X

Rosales, Kathleen X

Humanities

Isaacs, Brent X

Marcoux, Pete X

McLaughlin, Kate X

Peppard, Bruce X

Simon, Jenny EXC

Industry & Technology

Gebert, Pat X

Hofmann, Ed X

MacPherson, Lee X

Marston, Doug

Striepe, Claudia X

Ichinaga, Moon X

Mathematical Sciences

Boerger, John

Fry, Greg

Glucksman, Marc X

Taylor, Susan X

Yun, Paul X

Natural Sciences

Cowell, Chas

Herzig, Chuck X

Jimenez, Miguel

Palos Teresa X

Vakil, David X

Academic Affairs

Chapman, Quajuana

ECC CEC Members

Evans, Jerome

Norton, Tom

Panski, Saul X

Pratt, Estina

Smith, Darwin

Assoc. Students Org.

Caspar, Joshua

Safazada, Ana X

Ex- Officio Positions

Arce, Francisco X

Nishime, Jeanie X

Shadish, Elizabeth

Kjeseth, Lars EXC

Learning Resources Unit

Guests and/Other Officers: Tom Lew (Dean's Rep), Barbara Perez, Barbara Jaffe, Irene Graff, Harold Tyler

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

The third Academic Senate meeting of the Fall 2009 semester was called to order at 12:37pm

Approval of last Minutes:

Approval of the minutes [pp. 5 -11 of packet] from the last Academic Senate meeting will be held over until the next meeting.

REPORTS OF OFFICERS

President's report – Dave Vakil (henceforth DV)

DV reported that **a three member team from the ACCJC will be visiting** the ECC campus next week on Tuesday October 27th. One member of the team was part of the original team that visited a year ago. DV reminded the Senators that some faculty might be called upon to speak to the visiting team.

The first of two **Campus Facilities Master Plan forums** is set for Thursday 22nd. Please try and attend at 1:00pm in the Distance Education Room.

DV noted that it was time again for the **Full-time Faculty Hiring Prioritization** – [see page 16 of packet for deadlines & info.] A memo has been sent out to all Deans. It is not yet sure if the campus will be hiring, or in what numbers.

At a recent meeting of Senate officers with Drs. Arce & Nishime, the following items were discussed:

- College Council will move towards **putting Admin Procedures on web**, to accompany Board Policies.
- Increasing student success**, especially with reference to online classes.
- The possibility of **adding English 1A as a pre-requisite for online courses**. When presented to the Distance Education Advisory Board (DEAC), they disagreed. More data is needed to guide decisions and DV will follow up with Irene Graf on this.

DV drew attention to memos [pages 64-68 of packet] from **CCLC President Scott Layre: Student Success**. Some of the suggestions/ideas have already been implemented at ECC, but there may be others that we can adopt.

DV reported that ECC **Trustee Bill Beverly's father passed away** recently, and that there were some heartwarming tributes paid at the Board Meeting.

At a recent Dean's Council/Enrollment Management, attended by DV and Ms. Ichinaga, there was a **Consultant Presentation by Clarus** on how the school schedule does not meet our needs, and causes difficulties for some students due to the following:

- Little uniformity of the scheduling process among divisions
- ECC not using data nor input from Student Services constructively in scheduling
- Inconsistency in the scheduling of required classes making it challenging/impossible for students to complete certificate programs and AA/AS degrees in a reasonable period of time

Clarus noted that ECC classes typically have more students than comparable schools

Clarus recommended that ECC consider the following:

- Hiring a designated class scheduler
- Departments should have seniority, not ownership, of classrooms
- Using a block schedule. (Pre-draft in development.)

- Making Curriculum sheets available to students (online)
- Reveal typical scheduling patterns (e.g. courses only offered in Spring)
- Scheduling 1 or 2 years in advance
- Increasing online, hybrid, open-entry class offerings
- Alternate delivery formats: video, streaming video, cable TV
- Offering fast-track programs, weekend colleges (e.g. PACE?)
- More colleges are going back to MWF/TTh schedule, away from MW/TTh offerings
- Possibly purchasing Class Track software, so we can do our own analysis like Clarus did.

Mr. Widman asked whether there had been any follow up to these recommendations and DV said that it was too early yet, the meeting and presentation had just taken place. Mr. Widman hoped that there would be student representation at any subsequent discussions and DV assured him that there had been student representation at the presentation. Dr. Arce noted that ECC was conducting an analysis of how we schedule classes over a period of time to see whether there were any patterns in the scheduling.

VP – Compton Center - Saul Panski (SP)

No report

Curriculum Committee – Lars Kjeseth (LK)

No report. Mr. Kjeseth had reported in ill.

VP - Educational Policies – Chris Jeffries (CJ)

No report. See later Unfinished Business.

VP - Faculty Development – Chris Gold (CG)

No report. CG informed the senators that she was selling \$5. tickets for next week’s Munch ‘n Mingle fundraiser for the American Cancer Society, to be held on the library lawns. There will be a Pancake Breakfast (courtesy Tom Hazell). The event is Co-sponsored by the Academic Senate and ECCE. [See flyer on p44 of packet]

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

[See pp47-49 of packet] for the minutes of the last PBC meeting on 1st October. LW reported that the PBC is already into budget assumptions for 2010-2011. There is still a lot of discussion to come, but LW asked senators to please pay attention to #1, 3, 4 on p. 48 relating to FTES/enrollment. These are MAJOR items for consideration. LW said that ECC is slated for a reduction in FTES next year to approx. 18,300 FTES and we already over cap at 21,000; LW warned that if faculty continue to be accommodating and add students, reductions and cuts would have to be made elsewhere. LW drew attention to a memo from Emily Rader, [see pp50-51 of packet] AS Alternate to the PBC, to the AS regarding faculty involvement in planning through program review, and faculty adding students—the impact on FTES, money from the State, sections offered, and impact on part time instructors, among other items. [See also p. 53 of this packet] for the Council of Dean’s report on this same topic.

