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**El Camino Community College District
Board of Trustees**

**Agenda, Tuesday February 17, 2015
Board Room
4:00 p.m.**

- I. Roll Call, Pledge of Allegiance to the Flag**
- II. Approval of Minutes of the Regular Board Meeting of January 15, 2015
Pages v-vii**
- III. Presentations**
 - A. El Camino College Journalism Program
 - B. Career Advancement Academy (CAA) and AMETLL Grants – Naomi Castro
- IV. Public Hearing - none**
- V. Public Comment on Consent Agenda**
- VI. Consent Agenda – Recommendation of Superintendent/President, Discussion and Adoption**
 - A. Academic Affairs (AA)
*See Academic Affairs Agenda,
Pages AA 1- AA 67*
 - B. Student and Community Advancement (SCA)
*See Student Services Agenda,
Pages SCA 1- SCA 2*
 - C. Administrative Services (AS)
*See Administrative Services Agenda,
Pages AS 1- AS 15*
 - D. *See Measure “E” Bond Fund Agenda, (E)
Pages E 1- E 6*
 - E. Human Resources (HR)
*See Human Resources Agenda,
Pages HR 1- HR 19*

- F. Superintendent/President (P/B)
*See Superintendent/President Agenda,
Pages P/B 1- P/B 2*

VII. Committee of the Whole

Pages CW 1- CW 27

- A. Public Comment
- B. Superintendent/President Search/Selection Process

VIII. Public Comment on Non-Agenda Items

IX. Oral Reports

- A. Academic Senate Report
- B. Compton Center Report
- C. Board of Trustees Report
- D. President's Report

X. Closed Session

- A. Conference with Legal Counsel, Existing Litigation, Brown Act Section 54956.9(a)
 - 1. Case # AAA-72110Y-00348-13MRP
- B. Existing Litigation, Brown Act, Section 54956.9(a)
 - 1. Case # BC495392
- C. Labor Relations, Brown Act Section 54957.6, Ms. Linda Beam, District Negotiator
 - 1. El Camino Classified Employees Local 6142

<p>Board of Trustees Meeting Schedule for 2015 4:00 p.m. Board Room</p>

Monday, March 16, 2015
Monday, April 13, 2015
Monday, May 18, 2015
Monday, June 15, 2015
Monday, July 20, 2015
Monday, August 17, 2015
Tuesday, September 8, 2015
Monday, October 19, 2015
Monday, November 16, 2015
Monday, December 14, 2015

Mission Statement

El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

Vision Statement

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

Statement of Values

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.

Respect – We work in a spirit of cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We recognize and appreciate our similarities and differences.

Excellence – We aspire to deliver quality and excellence in all we do.

BOARD PRESENTATIONS AND REPORTS 2014-2015

<i>Month</i>	<i>Presentation</i>	<i>Report</i>
July	Compton Center	FTES – Both Locations
August	Annual Budget	Notice of Public Hearing Quarterly Fiscal Status
September	Student Success and Support Program	Student Success and Support Program Plan
October	Community Advancement	
November	Strategic Plan	FTES – Both Locations Quarterly Fiscal Status
December	Student Equity Plan Foundation Annual Report	Student Equity Plan
January	Facilities Master Plan	Annual Factbook Annual Financial Audit
February	Career Advancement Academy (CAA) and AMETLL Grants	Sound Fiscal Management Accountability Reports End of Year Activities
March	Ethics	Full Time Equivalent Student (FTES) – Both Locations
April	Citizens Bond Oversight Committee	Measure E-Bond Annual Report Facilities Plan Upgrade
May	California Community College Accountability Scorecard and Student Achievement Goals	
June	Athlete Academic Success	Tentative Budget

Nov. 19, 2014

EL CAMINO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
MINUTES OF THE REGULAR MEETING OF
Thursday, January 15, 2015

The Board of Trustees of the El Camino Community College District met at 4:00 p.m. on Thursday, January 15, 2015, in the Board Room at El Camino College.

The following Trustees were present: Trustee William Beverly, President; Trustee Kenneth A. Brown, Vice President; Trustee John Vargas, Secretary; Trustee Cliff Numark, Member; and Student Member Kimberly Garcia. Trustee Mary E. Combs was absent due to illness.

Also present were Dr. Thomas Fallo, Superintendent/President; Dr. Francisco Arce, Vice President/Academic Affairs; Ms. Linda Beam, Vice President/Human Resources; Ms. Jo Ann Higdon, Vice President/Administrative Services; Dr. Jeanie Nishime, Vice President/Student and Community Advancement; and Ms. Barbara Perez, Vice President/Compton Education Center.

Minutes of the Regular Board Meeting of December 15, 2014

It was moved by Trustee Numark, seconded by Trustee Brown, that the Minutes of the Regular Board meeting of December 15, 2014 be approved as presented.

Trustees Beverly, Brown and Numark voted yes. Motion carried. (Trustee Vargas and Student Member Garcia were not present for this portion of the meeting.)

Presentation – 2013-14 El Camino Community College District Audit Report

Mr. Bill Rauch gave a presentation on the El Camino Community College District 2013-14 Audit Report.

Public Comment on Consent Agenda

Dr. Angela Simon and Ms. Luukia Smith spoke on Board Policy 3570 (Smoke and Tobacco Free Campus). Item was pulled from the Consent Agenda for further discussion. It was agreed that the policy would be brought back for a Second Reading at the February meeting with two amendments, removal of paragraphs 4 and 6.

Consent Agenda

It was moved by Trustee Brown, seconded by Trustee Vargas, that the Board adopt the items presented on the agenda as noted below.

Academic Affairs

Sabbatical Leave of Absence 2015-2016 Academic Year
Board Policy 4050 (Articulation) – First Reading
Administrative Procedure 4050 (Articulation) – Information Item

Student and Community Advancement

Grant

Administrative Services

AB 2910 – Quarterly Fiscal Status Report
2013-14 Audit Report
Non-Resident Tuition Fee 2015-2016
Contracts Under \$86,000
Personal Services Agreements
Notice of Job Completion – Mission Paving – Campus Paving Improvement Project
Consideration of Approval to Purchase Materials through Public Agency Contracts
~~Board Policy 3570 (Smoke & Tobacco Free Campus) – First Reading~~
Board Policy 6520 (Security for District Personnel and Property) – Second Reading
and Adoption
Information Item – Administrative Procedure 6520 (Security for District Personnel and
Property)
Purchase Orders and Blanket Purchase Orders

Measure E 2002 & 2012 Bond Fund

Category Budgets and Balances
Contract – Golden Star Technology Inc., Industry & Technology Building Project
Change Order – Golden Star Technology Inc., Shops Building Replacement Project
Purchase Orders and Blanket Purchase Orders

Human Resources

Employment and Personnel Changes
Temporary Non-Classified Service Employees

Compton Education Center

Accreditation Eligibility Application for Compton Center

President and Board of Trustees

Travel
2015 Board of Trustees Goals
Board Policy 1600 (Full Inclusion of People with Disabilities) – Second Reading and
Adoption
Board Policy 2110 (Vacancies on the Board) – Second Reading and Adoption
Board Policy 2200 (Board Duties and Responsibilities) – Second Reading and Adoption

Board Policy 2220 (Committees of the Board) – Second Reading and Adoption
Board Policy 2305 (Annual Organizational Meeting) – Second Reading and Adoption
Board Policy 2310 (Regular Meetings of the Board) – Second Reading and Adoption
Board Policy 2315 (Closed Sessions) – Second Reading and Adoption
Board Policy 2320 (Special and Emergency Meetings) – Second Reading and Adoption
Board Policy 2330 (Quorum and Voting) – Second Reading and Adoption
Board Policy 2510 (Participation in Local Decision Making) – Second Reading and Adoption

Student Member Garcia recorded a yes advisory vote. Trustees Beverly, Brown, Numark and Vargas voted yes. Motion carried.

Closed Session

Regular Meeting adjourned to a Closed Session at 5:42 which ended at 6:05 p.m.

John Vargas, Secretary of the Board

Thomas M. Fallo, Secretary to the Board

**Agenda for the El Camino Community College District Board of Trustees
from
Academic Affairs
Francisco Arce, Vice President**

Page No.

- A. Proposed Curriculum Changes Effective 2015-2016 Academic Year.....AA 2
- B. Board Policy 4050 (Articulation) – Second Reading and AdoptionAA 66
- C. Administrative Procedure 4050 (Articulation) – Information Item.....AA 67

ACADEMIC AFFAIRS

A. PROPOSED CURRICULUM CHANGES EFFECTIVE 2015-2016 ACADEMIC YEAR

It is recommended that the Board approve the proposed curriculum changes, effective the 2015-2016 academic year, as listed below.

Due to changes in Title 5, Section 55041, Independent Study courses are no longer repeatable. Therefore, course numbers designated for Independent Study (formerly 99abc) will change to 99. In compliance with Title 5, Section 55002.5, course hours listed in the catalog description (formerly 60 hours per unit) will change to 54 hours per unit.

BEHAVIORAL AND SOCIAL SCIENCES

New Courses

1. Ethnic Studies 5 – Chicano Culture

Units: 3.0 Lecture: 3.0 Faculty Load: 20.00%

Recommended Preparation: eligibility for English 1A

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

Proposed UC Transfer

Proposed CSU General Education – Area D3

Proposed IGETC – Area 4C

This course is an interdisciplinary study of Chicano culture in the United States. Emphasis is placed on the historical roots and development of the cultural contributions of Chicanos to American society in the arts, literature, language, music and other expressions of contemporary popular culture. Analysis of the central components of Chicano cultural values, norms and customs will also be assessed.

2. Psychology 17 – Cultural Psychology

Units: 3.0 Lecture: 3.0 Faculty Load: 20.00%

Prerequisite: Psychology 5 with a minimum grade of C

Recommended Preparation: eligibility for English 1A

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

Proposed UC Transfer

Proposed CSU General Education – Area D9

Proposed IGETC – Area 4I

This course will examine psychological principles, theory, and research through exploration of cultural differences and similarities, both within and across cultures. Topics may include the interplay between culture and developmental processes, cognition, emotion, communication, gender, personality development, psychopathology, and social behavior.

Course Review; Distance Education Update

1. Ethnic Studies 3 – The Chicano in Contemporary United States Society
2. History 178 – History of China

CTE Two-Year Course Review; Distance Education Update; Changes in Catalog Description

1. Child Development 107 – Infant/Toddler Development

Current Status/Proposed Changes

~~This course focuses on factors affecting the~~ In this course students will study infants and toddlers from pre-conception to age three including physical, cognitive, and psychosocial development of a child from birth to age two and a half. Topics include language, social, and emotional growth and development. Students will apply theoretical frameworks to interpret behavior and interactions between heredity and environment. Students will focus on the role of family, the effect of the adult-child relationship on an infant's development, practical application applications of developmental theories in relation to infant/toddler group care, dealing sensitively and effectively with cultural issues in the child care setting, and the importance of demonstrating respectful and sensitive practices in relation to cultural differences in child care settings. Topics include developmentally appropriate environments, curriculum, and state-mandated licensing regulations.

Recommendation

In this course students will study infants and toddlers from pre-conception to age three including physical, cognitive, language, social, and emotional growth and development. Students will apply theoretical frameworks to interpret behavior and interactions between heredity and environment. Students will focus on the role of family, the effect of the adult-child relationship on an infant's development, practical applications of developmental theories in relation to infant/toddler group care, and the importance of demonstrating respectful and sensitive practices in relation to cultural

differences in child care settings. Topics include developmentally appropriate environments, curriculum, and state-mandated licensing regulations.

CTE Two-Year Course Review; Distance Education Update; Changes in Descriptive Title, Catalog Description

Current Status/Proposed Changes

1. Child Development 106 – ~~Infant/Toddler Curriculum~~ Care and Education for Infants and Toddlers

In this course students will study the principles of inclusive and respectful care giving for infants and toddlers in relation to curriculum development and design. ~~Methods of study will include~~ Students will apply current theory and research to the care and education of infants and toddlers in group settings as they study typical and atypical development of infants/toddlers. Essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months will be examined. Topics include current brain research, issues relating to health and safety, licensing requirements, observation techniques, and assessment strategies, in order to develop appropriate learning settings for young children. Topics will include communicating as well as ways to communicate with parents, implementing implement home visits, and developing develop early intervention plans. Students will be required to conduct an observation in a licensed infant/toddler program.

Recommendation

Child Development 106 – Care and Education for Infants and Toddlers

In this course students will study the principles of inclusive and respectful care giving for infants and toddlers in relation to curriculum development and design. Students will apply current theory and research to the care and education of infants and toddlers in group settings as they study typical and atypical development of infants/toddlers. Essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months will be examined. Topics include current brain research, issues relating to health and safety, licensing requirements, observation techniques, assessment strategies, as well as ways to communicate with parents, implement home visits, and develop early intervention plans.

CTE Two-Year Course Review; Distance Education Update; Changes in Descriptive Title, Catalog Description, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Child Development 150 – Introduction Survey of Children with Special Needs

~~Prerequisite: Child Development 103 with a minimum grade of C or concurrent enrollment~~

Recommended Preparation: English 84 and English A

~~This course offers an overview of the causes, characteristics, prevalence, and needs of children with mild to severe physical, cognitive, and behavioral conditions from birth to age 22 with an emphasis on children ages birth through eight. Students are introduced to the variations in development of children with special needs and the resulting impact on families. An overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process is also examined. Topics include the identification of community agencies for referral and case management, inclusion of children with special needs into mainstream classrooms, and the special needs of gifted and talented children. Students will observe local programs that serve children with special needs.~~

Recommendation

Child Development 150 – Introduction of Children with Special Needs

Recommended Preparation: English 84 and English A

This course offers an overview of the causes, characteristics, prevalence, and needs of children with mild to severe physical, cognitive, and behavioral conditions from birth to age 22 with an emphasis on children ages birth through eight. Students are introduced to the variations in development of children with special needs and the resulting impact on families. An overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process is also examined. Topics include the identification of community agencies for referral and case management, inclusion of children with special needs into mainstream classrooms, and the special needs of gifted and talented children.

Current Status/Proposed Changes

2. Child Development 152 – ~~Disabilities in the Developing Child~~ Curriculum and Strategies for Children with Special Needs

Recommended Preparation: ~~eligibility for~~ English 84 and English A

~~In this course, students will study childhood disabilities, the effects of these conditions on the child's development, and the overall impact on the family system. Topics will include typical and atypical development in the physical, cognitive, social and emotional domains as well as the recognition, treatment and care of children with disabling conditions. Students will also explore the role and responsibilities of the~~

classroom special education assistant curriculum and intervention strategies for working with children with special needs. Focus will be placed on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. The role of the teacher, the special education assistant, and the in-home respite care provider. Note: This course is the same as Nursing 116 will be emphasized. Topics include working in partnership with families, designing curriculum and accommodations, collaborating with interdisciplinary teams, and developing cultural competence and responsiveness.

Recommendation

Child Development 152 – Curriculum and Strategies for Children with Special Needs

Recommended Preparation: English 84 and English A

In this course, students will study curriculum and intervention strategies for working with children with special needs. Focus will be placed on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. The role of the teacher, the special education assistant, and the in-home respite care provider will be emphasized. Topics include working in partnership with families, designing curriculum and accommodations, collaborating with interdisciplinary teams, and developing cultural competence and responsiveness.

New Distance Education Course Version

1. Psychology 17 – Cultural Psychology
2. Ethnic Studies 5 – Chicano Culture

Change in Major; Course Requirements

1. Philosophy AA-T Degree

Current Status/Proposed Changes

		Units
Major Requirements		
Required Core: 6 units		
PHIL 106	Introduction to <u>Symbolic</u> Logic	3
	and	
PHIL 101	Introduction to Philosophy	3
	or	
PHIL 103	Ethics and Society	3
List A: 3 units		
PHIL <u>105</u>	<u>Critical Thinking and Discourse</u>	<u>3</u>

PHIL 111	History of Ancient and Medieval Philosophy	3
PHIL 111	History of Modern and Contemporary Philosophy	3
<u>PHIL 112</u>	<u>History of Modern Philosophy</u>	<u>3</u>
<u>PHIL 114</u>	<u>Asian Philosophy</u>	<u>3</u>
<u>PHIL 120</u>	<u>Ethics, Law and Society</u>	<u>3</u>

List B: 6 units

Any course from List A not already selected.

HIST 140	History of Early Civilizations	3
HIST 141	History of Modern Civilizations	3
PHIL 107	Philosophy of Religion	3
PHIL 117	Political Philosophy	3

or

<u>POLI 7</u>	<u>Political Philosophy</u>	<u>3</u>
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(Note: ~~PHIL 117~~ is the same course as POLI 7)

List C: 3 units

Any course from List A or B not already selected.

PHIL 105	Critical Thinking and Discourse	3
PHIL 115	Existentialism	3
PHIL 114	Asian Philosophy	3
PHIL 120	Ethics, Law and Society	3
<u>PHIL 117</u>	<u>Political Philosophy</u>	<u>3</u>

or

<u>POLI 7</u>	<u>Political Philosophy</u>	<u>3</u>
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(PHIL-117 is the same course as POLI-7)

Total Units: 18

Recommendation

Major Requirements Units

Required Core: 6 units

PHIL 106	Introduction to Symbolic Logic	3
and		
PHIL 101	Introduction to Philosophy	3
or		
PHIL 103	Ethics and Society	3

List A: 3 units

PHIL 105	Critical Thinking and Discourse	3
PHIL 111	History of Ancient and Medieval Philosophy	3
PHIL 112	History of Modern Philosophy	3
PHIL 114	Asian Philosophy	3
PHIL 120	Ethics, Law and Society	3

List B: 6 units

Any course from List A not already selected.

HIST 140	History of Early Civilizations	3
HIST 141	History of Modern Civilizations	3
PHIL 107	Philosophy of Religion	3

List C: 3 units

Any course from List A or B not already selected.

PHIL 115	Existentialism	3
PHIL 117	Political Philosophy	3
or		
POLI 7	Political Philosophy	3
(PHIL-117 is the same course as POLI-7)		
Total Units: 18		

Change in Major; Course Requirements, Total Units

1. Philosophy A.A. Degree

Current Status/Proposed Changes

Major Requirements Units

Required Core: 6 units

~~PHIL 103~~ ~~Ethics and Society~~ ~~3~~

~~PHIL 105~~ ~~Critical Thinking and Discourse~~ ~~3~~

or

PHIL 106 Introduction to Logic 3

and

PHIL 111 History of Ancient and Medieval Philosophy 3

PHIL 11 History of Modern and Contemporary Philosophy 3

PHIL 106 Introduction to Symbolic Logic 3

and

PHIL 101 Introduction to Philosophy 3

or

PHIL 103 Ethics and Society 3

~~two courses~~ 6 units from:

~~PHIL 101~~ ~~Introduction to Philosophy~~ ~~3~~

~~PHIL 107~~ ~~Philosophy of Religion~~ ~~3~~

~~PHIL 115~~ ~~Existentialism~~ ~~3~~

~~PHIL 114~~ ~~Asian Philosophy~~ ~~3~~

~~PHIL 120~~ ~~Ethics, Law and Society~~ ~~3~~

PHIL 111 History of Ancient and Medieval Philosophy 3

<u>PHIL 112</u>	<u>History of Modern Philosophy</u>	<u>3</u>
<u>PHIL 113</u>	<u>Contemporary Philosophy</u>	<u>3</u>

~~one course~~ 6 units from:

ENGL 23	Twentieth Century Literature	3
ENGL 31	Mythology and Folklore	3
ENGL 36	World Literature: 1650 CE to Present	3
<u>HIST 140</u>	<u>History of Early Civilizations</u>	<u>3</u>
<u>HIST 141</u>	<u>History of Modern Civilizations</u>	<u>3</u>
<u>PHIL 105</u>	<u>Critical Thinking and Discourse</u>	<u>3</u>
<u>PHIL 107</u>	<u>Philosophy of Religion</u>	<u>3</u>
<u>PHIL 114</u>	<u>Asian Philosophy</u>	<u>3</u>
<u>PHIL 115</u>	<u>Existentialism</u>	<u>3</u>
<u>PHIL 117</u>	<u>Political Philosophy</u>	<u>3</u>

or

<u>POLI 7</u>	<u>Political Philosophy</u>	<u>3</u>
<u>PHIL 120</u>	<u>Ethics, Law and Society</u>	<u>3</u>

(PHIL 117 is the same course as POLI-7)

Total Units: ~~24~~ 18

Recommendation

Major Requirements Units

Required Core: 6 units

<u>PHIL 106</u>	<u>Introduction to Symbolic Logic</u>	<u>3</u>
	and	
<u>PHIL 101</u>	<u>Introduction to Philosophy</u>	<u>3</u>
	or	
<u>PHIL 103</u>	<u>Ethics and Society</u>	<u>3</u>

6 units from:

<u>PHIL 111</u>	<u>History of Ancient and Medieval Philosophy</u>	<u>3</u>
<u>PHIL 112</u>	<u>History of Modern Philosophy</u>	<u>3</u>
<u>PHIL 113</u>	<u>Contemporary Philosophy</u>	<u>3</u>

6 units from:

<u>HIST 140</u>	<u>History of Early Civilizations</u>	<u>3</u>
<u>HIST 141</u>	<u>History of Modern Civilizations</u>	<u>3</u>
<u>PHIL 105</u>	<u>Critical Thinking and Discourse</u>	<u>3</u>
<u>PHIL 107</u>	<u>Philosophy of Religion</u>	<u>3</u>
<u>PHIL 114</u>	<u>Asian Philosophy</u>	<u>3</u>
<u>PHIL 115</u>	<u>Existentialism</u>	<u>3</u>
<u>PHIL 117</u>	<u>Political Philosophy</u>	<u>3</u>

or

POLI 7	Political Philosophy	3
PHIL 120	Ethics, Law and Society	3
(PHIL 117 is the same course as POLI-7)		
Total Units:		18

Change in Certificate; Course Requirements

1. Early Childhood Education Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. A minimum of 12 units must be completed at El Camino College.