LW emphasized that the **“message is really quite simple: STOP adding students beyond normal class size! You are not doing any favor to your students, your colleagues (especially part time) or to District funding from the State for doing so! It’s just that simple!”**

Dr. Nishime said it was an enrollment management issue, and that students should be held accountable for attendance. LW said that faculty should stick to the official class size number. Dr.

Nishime said it is rare to be enrolled at 100%, an 80% enrollment is more usual and normally 10% drop. Things fluctuate according to student demand. Mr. Ahmadapour said he had long thought that popular classes should have a much larger class size number. LW said that the college had long ago decided not to use that model.

Council of Dean's Meeting Report – Dave Vakil (DV) and Moon Ichinaga (MI)

[See pp 52-53 of packet] for a report of the prior week's meeting.

DV reported that much of last week's meeting was taken up with the Clarus presentation, and he thanked MI for her help in putting together the President's report on that presentation.

VP – Legislative Action – Chris Wells (CW)

No report.

UNFINISHED BUSINESS

BP 5500 – Academic Dishonesty – Chris Jeffries (CJ)

[See pp 20- 30 of packet – especially pp20-21]

CJ noted that based on the student concerns expressed at the last meeting, the Ed Policies committee had had further discussion and looked at other college catalogs. The Committee finally decided to go with the student's suggested wording of "when prohibited" in 1vi and ix, and used "unless specifically authorized" for 1viii.

The Committee had also decided to keep the specificity of the examples, as they felt it useful to be able to cite an exact violation rather than looking at teach teacher's syllabus.

Mr. Wells made a motion to accept as written, seconded by Mr. Widman. The motion passed, with one nay vote.

Advanced Placement (AP) exam unit limitations – refresher

This went through a first reading in Spring.

Please read pages 38-43 of packet before next meeting and Lori Suekawa will come to the meeting to answer any questions, and then we will vote.

NEW BUSINESS

Drug and Alcohol Awareness Survey – Harold Tyler (HT) and Irene Graff (IG)

[See pages 57-61of packet] for the student survey and IG distributed a handout with the faculty survey.

HT reported that compliance with the Drug- Free Schools and Communities Act is a condition of schools receiving certain funds. ECC has some compliance issues that are now being addressed. HT and IG looked at what ECC had in place and are revising policies and addressing the issues. This survey is one step. Schools are required to annually notify students and faculty of treatment options and HT and IG are working on the most efficient ways to distribute notices and reach people. An annual report is also required to be kept on file, and ECC last submitted a report in 1990. HT reported that in an effort to get into compliance ECC committees are meeting with Compton folks and Student Government. Handouts will need to be made, timelines drawn up, the surveys administered - and all before December 2009.

IG stepped the Senate through the surveys. The student survey in the packet asks students about their drug/alcohol use and habits and has a section on evaluating campus safety. The faculty survey is still in the draft stage. Recognizing that some faculty either do not have, or do not check their computers, paper copies of the surveys will also be available through all Division offices. The online survey is anonymous, and the results do not have to be shared with the government. The main issue is to make faculty, staff and students aware of the policies.

Mr. Panski asked why the entire Compton campus was being surveyed as opposed to only a sampling of the Torrance campus. IG said this had to do with numbers, a big sample was needed and usually response rates were low. As there were so many more people at the Torrance campus, a sample was adequate, whereas because there were much fewer people at the Compton campus the entire body was needed to make up the numbers. Mr. Panski said the request should be worded to state that a certain number, like 5000 people, were needed from each campus.

Dr. Gold felt that the section on personal safety was small/inadequate and needed to be beefed up.

Mr. Widman asked how students would be notified of the survey, and IG said all students would receive an email. On being asked whether the issue of campus safety included sexual harassment, IG noted that another office collects data/information on that topic.

MS. Ichinaga noted that the survey asked about day and night safety issues, but felt that there should be a column for weekends.

DV asked that other feedback and questions be directed to Mr. Tyler and Ms. Graff.

Program Review Highlights: Nursing – Pat McGinley (PM)

DV asked PM to hold her Program Review summary for the next meeting. PM agreed.

FEE PAYMENT PROPOSAL – Dr. Nishime

[See pp62-63 of packet] Dr. Nishime reported that the college would be enforcing the policy on the books whereby students must pay their fees within 7 days of registration. There were some details still to be ironed out, for instance when the seven day countdown would begin in the case of a student having registered for classes over a period of days.

Dr. Nishime noted that 2 payment deadline dates had been selected - December 11th for the priority registration time Nov 24th through Dec 11th, and Feb 8th for the registration period beginning Dec 12th. The process will be flexible at first, but basically students will be dropped after the selected dates and with reference to a fee threshold. When asked whether the student would be dropped from ALL classes, Dr. Nishime answered in the affirmative. There was a concern about waitlisted students and Dr. Nishime said that students should check their email regularly to see if they have been moved from a waitlist onto active enrollment. This will work to free seats for other students. This needs to be communicated to the students. To this end, there will be announcements on the portal and students will get a phone call on the day of registration. Most students are paying their fees, and there will be some exemptions, for instance, veterans. Ms. McGinley asked why students could not be left in the classes they had paid for and just dropped from the classes they had not paid for. Dr. Nishime said that that would be an idea, but that ITS could not manage that scenario. Mr. Wells asked if we were making policy based on what ITS could manage? Dr. Nishime said that our system capabilities had to be a consideration. Dr. Nishime said that the policy would have a soft introduction.