Certificate Requirements	Units	
<u>Required Core: 15 units</u>		
CDEV 103	Child Growth and Development	3
CDEV 104	The Home, The School, The Community	3
CDEV 108	The Preschool Child	3
CDEV 112	Teaching Young Children in a Diverse Society	3
CDEV 114	Observing and Guiding Children	3

~~one course~~ 3 units from:

<u>CDEV 115</u>	<u>Introduction to Curriculum</u>	<u>3</u>
CDEV 116	Creative Art for Young Children	3
CDEV 117	Music and Movement for Young Children	3
CDEV 118	Science and Math for Young Children	3
CDEV 119	Language Arts for Young Children	3

Total Units: 18

~~Other Requirements~~ Note: Proof of a valid Pediatric CPR and First Aid Training Certification may be required for employment.

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. A minimum of 12 units must be completed at El Camino College.

Certificate Requirements	Units	
<u>Required Core: 15 units</u>		
CDEV 103	Child Growth and Development	3
CDEV 104	The Home, The School, The Community	3
CDEV 108	The Preschool Child	3
CDEV 112	Teaching Young Children in a Diverse Society	3
CDEV 114	Observing and Guiding Children	3

3 units from:

CDEV 115	Introduction to Curriculum	3
CDEV 116	Creative Art for Young Children	3
CDEV 117	Music and Movement for Young Children	3
CDEV 118	Science and Math for Young Children	3
CDEV 119	Language Arts for Young Children	3

Total Units: 18

Note: Proof of a valid Pediatric CPR and First Aid Certification may be required for employment.

2. Early Intervention Assistant Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. A minimum of 12 units, ~~including Child Development 169~~, must be completed at El Camino College.

Certificate Requirements		Units
<u>Required Core: 21 units</u>		
CDEV 103	Child Growth and Development	3
CDEV 104	The Home, The School, The Community	3
<u>CDEV 106</u>	<u>Care and Education for Infants and Toddlers</u>	<u>3</u>
<u>or</u>		
CDEV 107	Infant/Toddler Development	3
CDEV 110	Child Health and Safety	3
CDEV 150	Survey <u>Introduction of Children with Special Needs</u>	3
CDEV 152	Disabilities in the Developing Child <u>Curriculum and Strategies for Children with Special Needs</u>	3
CDEV 169	Special Education Practicum	3

6 units from:

CDEV 115	Introduction to Curriculum	3
CDEV 116	Creative Art for Young Children	3
CDEV 117	Music and Movement for Young Children	3
<u>CDEV 118</u>	<u>Science and Math for Young Children</u>	<u>3</u>
CDEV 119	Language Arts for Young Children	3

3 units from:

<u>CDEV 106</u>	<u>Care and Education for Infants and Toddlers</u>	<u>3</u>
<u>CDEV 107</u>	<u>Infant/Toddler Development</u>	<u>3</u>
CDEV 114	Observing and Guiding Children	3
CDEV 154	Role and Responsibilities of the Special Education Assistant	3
CDEV 160	Working with Children: Autism Spectrum Disorders	1

CDEV 163	Working with Children: Attention Deficit Disorders	1
CDEV 166	Working with Children: Physical Disabilities/Health Impairments	1
Total Units: 30		

Note: Proof of a valid Pediatric CPR and First Aid Certification may be required for employment.

Note: Courses may not be counted in more than one category.

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. A minimum of 12 units must be completed at El Camino College.

Certificate Requirements		Units
Required Core: 21 units		
CDEV 103	Child Growth and Development	3
CDEV 104	The Home, The School, The Community	3
CDEV 106	Care and Education for Infants and Toddlers	3
or		
CDEV 107	Infant/Toddler Development	3
CDEV 110	Child Health and Safety	3
CDEV 150	Introduction of Children with Special Needs	3
CDEV 152	Curriculum and Strategies for Children with Special Needs	3
CDEV 169	Special Education Practicum	3
6 units from:		
CDEV 115	Introduction to Curriculum	3
CDEV 116	Creative Art for Young Children	3
CDEV 117	Music and Movement for Young Children	3
CDEV 118	Science and Math for Young Children	3
CDEV 119	Language Arts for Young Children	3
3 units from:		
CDEV 106	Care and Education for Infants and Toddlers	3
CDEV 107	Infant/Toddler Development	3
CDEV 114	Observing and Assessing Young Children	3
CDEV 160	Working with Children: Autism Spectrum Disorders	1
CDEV 163	Working with Children: Attention Deficit Disorders	1
CDEV 166	Working with Children: Physical Disabilities/Health Impairments	1
Total Units: 30		

Note: Proof of a valid Pediatric CPR and First Aid Certification may be required for employment.

Note: Courses may not be counted in more than one category.

Change in Certificate; Course Requirements, Total Units

1. Special Education Assistant Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. A minimum of 12 units, ~~including Child Development 152 and 154,~~ must be completed at El Camino College.

Certificate Requirements	Units
<u>Required Core: 2418 units</u>	
CDEV 103 Child Growth and Development	3
CDEV 104 The Home, The School, The Community	3
CDEV 110 Child Health and Safety	3
CDEV 150 Survey <u>Introduction</u> of Children with Special Needs	3
CDEV 152 Disabilities in the Developing Child Curriculum and Strategies for Children with Special Needs	3
CDEV 154 Role and Responsibilities of the Special Education Assistant	3
CDEV 169 Special Education Practicum	3
 One course 3 units from:	
CDEV 115 Introduction to Curriculum	3
CDEV 116 Creative Art for Young Children	3
CDEV 117 Music and Movement for Young Children	3
CDEV 118 Science and Math for Young Children	3
CDEV 119 Language Arts for Young Children	3
 6 units from:	
CDEV 106 Infant/Toddler Curriculum	3
CDEV 107 Infant/Toddler Development	3
CDEV 108 The Preschool Child	3
<u>CDEV 112 Teaching Young Children in a Diverse Society</u>	<u>3</u>
CDEV 114 Observing and Guiding Children	3
CDEV 160 Working with Children: Autism Spectrum Disorders	1
CDEV 163 Working with Children: Attention Deficit Disorders	1
CDEV 166 Working with Children: Physical Disabilities/Health Impairments	1
<u>NURS 118 Respite Care for Children and Adolescents</u>	<u>3</u>
NFOO 15 Nutrition for Infants and Young Children	3
SLAN 111 American Sign Language I	4
Total Units: 30 <u>27</u>	

~~Other Requirements: Current Certification in Pediatric First Aid and CPR.~~

Note: Proof of a valid Pediatric CPR and First Aid Certification may be required for employment.

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. A minimum of 12 units must be completed at El Camino College.

Certificate Requirements		Units
Required Core: 18 units		
CDEV 103	Child Growth and Development	3
CDEV 104	The Home, The School, The Community	3
CDEV 110	Child Health and Safety	3
CDEV 150	Introduction of Children with Special Needs	3
CDEV 152	Curriculum and Strategies for Children with Special Needs	3
CDEV 169	Special Education Practicum	3
3 units from:		
CDEV 115	Introduction to Curriculum	3
CDEV 116	Creative Art for Young Children	3
CDEV 117	Music and Movement for Young Children	3
CDEV 118	Science and Math for Young Children	3
CDEV 119	Language Arts for Young Children	3
6 units from:		
CDEV 108	The Preschool Child	3
CDEV 112	Teaching Young Children in a Diverse Society	3
CDEV 114	Observing and Guiding Children	3
CDEV 160	Working with Children: Autism Spectrum Disorders	1
CDEV 163	Working with Children: Attention Deficit Disorders	1
CDEV 166	Working with Children: Physical Disabilities/Health Impairments	1
NURS 118	Respite Care for Children and Adolescents	3
NFOO 15	Nutrition for Infants and Young Children	3
SLAN 111	American Sign Language I	4
Total Units: 27		

Note: Proof of a valid Pediatric CPR and First Aid Certification may be required for employment.

BUSINESS

New Course

1. Computer Information Systems 2 – Office Applications

Units: 3.0 Lecture: 2.0 Lab: 3.0 Faculty Load: 28.33%

Grading Method: Letter grade or pass/no pass option

Credit Status: Non-Degree Credit

In this course, students are introduced to the Windows operating system and the capabilities of the computer. The file management system, spreadsheets, presentation software, email management, and beginning through advanced word processing topics will be taught in a hands-on environment. Operation of the computer as a general purpose office tool will be emphasized. This course uses Microsoft Word, Excel, PowerPoint, and Outlook.

Course Review; Changes in Course Number, Course Hours

Current Status/Proposed Changes

1. Business 99~~abe~~ – Independent Study
2. Computer Information Systems 99~~abe~~ – Independent Study

Course Review; Changes in Descriptive Title, Catalog Description, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Business 40 – Career ~~Orientation~~ Planning

Recommended Preparation: ~~eligibility for~~ English B C

~~In this~~ This course ~~the student will explore opportunities and requirements in a career of interest. The course provides instruction and practice in the job application process, including resumes and interviews. Behaviors and qualities necessary for continued career satisfaction and development are analyzed.~~ will introduce students to personal career planning concepts. Through course readings and activities, students will learn how to identify employment trends in the marketplace, gain perspective on employer hiring practices, and develop an understanding of application processes. Students will write and refine their personal marketing materials in the forms of resume, cover letter, social media, and other correspondence. Emphasis will be placed on getting an interview, understanding typical interview processes, and developing conversational interview skills.

Recommendation

Business 40 – Career Planning

Recommended Preparation: English C

This course will introduce students to personal career planning concepts. Through course readings and activities, students will learn how to identify employment trends in the marketplace, gain perspective on employer hiring practices, and develop an understanding of application processes. Students will write and refine their personal marketing materials in the forms of resume, cover letter, social media, and other correspondence. Emphasis will be placed on getting an interview, understanding typical interview processes, and developing conversational interview skills.