Student representative Ana Safazada wondered whether part-time and full-time students would be treated differently, and asked what the threshold amount was. Dr. Nishime said that the amount was not written in stone, but would be based on a 3-5 unit class pattern. Ms. Safzada wondered whether it would not be fair to make students pay a percentage of what was owed, but Dr. Nishime said that students had to get the message that they had to pay for the classes for which they registered. As of June 2009, the college had several millions of fees owing, and this was not acceptable.

Dr. Arce agreed, noting that the schools wanted to get away from the practice of students “shopping” for classes, and wanted students to make a deeper commitment to their classes. Dr. Arce added that we should not have a lax fee policy that encouraged lax behavior. DV added that this might help with student success. Barbara Perez said that the practice was standard in the 90’s and students had been responsive and had understood the consequences. The problem had started when enrollment had dropped and the college had taken a softer stance.

Dr. Gold noted that this might also help with online enrollment.

Mr. Panski asked about students on waivers, as there were many such at Compton. Dr. Nishime said this would be taken into account.

Dr. Nishime noted that the threshold would be above 1 unit, and said that students must pay what they owe.

DV said that the primary task would be to inform the students. He noted that this had been an informational talk and that feed back should be sent to Dr. Nishime.

Board Policy 3430 – prohibition of Sexual and Other Forms of Harassment – Chris Jeffries (CJ)
[See pp 45-46 of packet] This was the 2nd reading of the policy. It was noted that there were no changes since first reading except our recommendation during last meeting to include the phrase “gender identity” Mr. Panski made a motion to approve, seconded by Mr. Wells. There was no discussion. The Senate voted unanimously in favor. This went to the Board of Trustees last night for its first reading.

Board Policy and Academic Procedure 4020 – Program, Curriculum and Course Development – Chris Jeffries (CJ)

[See pp 18-19 of packet] CJ noted that the last Educational Policies VP, Evelyn Uyemura had done much of the updating, and that much was from Title V. CJ noted that program discontinuance is a separate procedure that the Ed. Policies would be working on and bringing forward to the Senate.

Barbara Perez had a concern with the Procedure, feeling that Procedures should show what to DO if there was a concern/violation of the Policy, and that this Procedure did not do that. After discussion it was decided that CJ, Ms. Perez and Dr. Arce would get together and polish the Procedure up for the next Senate meeting.

Department Chairs – Faculty Opinion.

As the last business of the session, Dave Vakil indicated that he wanted to informally gauge faculty interest in considering a department chair model. VP Arce raised the question of whether it was appropriate for the Academic Senate to consider this—he thought it was a contractual matter that would be better left for the union to assume the lead. VP Arce mentioned a court case that is relevant to this discussion. Chris Wells will follow up.

Susan Taylor, Lance Widman, and Chris Wells all expressed the opinion that there was no reason why the Senate could not make a recommendation. Moon Ichinaga and Lance Widman also added that faculty they represented voiced mixed feelings about the need for department chairs, but in general did not feel strongly that the chairs were a high priority for the Senate to consider.

Dave Vakil mentioned that the need for department chairs was identified in 13 program reviews. VP Arce remarked that these were 13 out of 64 total program reviews. Dave Vakil responded by saying that while this is true, he felt that if the representatives of all 64 programs were asked specifically about department chairs, the number of supporters of a department chair model would increase beyond the 13. Saul Panski suggested that VP Arce and other administrators meet with the Senate Executive Board to discuss their reservations. Dave Vakil added that in any case, it had been his intention to work with Irene Graff in Institutional Research to create an online survey of faculty opinion before proceeding further. The meeting concluded with Dave Vakil announcing that by the November 17 Academic Senate meeting, he plans to have a draft of a faculty survey completed and that there would further discussion with administrators about their reservations.

FUTURE AGENDA ITEMS

- Sometime soon: BP & AP 3750: Copyright
- For Nov 3
 - Introduce Dist Ed coordinator, Staff Trainer.
 - Program Review highlight: Business
 - Vote on the AP unit limitations.
- For Nov 17
 - Program Review highlight: Journalism
 - Basic Skills proposal presentation.
- December
 - Presentation: Campus Climate Survey by I. Graff

The Academic Senate meeting was adjourned at 2:10pm
Cs/ecc2009 with assistance from MI

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting October 19, 2009

Present: Francisco Arce, Josh Casper, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Elizabeth Shadish, Luukia Smith, Arvid Spor, and David Vakil.

1. Board Agenda

- a. We will have three Trustees tonight.
- b. Administrative Services, page 21, item C.1. This contract is not in Measure E agenda because not all construction projects are Measure E projects.
- c. Human Resources, page 44, item A.1. Should be Ms. Leigh St. John.

2. BP 5500 – Academic Honesty & Standards of Conduct is going to the Academic Senate tomorrow. The Vice Presidents will bring back a listing of policies they are working on.

3. Accreditation – On October 27th we will have our focused mid-term visit. The team members are Donald Averill, Jane de Leon, and Rhea Riegel. They are requesting to meet with the President and Steering Committee; Finance Department Representatives from ECC and Compton Center; Institutional Research Staff; and Board representatives. The agenda will be sent to College Council members and posted on website. It sounds like they want to make an all-campus exit review. Cindy is working on getting the Steering Committee together.

4. FCMAT – is coming next week. They have separate teams with 2-3 people. The scores are up considerably, but need to be 6 to 7.

Agenda for the October 26, 2009 Meeting:

1. Minutes of October 19, 2009
2. Vice Presidents' policy listings
3. BP 5500-Academic Honesty & Standards of Conduct
4. AP 5520-Student Discipline & Due Process
5. AP 5530-Student Rights & Grievances

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 October 26, 2009

Present: Francisco Arce, Josh Casper, Thomas Fallo, Bob Gann, Ann Garten, Irene Graff, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, Arvid Spor, and David Vakil.

1. The Accreditation visiting team schedule was sent to College Council members. We haven't asked if the press can be there. The Union wants to cover the exit interview. We don't know how many Board members will meet with the team. Peter Landsberger, Ray Gen, and Maureen O'Donnell will be there.
2. FCMAT starts Thursday, October 29th. The visit will last about three weeks. Different teams will visit at different times.
3. The Compton Community College District has a Board election next Thursday. The election is for three seats.
4. There will be focus groups this week for the Compton community to see what they think about the Center and the District.
5. VP policy listing. The VP's met with the Senate leadership group and produced a list and prioritized which to work on. This will be brought to College Council next week.
6. BP 5500 – Academic Honesty & Standards of Conduct went back to the Senate last week. The Senate approved it as originally presented. This will be taken to the Board in November.
7. AP 5530 – Student Rights & Grievances. Jeanie will define business day in the procedure.
8. Free H1N1 flue vaccinations will be given tomorrow at the Compton Center.

Agenda for the November 2, 2009 Meeting:

1. Minutes of October 26, 2009
2. Team Reports
3. Vice Presidents' policy listings
4. AP 5530-Student Rights & Grievances

College Council Goals 2009-2010

1. Improve internal college communications.
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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 Vice President – Academic Affairs

October 29, 2009

TO: Faculty Position Identification Committee (Deans and Faculty Representatives)
Behavioral and Social Sciences
Business
Counseling
Fine Arts
Health Sciences and Athletics
Humanities
Industry and Technology
Learning Resources
Mathematical Sciences
Natural Sciences

FROM: Francisco M. Arce, Vice President/Academic Affairs
David Vakil, President/Academic Senate

RE: Committee Voting Guidelines

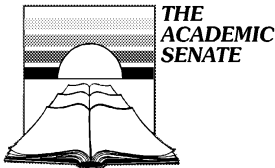
We have agreed on the following voting guidelines for the forthcoming meetings to prioritize faculty positions:

1. In order to cast a ballot on November 13, 2009, each representative must attend the meeting of November 12, 2009 until the meeting is formally adjourned.
2. If a proxy is designated to attend the November 12 meeting, a written memo must be forwarded to us no later than the start of the meeting. Only the designated proxy may vote on November 13.
3. There will be an open ballot and all ballots will be signed.
4. Division representatives are urged to consider the needs of the College as a whole when casting their votes.
5. Ballots will be due by 4:30 p.m. on Friday, November 13.

As a reminder, 30 copies of position requests and supporting documentation are due to the Office of the VP/AA on Tuesday, November 3. Copies of division requests will be available for pick up in the Office of the VP/AA on Thursday, November 5.

If you have any questions or concerns, please get back to us in writing PRIOR to the meeting on November 12, 2009.

pc: T. Fallo
J. Higdon
J. Nishime
B. Perez



**THE
ACADEMIC
SENATE**

For California Community Colleges

Subject: Exemplary Program Award

Dear Local Senate President:

The Academic Senate is pleased to announce the call for nominations for the Exemplary Program Award. The Board of Governors will present the 2009-2010 Exemplary Program Award to as many as six programs from across the state at its January 2010 meeting. The Board of Governors established the Exemplary Program Award in 1991 to recognize outstanding community college programs. This year the Exemplary Program Award will be funded by the Foundation for California Community Colleges. As many as two California community college programs will receive cash awards of \$4,000 and up to four programs will receive honorable mention plaques. This award offers an excellent opportunity for your college to showcase exceptional programs.

In order to enlarge and enliven the pool of recipients, the Academic Senate selects annual themes in keeping with the award's traditions. The theme for 2009-2010 is "**Creating a Bridge to Transfer or Career.**" While much of the attention of the California community college system in recent years has been devoted to basic skills instruction, many colleges have also developed programs to help students to transition from these introductory courses into transfer curriculum or career paths. Through instructional approaches, counseling, and other methods, such programs help students who begin at the basic skills level to overcome obstacles that may threaten to impede or prevent their progress into upper level courses or career tech programs. The Academic Senate wishes to recognize programs that create bridges to help move students from basic skills to transfer or career curriculum.

Completed applications must be received in the Academic Senate Office by 5:00 p.m. on November 10, 2009. The selection committee will complete the review process by early December. Please submit one original and one (1) copy of your nominated program. Scanned applications submitted by email to info@asccc.org with the appropriate signatures will be accepted. However, please call the Senate Office to verify receipt of the application.

Exemplary Program Award recipients will be selected from throughout the state, with no more than two from any one Academic Senate area, and notified when the selection process is completed. Winners will be honored at the January 11, 2010 Board of Governors' meeting.

Please contact the Academic Senate Office with any questions.

Sincerely,

Jane Patton
President

Enclosures (2)

President
Jane Patton
Mission College

Vice President
Michelle Pilati
Rio Hondo College

Secretary
Wheeler North
San Diego Miramar College

Treasurer
Beth Smith
Grossmont College

Area A Representative
Janet Fulks
Bakersfield College

Area B Representative
Jon Drinnon
Merritt College

Area C Representative
Lesley Kawaguchi
Santa Monica College

Area D Representative
Richard Mahon
Riverside City College

North Representative
Dianna Chiabotti
Napa Valley College

North Representative
Dan Crump
American River College

South Representative
Stephanie Dumont
Golden West College

South Representative
David Morse
Long Beach City College

Representative at Large
Richard Tahvildaran-Jesswein
Santa Monica College

Representative at Large
Phillip Maynard
Mt. San Antonio College

Julie Adams, CAE
Executive Director

**GUIDELINES FOR NOMINATION OF CANDIDATES FOR
THE EXEMPLARY PROGRAM AWARD**

Each college academic senate may forward to the Academic Senate the name of one nominee for the Exemplary Program Award, sponsored by the California Community College Board of Governors and funded by the Foundation for California Community Colleges. The Academic Senate employs an annual thematic approach in an effort to enlarge and enliven the pool of potential award recipients. The theme for 2009-10 is “*Creating a Bridge to Transfer or Career*”.