CTE Two-Year Course Review; Changes in Descriptive Title, Catalog Description, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Business 43 – Business Office Procedures Administration

Recommended Preparation: Business 60A or concurrent enrollment or the ability to keyboard by touch and ~~Eligibility for~~ English A B

~~This course is designed to develop an understanding of and ability to apply American business office procedures, responsibilities, and standards and to develop an awareness of the globalization of American business from the perspective of the office environment. Consideration is given to key aspects of typical administrative activities within the workplace including customer service, communications, records management, business ethics, and personal advancement. In addition, students are introduced to critical skills such as telephone communications, business meetings and presentations, and managing the workflow.~~

Recommendation

Business 43 – Business Office Administration

Recommended Preparation: Business 60A or concurrent enrollment or the ability to keyboard by touch and English B

This course is designed to develop an understanding of business from the perspective of the office environment. Consideration is given to key aspects of typical administrative activities within the workplace including customer service, communications, records management, business ethics, and personal advancement. In

addition, students are introduced to critical skills such as telephone communications, business meetings and presentations, and managing the workflow.

CTE Two-Year Course Review; Distance Education Update; Changes in Descriptive Title, Grading Method, CSU General Education Requirement, Catalog Description, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Business 22 - Human Relations in ~~Business~~ Organizations

Recommended Preparation: ~~eligibility for English 84~~ English 82 and English B

Grading Method: ~~Both~~ Letter

CSU General Education Requirement - Areas D7 and E

~~In this course students examine human relations theories and applications that will promote effective work relationships in a multicultural workplace. Ethical issues in business are addressed as well as an explicit process of ethical reasoning that will aid in defining and dealing with dilemmas in the workplace. Current events and case studies will be used to develop critical skills as students apply theories and principles.~~

~~Note: Letter grade or pass/no pass option~~

This course covers the major themes of human relations in organizations and the workplace from a psychological, sociological, and physiological perspective. Students will develop critical thinking and ethical reasoning skills as students apply behavior science theories and principles. Topics include values, perception, motivation, conflict management, teamwork, and leadership.

Recommendation

Business 22 - Human Relations in Organizations

Recommended Preparation: English 82 and English B

Grading Method: Letter

CSU General Education Requirement - Areas D7 and E

This course covers the major themes of human relations in organizations and the workplace from a psychological, sociological, and physiological perspective. Students will develop critical thinking and ethical reasoning skills as students apply behavior science theories and principles. Topics include values, perception, motivation, conflict management, teamwork, and leadership.

FINE ARTS

Course Review

1. Theatre 214A – Intermediate Acting

CTE Two-Year Course Review

1. Art 230 – Two-Dimensional Design II

CTE Two-Year Course Review; Changes in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Art 147 – Motion Graphics

Current Status/Proposed Changes

Prerequisite: Art 141 with a minimum grade of C ~~or equivalent~~

Recommended Preparation: Art 142

Recommendation

Prerequisite: Art 141 with a minimum grade of C

Recommended Preparation: Art 142

Course Review; Changes in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Art 283 – Bronze Casting

Current Status/Proposed Changes

Prerequisite: Art 160 or 161 or 181 or 173 with a minimum grade of C ~~or equivalent~~
~~experience in prerequisite~~

Recommendation

Prerequisite: Art 160 or 161 or 173 or 181 with a minimum grade of C in prerequisite

2. Theatre 114 – Fundamentals of Acting

Current Status/Proposed Changes

Recommended Preparation: eligibility for English 1A 84 ~~or English as a Second Language 52C~~

Recommendation

Recommended Preparation: eligibility for English 1A

3. Theatre 217 – Acting Shakespeare

Current Status/Proposed Changes

Prerequisite: Theatre 113 or 114 with a minimum grade of C in prerequisite or equivalent

Recommendation

Prerequisite: Theatre 113 or 114 with a minimum grade of C in prerequisite or equivalent

Course Review; Changes in Catalog Description

1. Communication Studies 3 – Small Group Communication

Current Status/Proposed Changes

In this course students ~~will~~ plan and participate in a variety of group projects, such as panel and symposium discussions. Topics ~~to be covered~~ include decision making, role identification, interpersonal needs within a group, team participation, appropriate interdependency on group members, effective leadership skills, cohesiveness, conflict resolution and professional presentation styles.

Recommendation

In this course students plan and participate in a variety of group projects, such as panel and symposium discussions. Topics include decision making, role identification, interpersonal needs within a group, team participation, appropriate interdependency on group members, effective leadership skills, cohesiveness, conflict resolution and professional presentation styles.

Course Review; General Education Requirement

1. Music 101 – Music Fundamentals

Current Status/Proposed Changes

Proposed CSU General Education – Area C1

Recommendation

Proposed CSU General Education – Area C1

CTE Two-Year Course Review; Changes in Descriptive Title, Catalog Description

Current Status/Proposed Changes

1. Art 144 – ~~Three-Dimensional Computer~~ 3D Modeling and Animation

This course is an introduction to the concepts and techniques of digital three-dimensional animation ~~concepts and skills using the computer (3D) modeling and animation~~. Students will receive hands-on experience with ~~three-dimensional animation software and will create animations for visual effects, computer games, or short animation projects~~ 3D software to create digital models, environments, characters, and animations.

Recommendation

Art 144 – 3D Modeling and Animation

This course is an introduction to the concepts and techniques of digital three-dimensional (3D) modeling and animation. Students will receive hands-on experience with 3D software to create digital models, environments, characters, and animations.

CTE Two-Year Course Review; Changes in Descriptive Title, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Art 145 – ~~Multimedia~~ Interactive Media Design

Prerequisite: Art 141 with a minimum grade of C

Recommended Preparation: Art 146

~~Basic knowledge of web design~~

Recommendation

Art 145 – Interactive Media Design

Prerequisite: Art 141 with a minimum grade of C

Recommended Preparation: Art 146

Course Review; Changes in Descriptive Title, Catalog Description

Current Status/Proposed Changes

1. Dance 220B – Intermediate Ballet Technique II B

This course is the ~~second of two levels of ballet offered~~ last in a series of four ballet courses and is applicable to the dance major. Barre and center work will expand upon skills learned in ~~Ballet I and continued in Ballet II~~ Dance 220A. Emphasis will be on

complexity in allegro and adagio combinations. Students will perform variations from the classical repertoire. Attendance is required at selected dance events.

Recommendation

Dance 220B – Intermediate Ballet B

This course is the last in a series of four ballet courses and is applicable to the dance major. Barre and center work will expand upon skills learned in Dance 220A. Emphasis will be on complexity in allegro and adagio combinations. Students will perform variations from the classical repertoire. Attendance is required at selected dance events.

Course Review; Changes in Lecture/Lab Contact Hours

1. Music 555 – Community Choir for the Older Adult

Current Status/Proposed Changes

Units: 0 ~~Lecture hours: 3.0~~ Lab hours: 4.0 per week to be arranged

Recommendation

Units: 0 Lab hours: 4.0 per week to be arranged

2. Music 565 – Community Band for the Older Adult

Current Status/Proposed Changes

Units: 0 ~~Lecture hours: 3.0~~ Lab hours: 4.0 per week to be arranged

Recommendation

Units: 0 Lab hours: 4.0 per week to be arranged

3. Music 567 – Jazz Band for the Older Adult

Current Status/Proposed Changes

Units: 0 ~~Lecture hours: 3.0~~ Lab hours: 4.0 per week to be arranged

Recommendation

Units: 0 Lab hours: 4.0 per week to be arranged

4. Music 570 – Orchestra for the Older Adult

Current Status/Proposed Changes

Units: 0 ~~Lecture hours: 3.0~~ Lab hours: 4.0 per week to be arranged

Recommendation

Units: 0 Lab hours: 4.0 per week to be arranged

Course Review; Changes in Course Number, Course Hours

Current Status/Proposed Changes

1. Art 99~~abe~~ – Independent Study
2. Communication Studies 99~~abe~~ – Independent Study
3. Dance 99~~abe~~ – Independent Study
4. Film 99~~abe~~ – Independent Study
5. Music 99~~abe~~ – Independent Study
6. Photography 99~~abe~~ – Independent Study
7. Theatre 99~~abe~~ – Independent Study

Course Review; Changes in Units, Lecture/Lab Contact Hours

1. Music 151abcd – Mixed Chorus

Current Status/Proposed Changes

Units: ~~1.5~~ 1.0 Lecture hours: ~~3.0~~ Lab hours: 4.0 per week to be arranged
Faculty Load: 20.00%

Recommendation

Units: 1.0 Lab hours: 4.0 per week to be arranged Faculty Load: 20.00%

2. Music 152abcd – Concert Choir

Current Status/Proposed Changes

Units: ~~1.5~~ 1.0 Lecture hours: ~~3.0~~ Lab hours: 4.0 per week to be arranged
Faculty Load: 20.00%

Recommendation

Units: 1.0 Lab hours: 4.0 per week to be arranged Faculty Load: 20.00%

3. Music 257abcd – Women's Chorus

Current Status/Proposed Changes

Units: ~~1.5~~ 1.0 Lecture hours: ~~3.0~~ Lab hours: 4.0 per week to be arranged

Faculty Load: 20.00%

Recommendation

Units: 1.0 Lab hours: 4.0 per week to be arranged Faculty Load: 20.00%

4. Music 265abcd – Symphonic Band

Current Status/Proposed Changes

Units: ~~1.5~~ 1.0 ~~Lecture hours: 3.0~~ Lab hours: 4.0 per week to be arranged
Faculty Load: 20.00%

Recommendation

Units: 1.0 Lab hours: 4.0 per week to be arranged Faculty Load: 20.00%

5. Music 268abcd – Symphony Orchestra

Current Status/Proposed Changes

Units: ~~1.5~~ 1.0 ~~Lecture hours: 3.0~~ Lab hours: 4.0 per week to be arranged
Faculty Load: 20.00%

Recommendation

Units: 1.0 Lab hours: 4.0 per week to be arranged Faculty Load: 20.00%

CTE Two-Year Course Review; Changes in Units, Lecture Contact Hours, Faculty Load

1. Photography 106 – Basic Photojournalism

Current Status/Proposed Changes

Units: ~~2.0~~ 3.0 Lecture: ~~1.0~~ 2.0 Lab: 3.0 Faculty Load: ~~21.67%~~ 28.33%

Recommendation

Units: 3.0 Lecture: 2.0 Lab: 3.0 Faculty Load: 28.33%

CTE Two-Year Course Review; Changes in Descriptive Title, Catalog Description, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Art 141 – Digital Art Fundamentals

Recommended Preparation: Art 110 or Art 130 with a minimum grade of C and eligibility for English 84 and ~~working~~ Business 52A or equivalent knowledge of the computer skills and operating system

This course provides students with a foundation in the two basic types of graphics software, vector (drawing) and raster (painting/photography). Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. Students will work on a variety of digital projects involving drawing, design, typography, ~~and~~ photographic manipulation, and animation.