Applicants must address the first five (5) items listed below. Item #6 is optional but strengthens the application.

1. **Indicators** of the **overall success** of the program including length of time in place;
2. **Contribution to faculty engagement** through programs directed at cohort(s) of faculty;
3. **Demonstrated response to the needs** of faculty and their colleges;
4. **Evidence** (both direct student or other data and indirect reports from other sources) that demonstrates how the program supports the community college mission.
5. **Explanation about how** this program **could act as a model** for other community colleges or how components of this program could be adopted to improve programs at other community colleges.
6. **Letters of support** are encouraged from Academic Senate President and College President that **verify the overall impact** of the Program and the college’s **commitment to its ongoing support**. (Joint letters are accepted).

(See scoring rubric for more information.)

College _____

Name of Program _____

Program Director _____

REQUIRED SIGNATURES

College Academic Senate President

Name _____ Phone _____

Signature _____

College President

Name _____ Phone _____

Signature _____

SUBMIT ENTIRE APPLICATION BY November 10, 2009

Exemplary Program Awards Rubric based upon the Application for Faculty Development programs

Name of College and Program _____

Criteria			
1. Indicators of Success	<u>Length in place</u> Less than 1 year = 0 points 1-3 years = 2 points 3-5 years = 3 points Longer than 5 years = 4 points	<u>Demonstrated Sustainability</u> No evidence of sustainability = 0 pts Resources only from one-time money or Senate Budget only = 3 pts Resources from College Budget general fund, on-going funding = 5 pts	<u>Full Faculty Participation or Increasing Faculty Participation</u> 50% full or 1-3% increase = 0 pts 75% full or 4-6% increase = 3 pts 90-100% full or 6% or more increase = 5 pts
Total points			
2. Contribution to Faculty Engagement	<u>Program Elements</u> Orientation/Nuts and Bolts Information Only = 1 pts Orientation plus teaching and learning focus = 3pts Orientation, teaching and learning plus implementation = 5 pts	<u>Data Demonstrating Secondary Influence</u> Only the attendees benefit = 2 pts Attendees plus students benefit = 3 pts Attendees, students plus colleagues benefit = 5 pts	<u>Type of data</u> Anecdotal data only = 1 pt Only Statistical data = 3 pts Only Narrative (qualitative) data = 3 pts Both narrative and statistical data = 5 pts
Total points			
3. Faculty/College needs response	<u>Documentation of faculty needs response</u> Anecdotal only = 1pts Narrative only = 3 pts Supported by data = 5 pts Multiple data = 7 pts	<u>Documentation of college needs response</u> Anecdotal only = 1pts Narrative only = 3 pts Supported by data = 5 pts Multiple data = 7 pts	
Total points			
4. Evidence supporting CC mission	<u>Program Elements Include Areas of the Mission</u> Incorporates one topic = 0 pts Incorporates two topics = 2 pts Incorporates three or more topics = 4 pts	Program generally addresses element/s of the CC mission = 2 pts Program addresses specific element/s of the CC mission defined by faculty as important to the college verified by a documentation = 4 pts	(Areas included in the mission are: transfer, basic skills and English proficiency, economic and workforce development, lifelong learning, and assoc. degrees and certificates.)
Total points			

5. Model - for other CCs	<u>Ease of Replication</u> Too costly, boutique, or need exceptional expertise to conduct = 1 pts Moderate cost, innovative = 3 pts Easy to copy, innovative, moderate cost or no cost, or expertise easily found at a college = 4 pts		
Total points			
6. Letters of Support	Single letter from one individual = 2 pts Individual letters from faculty and admin, or joint letter = 4 pts	Quality of info in letter - not just copied and pasted from report = 2 pts	
Total points			
Overall Total Points (61 possible)			
Comments			

Approved by the Executive Committee 9/09

- Research Review Guidelines -

Research studies are generally intended as a basis for decision making and, therefore, their findings and conclusions must be closely scrutinized. The following rubric is intended to satisfy minimal expectations against which research may be considered. Our goal should be to provide useful information to decision-makers (ASCCC and local senates). According to former Stanford professor Jim Collins, “good research gives results you don’t expect, but great research gives results you don’t like.” The best research will often yield results that are surprising, even disappointing.

1. Are the study’s objectives well defined? What did the study attempt to investigate, and why? Studies without clear purpose lack focus, and incorporate measures that lack precision and meaning. Conversely, a clear purpose facilitates efficient and appropriate methodology. A well-considered methodology frequently begins with an examination and written summary of published scholarly research.
2. Does the study’s design attempt to limit fuzziness? That is – does the study feature strategies to control, through design or statistical methods, for extraneous factors that could influence the outcome variable(s)? The viability of a study is dependent on the inclusion of relevant variables and the validity and reliability of the techniques employed (example: short course variables and pretest/posttest data). A study investigating the influence of compressing course length might use the rate at which students earn passing grades as the outcome variable. One would expect the study to use strategies to isolate potentially influential variables (e.g., differences in course rigor or the student’s literacy level) that are not the focus of the study.
3. Is the study of sufficient size and length needed to meaningfully address the objectives? Evidence is more convincing when studies gather longitudinal data derived from a series of studies conducted over a span of three to five semesters, and incorporating groups of courses. Better-designed studies seek to include as many variables as possible and thereby would hold a study on abbreviated courses, for example, to the same precise standards as traditional course offerings.
4. Is the research design well delineated? Similarly, are the methods of gathering data carefully designed? A good research design is clear and logical so that its methodology and intent is readily understood by non-researchers and those who rely on the study’s findings to make decisions. On another note, even the best research design has limitations beyond the researcher’s control. Good studies often include a section describing all known limitations. A survey instrument, for example, should be designed so that it is easily understood by the participant. Factors may include consistency among question types, avoidance of “loaded” questions (questions that indicate the surveyor’s desired survey result), and format that allows easy compilation and analysis of data.
5. Are the study’s outcome measures appropriate? The study should explain the choice of measures and provide supporting literature or other evidence to justify this choice as well as information about each measure’s reliability and validity.
6. Does the study raise any bias flags? Does the study’s funding source have a hidden (or not so hidden) agenda? Have any unsubstantiated assumptions been incorporated into the study’s design? Do the data generated from the study justify the conclusions that were drawn? Unsubstantiated assumptions, particularly when foundational to the design of a survey or other type of study, can skew research and result in poorly founded decision-making.
7. Where was the study published? Research articles that appear in scholarly journals (e.g., Journal of Educational Psychology) pass through the scrutiny of peer reviewers who verify the study’s quality. It is good to keep in mind that studies found in ERIC, as well as unpublished studies, may not meet the rigorous criteria demanded for publication in scholarly journals.

Thorough guidelines for the above topics, as well as others regarding the development of surveys, can be found at the American Statistical Associations website: <http://www.amstat.org/sections/srms/whatsurvey.html>

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: October 1, 2009

MEMBERS PRESENT:

- | | |
|---|---|
| <input type="checkbox"/> Fornes, Jonathan – ASO | <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. |
| <input checked="" type="checkbox"/> Jackson, Tom – Academic Affairs | <input checked="" type="checkbox"/> Spor, Arvid – Chair (non-voting) |
| <input checked="" type="checkbox"/> Ott, Jonathan – Campus Police | <input checked="" type="checkbox"/> Turner, Gary – ECCE |
| <input checked="" type="checkbox"/> Quinones-Perez, Margaret – ECCFT | <input type="checkbox"/> Tyler, Harold – Management/Supervisors |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate |

OTHERS ATTENDING: Francisco Arce, Janice Ely, Katie Gleason, Jo Ann Higdon, Jeanie Nishime, Emily Rader, Regina Smith,

Handouts: Retirement Health Premium Fund Spreadsheet
2009 SSC Community College Financial Projection Dartboard

The meeting was called to order at 1:00 p.m.

Approval of September 17, 2009 Minutes

1. The minutes were approved with no changes.
2. Questions:
 - a. Page 1, #5 – what is the status of the decision to put all or part of GASB into an irrevocable fund? Decision must be made this year. GASB 45 requires an irrevocable fund, but most colleges are not putting all into an irrevocable due to cash flow needs. Not prepared to discuss without data. J. Higdon will discuss with auditors in a few weeks.
 - b. Page 2, #10 – What is the Brown Act? Brown Act or Sunshine Act governs open, public meetings.

Recap Bargaining Unit District Costs:

1. The College uses 90% of its dental insurance fund - why keep \$1.7M (up \$100,000 from last year) in reserves? This is a question that often comes up during Health Benefits Committee meetings. The percentage rates will increase this year. \$900,000 was contributed from the general fund. B. Perez is not here today to discuss.

Actuarial Study Results:

1. An email will be sent when the finalized actuarial study will be posted on the ECC website in about a week. The page numbers on the summary sheet refers to pages in the actuarial study.
2. The summary spreadsheet shows comparison between 2005 actuarial study (under GASB 12) and 2009 draft actuarial study (under GASB 12, 43 and 45).
3. Method used basically stayed the same – based on ‘entry age normal’, interest rate assumptions (5.0% for 2005 and 4.5% for 2009) and health inflation assumption of 4%.
4. Actuarial Accrued Liability increased by \$3,761,869 or 25.0% in the four year period.
5. Based on the 2005 study, the recommended added annual cost to fund GASB 12 was \$923,495. The 2009 study recommended \$1,383,215 – an annual increase of \$459,270 or 49.8%. The dollar increase from 1994 to 2009 is \$11,376,878. This shows that the \$9,052,789 balance is not keeping up with the changes in the actuarial report and is less than half of the 2009 actuarial accrued liability of \$18,814,878.

6. Review this spreadsheet with actuarial study posted on the web and email questions to J. Higdon (and copy A. Spor) within the week. After discussing with the actuary, questions and answers will be brought to the next meeting.
7. Is there a target date to reach goal? GASB 45 requires between 25-30 years; ECC chose the maximum 30 years (J. Higdon will verify). There is no stop and start dates. Cuesta College provides no retiree health benefits. LACCD provides lifetime health benefits for everyone. Mt.SAC has a two-tiered system (will verify). Up to auditors to decide whether College has been complying with the spirit of the law.
8. Joint Powers Authority (JPA) allows public entities to operate collectively (i.e. ECC has a JPA that handles all primary insurance coverage). The Southern California Community College District (SCCCD) is a JPA that handles workers' compensation and banking JPA.
9. Anticipating GASB contribution of \$1,020,000 (shown on page 23 of budget book). The 2009 actuarial study suggests ECC needs to fund an additional \$363,000 for a total of \$1,383,215.

Financial Projection Dartboard:

1. School Services of California article on 2009 SSC Community College Financial Projection Dartboard. Best estimate as of September 18, 2009 of future year projections.
2. Grid shows there will be a sharp increase in PERS Employer Rate from 2009-10 to 2010-11.
3. Projecting there will be no additional state funding for protected/unprotected categorical programs. Even if economy improves, cuts for this year are anticipated to continue at projected levels.
4. "Workload Reduction" refers to reduction in revenue.
5. California CPI is the California Consumer Price Index.
6. Statutory COLA is based on a set formula but associated costs change (i.e. percentage of change in cost of housing, food, gasoline or energy). There is a relationship between COLA and CPI.
7. Funded COLA projects state's ability to fund growth. Probably won't see COLA or growth for a long time.