Recommendation

Art 141 – Digital Art Fundamentals

Recommended Preparation: Art 110 or Art 130 with a minimum grade of C and eligibility for English 84 and Business 52A or equivalent computer skills

This course provides students with a foundation in the two basic types of graphics software, vector (drawing) and raster (painting/photography). Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. Students will work on a variety of digital projects involving drawing, design, typography, photographic manipulation, and animation.

Course Review; Changes in Descriptive Title, Lecture/Lab Contact Hours, Faculty Load, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation), Catalog Description

Current Status/Proposed Changes

1. Music 190abcd – Applied Music/~~Private~~ Individual Lessons

Units: 1.0 ~~Lecture hours: 1.0~~ Lab hours: ~~6.0~~ 4.0 per week to be arranged

Faculty Load: ~~36.67%~~ 20.00%

Corequisite: Large ensemble course at El Camino College: Music 151abcd or Music 152abcd or Music 253abcd or Music 265abcd or Music 266abcd or Music 267abcd or Music 268abcd

Enrollment Limitation: audition to establish performance proficiency at an intermediate level before or during the first week of the semester.

This course for the music major is a recital workshop ~~which includes a weekly private designed to develop individual performance skills. Instruction includes an individual weekly lesson.~~ The student is required to practice on-campus ~~a minimum of six hours per week,~~ to enroll and participate in a large performing ensemble course at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. ~~Selected students may perform in a public recital and in occasional master classes.~~

Recommendation

Music 190abcd – Applied Music/Individual Lessons

Units: 1.0 Lab hours: 4.0 per week to be arranged Faculty Load: 20.00%

Corequisite: Large ensemble course at El Camino College: Music 151abcd or Music 152abcd or Music 253abcd or Music 265abcd or Music 266abcd or Music 267abcd or Music 268abcd

Enrollment Limitation: audition to establish performance proficiency at an intermediate level before or during the first week of the semester.

This course for the music major is a recital workshop designed to develop individual performance skills. Instruction includes an individual weekly lesson. The student is required to practice on-campus, to enroll and participate in a large performing ensemble at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community.

Current Status/Proposed Changes

2. Music 290 – Intermediate Applied Music/~~Private~~ Individual Lessons

Units: 1.0 ~~Lecture hours: 1.0~~ Lab hours: ~~6.0~~ 4.0 per week to be arranged

Faculty Load: ~~36.67%~~ 20.00%

Prerequisite: four semesters of Music 190abcd with a minimum grade of C

Corequisite: Large ensemble class at El Camino College: Music 151abcd or Music 152abcd or Music 253abcd or Music 265abcd or Music 266abcd or Music 267abcd or Music 268abcd

This course for the continuing, advanced applied music student is a recital workshop ~~which includes a weekly private~~ to enhance audition skills and build repertoire.

Instruction includes an individual weekly lesson. The student is required to practice on-campus ~~a minimum of six hours per week~~, to enroll and participate in a large performing ensemble ~~class~~ at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and occasional master classes.

Recommendation

Music 290 – Intermediate Applied Music/Individual Lessons

Units: 1.0 Lab hours: 4.0 per week to be arranged Faculty Load: 20.00%

Prerequisite: four semesters of Music 190abcd with a minimum grade of C

Corequisite: Large ensemble class at El Camino College: Music 151abcd or Music 152abcd or Music 253abcd or Music 265abcd or Music 266abcd or Music 267abcd or Music 268abcd

This course for the continuing, advanced applied music student is a recital workshop to enhance audition skills and build repertoire. Instruction includes an individual weekly lesson. The student is required to practice on-campus, to enroll and participate in a large performing ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and occasional master classes.

New Distance Education Course Version

1. Art 141– Digital Art Fundamentals

Inactivate Courses

1. Communication Studies 6 – Student Leadership
2. Film 152 – Film, Culture, and Technology
3. Music 263abcd – Clarinet Choir

Change in Major; Course Requirements, Total Units

1. Music AA-T Degree

Current Status/Proposed Changes

Major Requirements		Units
Required Core: <u>23 units</u>		
MUSI 101	Music Fundamentals	3
MUSI 103A	Theory and Musicianship I	4
MUSI 103B	Theory and Musicianship II	4
MUSI 203	Theory and Musicianship III	4
Applied Music: 4 semesters		
MUSI 190abcd	Applied Music/Private Lessons	1
Large Ensemble: 4 semesters		
MUSI 151abcd	Mixed Chorus	1.5 <u>1</u>
MUSI 152abcd	Concert Choir	1.5 <u>1</u>
MUSI 253abcd	Chorale	2
MUSI 257abcd	Women's Chorus	1.5 <u>1</u>
MUSI 260abcd	Woodwind Ensembles	1
MUSI 261abcd	Brass Ensembles	1
MUSI 262abcd	Percussion Ensembles	1

MUSI 263abcd	Clarinet Choir	4
MUSI 265abcd	Symphonic Band	1.5 1
MUSI 266abcd	Big Band <u>Studio Jazz Band</u>	1.5 1
MUSI 267abcd	<u>Concert</u> Jazz Band	1.5 1
MUSI 268abcd	Symphony Orchestra	1.5 1
(maximum two semesters of credit for Music 253abcd)		
Total Units: 23-27 <u>23</u>		

Recommendation

Major Requirements		Units
Required Core: 23 units		
MUSI 101	Music Fundamentals	3
MUSI 103A	Theory and Musicianship I	4
MUSI 103B	Theory and Musicianship II	4
MUSI 203	Theory and Musicianship III	4

Applied Music: 4 semesters

MUSI 190abcd	Applied Music/Private Lessons	1
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Large Ensemble: 4 semesters

MUSI 151abcd	Mixed Chorus	1
MUSI 152abcd	Concert Choir	1
MUSI 253abcd	Chorale	2
MUSI 257abcd	Women's Chorus	1
MUSI 265abcd	Symphonic Band	1
MUSI 266abcd	Studio Jazz Band	1
MUSI 267abcd	Concert Jazz Band	1
MUSI 268abcd	Symphony Orchestra	1

(maximum two semesters of credit for Music 253abcd)

Total Units: 23

Change in Major; Program Description, Course Requirements, Total Units

1. Photography A.S. Degree

Current Status/Proposed Changes

The ~~degree or certificate~~ photography program provides students with a comprehensive foundation in skills, techniques, and processes for commercial and creative photography. Each student acquires practical and creative skills relating to camera operation, films, color theory, photo composition, lighting, processing, printing, and business operations through a wide range of studio courses. Proficiencies are demonstrated through class and laboratory projects, critiques, essays, and objective tests. Program assessment is measured by portfolios, juried and public

exhibitions, program completion, and periodic program review. Students qualify to pursue a variety of careers in the field of professional photography.

A minimum of 12 units must be completed at El Camino College.

Major Requirements		Units
<u>Required Core: 19 20-21 units</u>		
PHOT 106	Basic Photojournalism	2 <u>3</u>
or		
JOUR 6	Basic Photojournalism	2 <u>3</u>
or		
PHOT 101	Elementary Photography	2
and		
<u>PHOT 150</u>	<u>The Art of Photography</u>	<u>3</u>
or		
<u>ART 150</u>	<u>The Art of Photography</u>	<u>3</u>
and		
PHOT 102	Basic Photography	3
PHOT 202	Intermediate Photography	4
PHOT 203	Advanced Photography	4
PHOT 223A	Theory Color/Color Printing	4
(one semester of PHOT 106 or JOUR 6; PHOT 150 or ART 150 may be counted for the major)		
 <u>3</u> 6 units from:		
PHOT 204	Portraiture	3
PHOT 206ab	Advanced Photojournalism	2
or		
JOUR 7ab	Advanced Photojournalism	2
PHOT 223B	Intermediate Color Photography/Printing	4
PHOT 254	Intermediate 35mm Black and White Photography	2
PHOT 257	Creative Photographic Processes	2
ART 141	Digital Art	3
FILM 122	Production I	3
FILM 234	Camera and Lighting	3
(one semester of credit for JOUR 7ab or PHOT 206ab may be counted for the major)		
 3 units from:		
ART 130	Two-Dimensional Design I	3
ART 142	Digital Photography	3
BUS 11	Accounting for Small Business	3
BUS 12	Advertising	3
PHYS 11	Descriptive Introduction to Physics	3

Total Units: 26-27

Recommended Electives:

ART-101	Art and Visual Culture in Modern Life	3
ART-110	Drawing Fundamentals I	3
ART-143	Digital Design and Publishing	3
BUS-20	Business Management	3
BUS-24	Small Business Entrepreneurship	3

Recommendation

The photography program provides students with a comprehensive foundation in skills, techniques, and processes for commercial and creative photography. Each student acquires practical and creative skills relating to camera operation, films, color theory, photo composition, lighting, processing, printing, and business operations through a wide range of studio courses. Proficiencies are demonstrated through class and laboratory projects, critiques, essays, and objective tests. Program assessment is measured by portfolios, juried and public exhibitions, program completion, and periodic program review. Students qualify to pursue a variety of careers in the field of professional photography.

A minimum of 12 units must be completed at El Camino College.

Major Requirements		Units
Required Core: 20-21 units		
PHOT 106	Basic Photojournalism	3
or		
JOUR 6	Basic Photojournalism	3
or		
PHOT 101	Elementary Photography	2
and		
PHOT 150	The Art of Photography	3
or		
ART 150	The Art of Photography	3
and		
PHOT 102	Basic Photography	3
PHOT 202	Intermediate Photography	4
PHOT 203	Advanced Photography	4
PHOT 223A	Theory Color/Color Printing	4
(one semester of PHOT 106 or JOUR 6; PHOT 150 or ART 150 may be counted for the major)		
3 units from:		
PHOT 204	Portraiture	3
PHOT 206ab	Advanced Photojournalism	2

or		
JOUR 7ab	Advanced Photojournalism	2
PHOT 223B	Intermediate Color Photography/Printing	4
PHOT 254	Intermediate 35mm Black and White Photography	2
PHOT 257	Creative Photographic Processes	2
ART 141	Digital Art	3
FILM 122	Production I	3
FILM 234	Camera and Lighting	3
(one semester of credit for JOUR 7ab or PHOT 206ab may be counted for the major)		

3 units from:

ART 130	Two-Dimensional Design I	3
ART 142	Digital Photography	3
BUS 11	Accounting for Small Business	3
BUS 12	Advertising	3
PHYS 11	Descriptive Introduction to Physics	3
Total Units: 26-27		

Recommended Electives:

ART-101	Art and Visual Culture in Modern Life	3
ART-110	Drawing Fundamentals I	3
ART-143	Digital Design and Publishing	3
BUS-20	Business Management	3
BUS-24	Small Business Entrepreneurship	3