Budget Assumptions Framework:

1. 3.5% reduction in FTES is projected for next year – around 18,300 FTES or \$2.5M reduction.
2. M. Quinones will bring to the next meeting budget assumption narratives from five colleges comparable in size with ECC. Some institutions had their accreditation information posted on their websites.
3. Latest FTES figures show ECC is 105% over cap, on-track for 21,000 FTES for the year.
4. A comment was made that President Fallo will not ask faculty to stop over-enrolling their classes and continues this practice of saying 'it's up to you.' How can you keep the budget within limitations if it is not enforced at the college level? In a meeting today, President Fallo did ask the deans to request their faculty not to enroll beyond the maximum. Sections were trimmed in the summer and more sections will be trimmed in the spring. Compton still needs to grow and students can be referred to Compton. By cutting back sections as a way of limiting the number of students, we're limiting options for students because the schedule is not as diverse. If planned in advance, Compton could possibly offer courses cut at ECC.
5. Could designated Compton classes be taught at ECC to increase Compton's FTES? The agreement with ECC was to increase growth at Compton in support of their community. How many sections are generally cancelled at Compton for low enrollment? This semester, about 70 sections between July 1st and the start of school. A suggestion was made to hold teleconferenced Compton courses at ECC so students won't have to drive to Compton. This may not fit the need of the community.
6. PBC members are welcome to attend a presentation by the Clarus Corporation on October 15th from 8am-10am in Lib 202 to address scheduling issues at ECC.

7. Need follow-up analysis on caps in divisions. F. Arce asked the deans to discuss with their faculty what courses could be cut and focus on prioritizing cuts by importance to curriculum (i.e. stand-alone, recreational, basic skills vs. general education, transfer, career technical education). Cuts would affect P/T faculty, not F/T faculty. A comment was made that basic skills courses should be protected. There are multiple levels of basic skills. Data from institutional research show lowest basic skills level students are unable to advance to the next level. Academic deans were asked to address courses where students are not progressing to the next level. Have to prioritize courses students need to transfer and graduate from certificate/degree programs.
8. How will lengthening class hours to 65 minutes affect scheduling? The state is directing colleges with compressed calendars to change their 61-minute classes to follow recommended scheduling patterns. Will resolve some overlapping problems, but not all. About 45% of classes are four units or more.
9. What are the assumptions regarding FTES? Strong possibility that FTES for 2009-10 will drop to 18,300.
10. When will planning guidelines be handed out? VPs assumed a 3% reduction in budget and put together information for committee to review - A. Spor will email to members.
11. We do not have to pay the state back extra revenue earned from COTOP (Chancellor's Office Tax Offset Program) funds.
12. Review assumptions for this year on pages 71 – 73, keeping in mind a decrease of FTES to 18,300. Will continue discussion at next meeting.

The next meeting is scheduled on October 15, 2009.

The meeting ended at 2:30 p.m.



PLANNING & BUDGETING COMMITTEE

October 15, 2009

1:00-2:30pm

Location: Library 202

Facilitator: Arvid Spor

Note Taker: Lucy Nelson

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Members

- Arvid Spor, Chair (non-voting)
- Jonathan Fornes - ASO
- Thomas Jackson, Academic Affairs
- Jonathan Ott, Campus Police
- Margaret Quinones-Perez, ECCFT

- Dawn Reid, Student & Community Adv.
- Cheryl Shenefield, Administrative Services
- Gary Turner, ECCE
- Harold Tyler, Management/Supervisors
- Lance Widman, Academic Senate

Attendees

- Rocky Bonura – Alt., Adm. Serv.
- Ken Key – Alt., ECCFT
- Tom Lew – Alt., Ac. Affairs
- Luis Mancía – Alt., ECCE
- Bo Morton – Alt., Mgmt/Sup.

- Emily Rader – Alt., Acad. Sen.
- Regina Smith – Alt., SCA
- _____ - Alt ASO
- Francisco Arce – Support
- Janice Ely – Support

- Jo Ann Higdon – Support
- Jeanie Nishime – Support
- Barbara Perez - Support
- David Vakil – Support
- John Wagstaff – Support

AGENDA

1. Minutes 10/1/09 ----- All PBC participants ----- 1:00 p.m.
2. Categorical Funding Update ----- J. Nishime ----- 1:10 p.m.
3. Revised Planning Guidelines ----- All Participants ----- 1:20 p.m.
4. Budget Assumptions Follow-up ----- All Participants ----- 1:50 p.m.
5. Annual Evaluation Results ----- A. Spor ----- 2:10 p.m.
6. Adjournment ----- 2:30 p.m.

Handout

2010 PBC Calendar

Next meeting – November 5, 2009

Memo

To: All Full-Time Teaching Faculty with ECC Laptops
From: Pete Marcoux, rep to College Technology Committee
CC:
Date: 10/30/2009
Re: 2006 Laptop

Laptop Issues

At a recent College Technology Committee meeting, it was brought to my attention that the majority of faculty laptops, mainly those distributed in 2006, will be soon out of warranty. Since there is no plan to replace these computers and since the help desk is noticing more of these faculty laptop computers are coming in with “catastrophic” issues (this means that people are losing ALL of their data stored on their laptops), **I strongly recommend you back up the data on these computers on a regular basis.** For some this might mean daily, for others, weekly or monthly back up sessions. People have been losing critical data, so I thought it was important that you are aware of these issues.

John Wagstaff observed that computer makers do a pretty decent job with planned obsolescence, so he expects that the laptops purchased and distributed in 2006 (mainly those of us with Dell Latitude D610) will start to experience issues (hard drive malfunctions, fried mother boards, etc). So please take a moment to back up your files. You can back up your files using the CD burner included with your laptop, a USB flash drive, or an external hard drive depending on the amount of data you have on your laptop. The friendly people in the Staff Development office can show you how to do this.

Please tell your colleagues of this important announcement.

BP 4020 Program, Curriculum, and Course Development

Reference:

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

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

The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs. The procedures are located in the College Curriculum Handbook.

These procedures shall include:

- ~~1. appropriate involvement of the faculty and Academic Senate in all processes;~~
2. involvement of the faculty and the Academic Senate in creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines;
3. regular review and justification of programs on a six-year cycle;
4. opportunities for training for persons involved in ~~aspects of~~ curriculum development, and
5. consideration of job market and other related information for vocational and occupational programs.

All new programs and all program deletions shall be approved by the Board.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

See also Title 5, Subchapter 2, Sections 53200-53206.

This policy replaces Board Policy 4020.1 Curriculum Review and Approval

~~Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Nondegree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.~~

AP 4020 Program, Curriculum, and Course Development

Procedures for program and curriculum development and review are located in the Curriculum Handbook which is housed in the Office of Academic Affairs, division offices and the College website.

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

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

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

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

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

AP Exam Policy:

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

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

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

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

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

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

Therefore be it resolved that the Academic Senate approve the AP template set forth by the California Community College Academic Senate and provide this information in the college catalog.

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

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

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

Title 5 § 55063. Minimum Requirements for the Associate Degree.

(b) General Education Requirements.

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

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

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

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

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

(i) To include both expository and argumentative writing.

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

Advanced Placement Exams

Lori Suekawa
Articulation Officer
El Camino College



AP Exams in the U.S. (ASCCC Rostrum, College Board)

- 2.7 million AP exams taken in 2008
- California had the highest number with 453,166
- Counselors are seeing more and more students with AP exams



ECC's Current AP Policy

- Students **may** receive college credit if a score of 3, 4, or 5 is earned
- The AP exam is assigned course equivalence and number of units
- For example, History of Art, students will receive credit for Art 2, 3 (3 units); Biology Exam, students receive credit for Biology 10 (4 units), (see catalog page)



Challenges at Community Colleges

- Students are attending more than one college
- Each community college awards credit differently
- Students may receive credit at one community college but at the other they may not receive credit because there is no course equivalency established



Example

- Brenda takes the AP English Exam and receives a 3, ECC will give her credit for English 1A
- She transfers to CCC X because it is closer to her work
- College X will not give her credit for English composition because she needs a score of 4 or 5



Example

- In high school, Pete was told by his counselor to take the AP exams so he can earn college credit
- Pete takes the AP Physics B and Chemistry Exam and scores a 3
- He is not an engineering or science major but wants credit toward the associate degree



Result

- He would not receive credit for physics or chemistry at ECC with a score of 3 (must have a score of 4 or 5); however, at College X, he would receive credit for Introduction to Physics, Chemistry, and meet the Natural Sciences for the AA/AS degree



Academic Senate for CCC

- Resolution 4.02 S08 called for a standardized template of AP equivalency for the associate degree general education
- Resolved, ASCCC encouraged local senates to consider the use of the template for AP exams and provide the list in the college catalog and website



Advantages

- Students can be assured that scores of 3, 4, or 5 on the exams will receive GE credit toward the Associate Degree
- The AP template is standardized; credit will be awarded for GE at ECC, LACCD, and other colleges that adopt the template



Advantages Continued

- Allows for area credit on the GE pattern where colleges may not have course equivalency established (Environmental Science)



AP and CSUGE/IGETC

- Regardless of what is in the college, a score of 3, 4, or 5 will meet CSUGE and IGETC
- Example, Chemistry AP exam, score of 3, 4, or 5, students will receive 4 units of credit in Areas B1/B3 on the CSUGE and 4 units in Area 5A on the IGETC pattern



CCC Template (AP English, AP Chemistry)

TEST	CCC GE	CSUGE	IGETC
<i>English</i>	3 units toward Language and Rationality	3 units toward A2	3 units toward 1A
<i>Chem</i>	4 units toward NS	4 units toward B1/B3	4 units toward 5A



Faculty Concerns

- Faculty would want a specific score for a particular course equivalence, especially math and science

*This chart is not taking away from course equivalence and the need for a higher AP score, it is for GE ONLY



Proposal

- With support from the college curriculum committee and counselors, consider the adoption of the AP template to better serve the students of ECC and the community



Questions?



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 may be required for works that fall within “fair use.”

I. 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:

- A. A chapter from a book
- B. An article from a periodical or newspaper
- C. A short story, short essay or short poem, whether or not from a collective work
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper

II. 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:

- A. The copying meets the tests of brevity and spontaneity as defined below; and
- B. Meets the cumulative effect test as defined below; and
- C. Each copy includes a notice of copyright

Definitions:

Brevity:

- i. 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.
- ii. 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 "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
- iii. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

iv. "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 "i" 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.

Spontaneity:

- i. The copying is at the instance and inspiration of the individual teacher; and
- ii. 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.

Cumulative Effect:

- i. The copying of the material is for only one course in the school in which the copies are made.
- ii. 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.
- iii. There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. 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:
 - i. substitute for the purchase of books, publisher's reprints or periodicals
 - ii. be directed by higher authority
 - iii. 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. v. 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.

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:

- The online instruction is mediated by an instructor.
- The transmission of the material is limited to receipt by students enrolled in the course.
- Technical safeguards are used to prevent retention of the transmission for longer than the class session.
- 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.
- 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.
- The district does not know, or have reason to know, that the copy of the work was not lawfully made or acquired.
- 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.

Obtaining Permission to Use Copyrighted Material

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.