Change in Certificate; Course Requirements, Total Units

1. Photography Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements	Units
<u>Required Core: 17 17-18 units</u>	
PHOT 106 Basic Photojournalism	2 <u>3</u>
or	
JOUR 6 Basic Photojournalism	2 <u>3</u>
or	
PHOT 101 Elementary Photography	2
and	

PHOT 102	Basic Photography	3
PHOT 202	Intermediate Photography	4
PHOT 203	Advanced Photography	4
PHOT 223A	Theory Color/Color Printing	4
(one semester of PHOT 106 or JOUR 6 may be counted for the certificate)		

9 units from:

FILM 234	Camera and Lighting	3
PHOT 204	Portraiture	3
PHOT 206ab	Advanced Photojournalism	2
or		
JOUR 7ab	Advanced Photojournalism	2
PHOT 223B	Intermediate Color Photography/Printing	4
PHOT 254	Intermediate 35mm Black and White Photography	2
PHOT 257	Creative Photographic Processes	2

(one semester of credit for JOUR 7ab or PHOT 206ab may be counted for the certificate)

Total Units: 26-27

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
Required Core: 17-18 units		
PHOT 106	Basic Photojournalism	3
or		
JOUR 6	Basic Photojournalism	3
or		
PHOT 101	Elementary Photography	2
and		
PHOT 102	Basic Photography	3
PHOT 202	Intermediate Photography	4
PHOT 203	Advanced Photography	4
PHOT 223A	Theory Color/Color Printing	4
(one semester of PHOT 106 or JOUR 6 may be counted for the certificate)		

9 units from:

FILM 234	Camera and Lighting	3
PHOT 204	Portraiture	3
PHOT 206ab	Advanced Photojournalism	2
or		

JOUR 7ab	Advanced Photojournalism	2
PHOT 223B	Intermediate Color Photography/Printing	4
PHOT 254	Intermediate 35mm Black and White Photography	2
PHOT 257	Creative Photographic Processes	2

(one semester of credit for JOUR 7ab or PHOT 206ab may be counted for the certificate)
Total Units: 26-27

HEALTH SCIENCES AND ATHLETICS

New Courses

1. Educational Development 37 – Increased Learning Performance: English

Unit: 1.0 Lab: 3.0 Faculty Load: 15.00%
 Enrollment Limitation: concurrent enrollment in an El Camino College English course
 Grading Method: Pass/no pass option
 Credit Status: Non-Degree Credit

In this laboratory course, students will increase learning performance and study skills which relate to content of other El Camino College English courses. Students will enhance their critical thinking and time management skills. Students will evaluate appropriate campus resources and assistive technologies which may promote academic success in reading and writing courses.

Note: This course is appropriate for students with disabilities.

Note: Pass/no pass only.

2. Educational Development 38 – Increased Learning Performance: Mathematics

Unit: 1.0 Lab: 3.0 Faculty Load: 15.00%
 Enrollment Limitation: concurrent enrollment in an El Camino College Mathematics course
 Grading Method: Pass/no pass option
 Credit Status: Non-Degree Credit

In this laboratory course, students will increase learning performance and study skills which relate to the content of the El Camino College Mathematics course in which the student is concurrently enrolled. Students will enhance their critical thinking and time management skills. Students will evaluate appropriate campus resources and assistive technologies which promote academic success in math.

Note: This course is appropriate for students with disabilities.
Note: Pass/no pass only.

Course Review; Change in Units

1. Educational Development 10 – English Grammar for Deaf and Hard-of-Hearing Students

Current Status/Proposed Changes

Units: ~~3.0~~ 2.0 Lecture: 2.0 Lab: 2.0

Recommendation

Units: 2.0 Lecture: 2.0 Lab: 2.0

2. Educational Development 11 – Writing and Reading for Deaf and Hard of Hearing Students

Current Status/Proposed Changes

Units: ~~3.0~~ 2.0 Lecture: 2.0 Lab: 2.0

Recommendation

Units: 2.0 Lecture 2.0 Lab: 2.0

CTE Two-Year Course Review; Change in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Nursing 210 – Implications of Pathophysiology Concepts for Nurses

Current Status/Proposed Changes

Prerequisite: Nursing ~~153~~ 150B with a minimum grade of C or licensed Registered Nurse or Vocational Nurse

Recommendation

Prerequisite: Nursing 150B with a minimum grade of C or licensed Registered Nurse or Vocational Nurse

Inactivate Courses

1. Educational Development 31 – Increased Learning Performance
2. Nursing 212 – Basic Perioperative Nursing

HUMANITIES

Course Review

1. English as a Second Language 53C – Advanced Essay Writing and Grammar

Course Review; Changes in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. English 42 – Chicano and Latino Literature

Current Status/Proposed Changes

~~Recommended Preparation eligibility for English 1A~~

Prerequisite: eligibility for English 1A

Recommendation

Prerequisite: eligibility for English 1A

CTE Two-Year Course Review; Changes in Catalog Description

1. Journalism 14abcd – Multimedia Journalism

Current Status/Proposed Changes

This course provides training in multimedia journalism with an emphasis on the principles and techniques of multimedia reporting, including preparing news for the World Wide Web using text, audio, video and photographs. Students create multimedia news projects for publications ~~on the Web~~, using digital cameras, digital recorders, digital camcorders and computer software. Throughout this course, all students are trained and prepared to compete in a variety of journalism competitions.

Recommendation

This course provides training in multimedia journalism with an emphasis on the principles and techniques of multimedia reporting, including preparing news for the World Wide Web using text, audio, video and photographs. Students create multimedia news projects for publications using digital cameras, digital recorders, digital camcorders and computer software. Throughout this course, all students are trained and prepared to compete in a variety of journalism competitions.

Course Review; Changes in Course Number, Course Hours

Current Status/Proposed Changes

1. Chinese 99abe – Independent Study

2. English 99abe – Independent Study
3. French 99abe – Independent Study
4. Japanese 99abe – Independent Study
5. Journalism 99abe – Independent Study
6. Spanish 99abe – Independent Study

CTE Two-Year Course Review; Changes in Units, Lecture Contact Hours, Faculty Load, Catalog Description

1. Journalism 6 – Basic Photojournalism

Current Status/Proposed Changes

Units: ~~2.0~~ 3.0 Lecture: ~~1.0~~ 2.0 Lab: 3.0 Faculty Load: ~~21.67%~~ 28.33%

This course provides instruction in the elementary aspects of photography with emphasis on principles and techniques of photojournalism, including camera use, news photography, feature photography, sports photography, photo essays, and caption writing. Emphasis is placed on preparing students to take photographs for campus student publications using digital cameras and computer software such as Photoshop.

(Journalism 6 is the same course as Photography ~~10~~ 106)

Recommendation

Units: 3.0 Lecture: 2.0 Lab: 3.0 Faculty Load: 28.33%

This course provides instruction in the elementary aspects of photography with emphasis on principles and techniques of photojournalism, including camera use, news photography, feature photography, sports photography, photo essays, and caption writing. Emphasis is placed on preparing students to take photographs for campus student publications using digital cameras and computer software such as Photoshop.

(Journalism 6 is the same course as Photography 106)

New Distance Education Hybrid Course Version

1. English as a Second Language 53C – Advanced Essay Writing and Grammar

Change in Major; Course Requirements, Total Units

1. Journalism A.A. Degree

Current Status/Proposed Changes

At least 15 units required for the major must be completed at El Camino College.

Major Requirements	Units
<u>Required Core: 21 units</u>	
JOUR 1 News Writing and Reporting	3
JOUR 8 Advanced Reporting and News Editing	3
and	
JOUR 6 Basic Photojournalism	2 <u>3</u>
or	
PHOT 106 Basic Photojournalism	2 <u>3</u>
and	
JOUR 9abcd Magazine Editing and Production	2 <u>3</u>
JOUR 11abcd Newspaper Publication	3
JOUR 12 Mass Media and Society	3
JOUR 14abcd Multimedia Journalism	3
(one semester each of JOUR 9abcd, JOUR 11abcd, and JOUR 14abcd may be counted for the major)	

2-3 units from:

JOUR 2 Public Relations Methods	3
JOUR 7ab Advanced Photojournalism	2
or	
PHOT 206ab Advanced Photojournalism	2
ECON 1 Principles of Economics: Macroeconomics	3
POLI 5 Ethnicity in the American Political Process	3
POLI 8 California State and Local Government and Intergovernmental Issues	3

(one semester of JOUR 7ab or PHOT ~~44ab~~ 206ab may be counted for the major)

Total Units: ~~21-22~~ 23-24

Recommendation

At least 15 units required for the major must be completed at El Camino College.

Major Requirements	Units
<u>Required Core: 21 units</u>	
JOUR 1 News Writing and Reporting	3
JOUR 8 Advanced Reporting and News Editing	3
and	
JOUR 6 Basic Photojournalism	3

or			
PHOT 106	Basic Photojournalism		3
and			
JOUR 9abcd	Magazine Editing and Production		3
JOUR 11abcd	Newspaper Publication		3
JOUR 12	Mass Media and Society		3
JOUR 14abcd	Multimedia Journalism		3
(one semester each of JOUR 9abcd, JOUR 11abcd, and JOUR 14abcd may be counted for the major)			
2-3 units from:			
JOUR 7ab	Advanced Photojournalism		2
or			
PHOT 206ab	Advanced Photojournalism		2
ECON 1	Principles of Economics: Macroeconomics		3
POLI 5	Ethnicity in the American Political Process		3
(one semester of JOUR 7ab or PHOT 206ab may be counted for the major)			
Total Units: 23-24			

Change in Major; Program Description, Course Requirements, Total Units

1. Journalism AA-T Degree

Current Status/Proposed Changes

The journalism program prepares the student to acquire proficiency in traditional and ~~electronic~~ online news gathering techniques and in analyzing and evaluating information. The student will be able to write a variety of publishable stories for ~~electronic~~ online and print journalism and to apply principles of editing and publication design. Competencies will be assessed regularly by performance in the college newspaper's print and ~~Web~~ online editions and its magazine, as well as by their participation in state and national competitions. The major prepares the student to transfer to a CSU and major in Journalism, Mass Communications, Public Relations or Advertising as well as provide career opportunities in ~~electronic~~ digital and print journalism, newspaper, magazine, advertising, public relations, and radio/television work.

Major Requirements		Units
Required Core: 9 units		
JOUR 1	News Writing and Reporting	3
JOUR 12	Mass Media and Society	3
<u>JOUR 9abcd</u>	<u>Magazine Editing and Production</u>	<u>3</u>
or		
JOUR 11abcd	Newspaper Publication	3

List A: ~~2~~ 3 units

JOUR 8	Advanced Reporting and News Editing	3
JOUR 14abcd	Multimedia Journalism	3
JOUR 2	Public Relations Methods	3
JOUR 6	Basic Photojournalism	2 <u>3</u>
or		
PHOT 106	Basic Photojournalism	2 <u>3</u>
<u>JOUR 9abcd</u>	<u>Magazine Editing and Production</u>	<u>3</u>
or		
JOUR 11abcd	Newspaper Publication	3

List B: 6 ~~or~~ 7 units

COMS 4	Argumentation and Debate	3
ECON 1	Principles of Economics: Macroeconomics	3
or		
ECON 2	Principles of Economics: Microeconomics Theory	3
ENGL 1C	Critical Thinking and Composition	3
JOUR 6	Basic Photojournalism	2 <u>3</u>
or		
PHOT 106	Basic Photojournalism	2 <u>3</u>
JOUR 9abcd	Magazine Editing and Production	2
JOUR 2	Public Relations Methods	3
JOUR 11abcd	Newspaper Publication	3
JOUR 14abcd	Multimedia Journalism	3
MATH 150	Elementary Statistics with Probability	4
or		
PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	4
or		
SOCI 109	Introduction to Elementary Statistical Methods for the Study of Behavior	4
PHIL 106	Introduction to Symbolic Logic	3
PHOT 51	Elementary Photography	2
or		
JOUR 6	Basic Photojournalism	2
POLI 1	Governments of the United States and California	3
POLI 2	Introduction to Comparative Politics	3
Total Units <u>18-19</u>		

Recommendation

The journalism program prepares the student to acquire proficiency in traditional and online news gathering techniques and in analyzing and evaluating information. The student will be able to write a variety of publishable stories for online and print

journalism and to apply principles of editing and publication design. Competencies will be assessed regularly by performance in the college newspaper's print and online editions and its magazine, as well as by their participation in state and national competitions. The major prepares the student to transfer to a CSU and major in Journalism, Mass Communications, Public Relations or Advertising as well as provide career opportunities in digital and print journalism, newspaper, magazine, advertising, public relations, and radio/television work.

Major Requirements		Units
Required Core: 9 units		
JOUR 1	News Writing and Reporting	3
JOUR 12	Mass Media and Society	3
JOUR 9abcd	Magazine Editing and Production	3
or		
JOUR 11abcd	Newspaper Publication	3
List A: 3 units		
JOUR 8	Advanced Reporting and News Editing	3
JOUR 14abcd	Multimedia Journalism	3
JOUR 6	Basic Photojournalism	3
or		
PHOT 106	Basic Photojournalism	3
JOUR 9abcd	Magazine Editing and Production	3
or		
JOUR 11abcd	Newspaper Publication	3
List B: 6-7 units		
COMS 4	Argumentation and Debate	3
ECON 1	Principles of Economics: Macroeconomics	3
or		
ECON 2	Principles of Economics: Microeconomics Theory	3
ENGL 1C	Critical Thinking and Composition	3
JOUR 6	Basic Photojournalism	3
or		
PHOT 106	Basic Photojournalism	3
JOUR 11abcd	Newspaper Publication	3
JOUR 14abcd	Multimedia Journalism	3
MATH 150	Elementary Statistics with Probability	4
or		
PSYC 9A	Introduction to Elementary Statistical Methods for the Study of Behavior	4
or		
SOCI 109	Introduction to Elementary Statistical Methods for the Study	4

	of Behavior	
PHIL 106	Introduction to Symbolic Logic	3
POLI 1	Governments of the United States and California	3
POLI 2	Introduction to Comparative Politics	3
Total Units 18-19		

Change in Certificate; Course Requirements, Total Units

1. Journalism Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. At least 15 units of the certificate requirements must be completed at El Camino College.

Certificate Requirements	Units
<u>Required Core: 19 21 units</u>	
JOUR 1 News Writing and Reporting	3
JOUR 8 Advanced Reporting and News Editing	3
and	
JOUR 6 Basic Photojournalism	2 <u>3</u>
or	
PHOT 106 Basic Photojournalism	2 <u>3</u>
and	
JOUR 9abcd Magazine Editing and Production	2 <u>3</u>
JOUR 11abcd Newspaper Publication	3
JOUR 12 Mass Media and Society	3
JOUR 14abcd Multimedia Journalism	3
(one semester each of JOUR 9abcd, JOUR 11abcd, and JOUR 14abcd may be counted for the certificate)	
Total Units: 19 <u>21</u>	

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 15 units of the certificate requirements must be completed at El Camino College.

Certificate Requirements	Units
Required Core: 21 units	
JOUR 1 News Writing and Reporting	3
JOUR 8 Advanced Reporting and News Editing	3
and	

JOUR 6	Basic Photojournalism	3
or		
PHOT 106	Basic Photojournalism	3
and		
JOUR 9abcd	Magazine Editing and Production	3
JOUR 11abcd	Newspaper Publication	3
JOUR 12	Mass Media and Society	3
JOUR 14abcd	Multimedia Journalism	3
(one semester each of JOUR 9abcd, JOUR 11abcd, and JOUR 14abcd may be counted for the certificate)		
Total Units: 21		

INDUSTRY AND TECHNOLOGY

New Courses

1. Air Conditioning and Refrigeration 61 – Fundamentals of Automation Systems

Units: 3.0 Lecture: 3.0 Faculty Load: 20.00%
 Recommended Preparation: Air Conditioning and Refrigeration 21 and Air Conditioning and Refrigeration 31
 Grading Method: Letter
 Credit Status: Associate Degree Credit
 CSU Transfer

This course is an introduction to the fundamentals of automation, commissioning, re-commissioning, retro-commissioning, installation, service and troubleshooting of mechanical, electrical, and direct digital control (DDC) systems for the heating, ventilation, air-conditioning, and refrigeration (HVACR) industry. This course includes a review of automation system communication protocols and unit supervisory level programming.

2. Air Conditioning and Refrigeration 62 – Energy Control and Optimization Systems

Units: 4.0 Lecture: 3.0 Lab: 3.0 Faculty Load: 35.00%
 Prerequisite: Air Conditioning and Refrigeration 61 with a minimum grade of C
 Grading Method: Letter
 Credit Status: Associate Degree Credit
 CSU Transfer

In this course students will apply knowledge gained to develop, plan, direct, implement, optimize, and sustain system energy efficiency and control in single and

multi-site locations. Course topics include direct digital controls, programmable controls, configurable controllers, multi-zone systems, communication protocols, control system commissioning, logic circuits, object and property program structure, and interoperability.

3. Automotive Collision Repair/Painting 4D – Intermediate Auto Collision Repair II

Units: 4.0 Lecture: 2.0 Lab: 7.0 Faculty Load: 48.33%
Grading Method: Letter
Credit Status: Associate Degree Credit
CSU Transfer

This course introduces students to frame straightening and severe collision damage using the frame rack, power post, damage dozer, hydraulic jacks, and porto-power. Students will also learn how to section a vehicle, replace damaged unibody structural panels, and prepare replaced panels for rustproofing/refinishing.

4. Automotive Collision Repair/Painting 5C – Intermediate Automotive Refinishing I

Units: 4.0 Lecture: 2.0 Lab: 7.0 Faculty Load: 48.33%
Grading Method: Letter
Credit Status: Associate Degree Credit
CSU Transfer

In this course, students will learn refinishing repair standards and how to write an estimate for refinishing. Students will learn how to identify and correct paint flaws, choose color variants, retrieve and mix paint formulas, adjust paint for color match, and perform panel blends and spot repairs. Students will also learn how to mask panels for blending and how to refinish composite materials such as fiberglass and carbon fiber.

5. Automotive Collision Repair/Painting 5D – Intermediate Automotive Refinishing II

Units: 4.0 Lecture: 2.0 Lab: 7.0 Faculty Load: 48.33%
Grading Method: Letter
Credit Status: Associate Degree Credit
CSU Transfer

In this course, students will improve their production painting skills by learning how to control their painting environment through spray booth controls, temperature and humidity control, paint additives and gun adjustment. Students will also learn how to apply tri-coat paints, flat paints, truck bedliner, and interior paints.

6. Cosmetology 2A – Intermediate Cosmetology

Units: 8.0 Lecture: 3.0 Lab: 15.0 Faculty Load: 95.00%
Prerequisite: Cosmetology 1 and Cosmetology 10 with a minimum grade of C
Grading Method: Letter
Credit Status: Associate Degree Credit
CSU Transfer

The intermediate principles and practical operations of cosmetology equipment, procedures, and techniques will be studied. The course is designed as an intensive, multi-disciplinary workshop in the most common cosmetology processes. Lectures focus on intermediate theories of the practice of cosmetology and application. The lab supports cosmetology students with skills, techniques, safety practices, and sanitation procedures according to the California State Board of Barbering and Cosmetology. Students will be introduced to performing intermediate cosmetology procedures on clients in a salon setting.

7. Cosmetology 2B – Advanced Cosmetology

Units: 8.0 Lecture: 3.0 Lab: 15.0 Faculty Load: 95.00%
Prerequisite: Cosmetology 2A or Cosmetology 11 with a minimum grade of C or equivalent
Grading Method: Letter
Credit Status: Associate Degree Credit
CSU Transfer

The advanced principles and practical operations of cosmetology equipment, procedures and techniques will be studied. The course is designed as an intensive, multi-disciplinary workshop in the most common cosmetology processes. Lectures focus on advanced theories of the practice of cosmetology and application. The lab is designed to support cosmetology students with skills, techniques, safety practices, and sanitation procedures according to the California State Board of Barbering and Cosmetology. Students will perform advanced cosmetology procedures on clients in a salon setting.

8. Cosmetology 2C – Advanced Cosmetology and State Board Review

Units: 8.0 Lecture: 3.0 Lab: 15.0 Faculty Load: 95.00%
Prerequisite: Cosmetology 2B or Cosmetology 11 with a minimum grade of C or equivalent
Grading Method: Letter
Credit Status: Associate Degree Credit
CSU Transfer

This advanced course is designed to prepare students for the California State Board of Barbering and Cosmetology written and practical exams. Lectures focus on advanced cosmetology theories. Students practice for the state examination by taking mock written and practical exams. Emphasis is placed on mastery of the necessary cosmetology concepts, principles and skills on clients in a salon setting required to pass the California State Licensing exam for Cosmetology.

9. Construction Technology 230 – Cabinet Making Lab

Units: 1.5 Lab: 4.5 Faculty Load: 22.50%

Prerequisite: Construction Technology 200 or Construction Technology 201 or Construction Technology 202 or Construction Technology 203 with a minimum of C or concurrent enrollment

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

This course provides students the lab time and facility to take on more challenging projects in order to maintain and continue perfecting skills acquired in other construction technology courses. Students will focus on advanced cabinet fabrication techniques including machine joinery and use of jigs and fixtures. A work plan will be developed for efficient assembly, as well as incorporating final detail work and application of finishing materials.

10. Fashion 18 – Advanced Fashion Illustration Portfolio Techniques

Units: 2.0 Lecture: 1.0 Lab: 3.0 Faculty Load: 21.67%

Prerequisite: Fashion 16 with a minimum grade of C or equivalent

Recommended Preparation: Art 217

Grading Method: Letter

Credit Status: Associate Degree Credit

CSU Transfer

This advanced fashion illustration and costume design course prepares students to develop a professional portfolio for presentation to employers and to qualify for university transfer. Through lecture and lab, advanced research, rendering, and media techniques, fashion design and merchandising skills are emphasized for perfecting portfolio presentations.

Course Review

1. Environmental Technology 101 – Theory and Relevancy of Global Environmental Awareness

2. Environmental Technology 165 – Sustainable and Regenerative Practices in Site and Landscape Development

CTE Two-Year Course Review

1. Computer Aided Design/Drafting 43 – Design Process and Concepts
2. Construction Technology 110 – Additions and Remodeling

CTE Two-Year Course Review; Changes in Catalog Description

1. Air Conditioning and Refrigeration 30 – Electric Controls

Current Status/Proposed Changes

This course covers the study of electrical and electronic components, ~~electric~~ motors, and circuitry for air conditioning and refrigeration controls. ~~Theoretical principles are applied to diagnose electrical~~ Students apply theoretical principles in diagnosing electrical and electronic problems and safely make necessary repairs to refrigeration, heating, ventilating and air conditioning (HVAC) systems. Energy efficiency practices and process related to electric and electronic controls is the focus of this course.

Recommendation

This course covers the study of electrical and electronic components, motors, and circuitry for air conditioning and refrigeration controls. Students apply theoretical principles in diagnosing electrical and electronic problems and safely make necessary repairs to refrigeration, heating, ventilating and air conditioning (HVAC) systems. Energy efficiency practices and process related to electric and electronic controls is the focus of this course.

CTE Two-Year Course Review; Changes in Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Fire and Emergency Technology 1 – Fire Protection Organization

Current Status/Proposed Changes

Recommended Preparation: English A and English 84

Recommendation

Recommended Preparation: English A and English 84

CTE Two-Year Course Review; Changes in Descriptive Title, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Administration of Justice 49 – ~~Laws of~~ Penal Code 832 - Arrest and Firearms – ~~Penal Code 832~~

Enrollment Limitation: Students must have a Department of Justice (DOJ) background clearance prior to enrolling in this course.

Recommended Preparation: ~~eligibility for~~ English 84

Recommendation

Administration of Justice 49 – Penal Code 832 - Arrest and Firearms

Enrollment Limitation: Students must have a Department of Justice (DOJ) background clearance prior to enrolling in this course.

Recommended Preparation: English 84

CTE Two-Year Course Review; Changes in Descriptive Title, Catalog Description

Current Status/Proposed Changes

1. Computer Aided Design/Drafting 28 – Parametric ~~Solid~~ Three Dimensional (3D) Modeling and Assemblies

In this course, students ~~will dimension~~ create three-dimensional (3D) models, assemblies, orthographic two-dimensional (2-D 2D) drawings with detail dimensions, detail, auxiliary, and section views. Also Students will also create exploded animated assemblies (kinematics) will be created in this class using Inventor Pro software, an Autodesk product. This course utilizes Dassault SolidWorks software (SolidWorks).

Recommendation

Computer Aided Design/Drafting 28 – Parametric Three Dimensional (3D) Modeling and Assemblies

In this course, students create three-dimensional (3D) models, assemblies, orthographic two-dimensional (2D) drawings with dimensions, detail, auxiliary and section views. Students will also create exploded animated assemblies (kinematics). This course utilizes Dassault SolidWorks software (SolidWorks).

Course Review; Changes in Course Number, Course Hours

Current Status/Proposed Changes

1. Administration of Justice 99abe – Independent Study
2. Air Conditioning and Refrigeration 99abe – Independent Study
3. Architecture 99abe – Independent Study
4. Automotive Collision Repair/Painting 99abe – Independent Study
5. Automotive Technology 99abe – Independent Study
6. Computer Aided Design/Drafting 99abe – Independent Study
7. Construction Technology 99abe – Independent Study
8. Cosmetology 99abe – Independent Study
9. Electronics and Computer Hardware Technology 99abe – Independent Study
10. Environmental Technology 99abe – Independent Study
11. Fashion 99abe – Independent Study
12. Fire and Emergency Technology 99abe – Independent Study
13. Machine Tool Technology 99abe – Independent Study
14. Manufacturing Technology 99abe – Independent Study
15. Nutrition and Foods 99abe – Independent Study
16. Welding 99abe – Independent Study

CTE Two-Year Course Review; Distance Education Update; Changes in Descriptive Title, Catalog Description

Current Status/Proposed Changes

1. Computer Aided Design/Drafting 7 – ~~Wireframe with Surfaces, Solid Modeling, and Assemblies~~ and Two Dimensional (2D) Drawings

In this course, students create two-dimensional (2D) sketches, three-dimensional (~~3-D~~ 3D) wireframe and surfaced solid models, ~~assembly and two dimensional (2-D)~~

~~drawings.~~ Models or assemblies are displayed on a ~~2-D~~ 2D drawing format and orthographically projected with dimensions added. Shading, rendering and solid model modifications ~~is are~~ also available in the ~~2-D~~ 2D mode. Auxiliary, detail and section views are also created with ~~such commands as Solview and Soldraw.~~ the use of the place view toolbar and its commands. This course utilizes Autodesk Inventor Pro software (Inventor Pro).

Recommendation

Computer Aided Design/Drafting 7 – Solid Modeling, Assemblies and Two Dimensional (2D) Drawings

In this course, students create two-dimensional (2D) sketches, three-dimensional (3D) wireframe and solid models. Models or assemblies are displayed on a 2D drawing format and orthographically projected with dimensions added. Shading, rendering and solid model modifications are also available in the 2D mode. Auxiliary, detail and section views are also created with the use of the place view toolbar and its commands. This course utilizes Autodesk Inventor Pro software (Inventor Pro).

CTE Two-Year Course Review; Changes in Descriptive Title, Catalog Description, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Air Conditioning and Refrigeration 34 – HVAC Customer Service and Environmental Protection Agency (EPA) and NATE Certification Training

Recommended Preparation: Air Conditioning and Refrigeration 21 or Air Conditioning and Refrigeration 22

This is a course in heating, ventilation and air conditioning (HVAC) customer service ~~and EPA,~~ Environmental Protection Agency (EPA) Section 608 Certification and North American Technician Excellence (NATE) Certification. Topics covered include communication skills, problem solving, interview skills, refrigerant recovery and recycling, laws, regulations, and ~~regulations~~ energy efficiency. Students learn vital workplace skills through designed exercises as well as how employers evaluate these skills. Students ~~will~~ can prepare for universal EPA and NATE certification.

Recommendation

Air Conditioning and Refrigeration 34 – HVAC Customer Service and Environmental Protection Agency (EPA) and NATE Certification Training

Recommended Preparation: Air Conditioning and Refrigeration 21 or Air Conditioning and Refrigeration 22

This is a course in heating, ventilation and air conditioning (HVAC) customer service, Environmental Protection Agency (EPA) Section 608 Certification and North American Technician Excellence (NATE) Certification. Topics covered include communication skills, problem solving, interview skills, refrigerant recovery and recycling, laws, regulations, and energy efficiency. Students learn vital workplace skills through designed exercises as well as how employers evaluate these skills. Students can prepare for universal EPA and NATE certification.

Current Status/Proposed Changes

2. Architecture 121 – ~~Three Dimensional Architectural Computer Aided Design~~
Building Information Modeling I

~~Prerequisite: Architecture 120abcd with a minimum grade of C or equivalent~~
Recommended Preparation: Architecture 119

~~This introductory course in three-dimensional (3D) computer aided design (CAD) for Architecture uses various CAD software including Revit Architecture to teach Building Information Modeling (BIM) techniques. Students will create detailed computer models of buildings and generating~~
Building Information Modeling (BIM) uses parametric building modeling software to create intelligent, three-dimensional (3D) computer models of buildings and their components. Students will create a complete set of construction documents of a commercial building complete with floor plans, building sections, elevations, details, and schedules from the model. Computer animation, rendering, design analysis and documentation of buildings will also be covered. schedules and 3D views using BIM techniques.

Recommendation

Architecture 121 – Building Information Modeling I

Recommended Preparation: Architecture 119

This introductory course in Building Information Modeling (BIM) uses parametric building modeling software to create intelligent, three-dimensional (3D) computer models of buildings and their components. Students will create a complete set of construction documents of a commercial building complete with floor plans, building sections, elevations, details, schedules and 3D views using BIM techniques.

Current Status/Proposed Changes

3. Architecture 125 – ~~Advanced Three Dimensional Architectural Computer Aided~~

Design Building Information Modeling (BIM) II

~~Prerequisite: Architecture 121~~ ~~abed with a minimum grade of C or equivalent~~

Recommended Preparation: Architecture 121

~~This advanced course in three-dimensional (3D) computer aided design for Architecture uses various CAD software including Revit Architecture to teach Building Information Modeling (BIM) techniques~~ teaches intermediate techniques in Building Information Modeling (BIM) using various architectural Computer Aided Design (CAD) software including Autodesk Revit. Topics will include computer animation, rendering, design analysis, and documentation of buildings. Students will create detailed computer models of buildings and generate floor plans, building sections, elevations, details and schedules from the model.

Recommendation

Architecture 125 – Building Information Modeling (BIM) II

Recommended Preparation: Architecture 121

This course teaches intermediate techniques in Building Information Modeling (BIM) using various architectural computer aided design (CAD) software including Autodesk Revit. Topics include computer animation, rendering, design analysis and documentation of buildings. Students will create detailed computer models of buildings and generate floor plans, building sections, elevations, details and schedules from the model.

Current Status/Proposed Changes

4. Fashion 16 – Intermediate Contemporary and Historical Fashion Illustrating Illustration

~~Prerequisite: Fashion 15 with a minimum grade of C or equivalent~~

~~Recommended Preparation: Art 217 or concurrent enrollment~~

~~In this course, students utilize and refine drawing and rendering skills focusing on illustrations of the fashion figure using various art materials. Students create a fashion illustration portfolio and develop presentation skills specific to creative fashion design. Topics include fashion illustrations for specific categories of merchandise, group or line building conceptualization, apparel workroom illustration or technical flats, fabric rendering and fashion advertising illustration for specific target markets.~~

This course focuses on contemporary and historic illustration. Students delve into the study of historical fashion design, how it is properly illustrated, and its application for contemporary apparel design. Historic time periods include the Egyptian, Greek,

Roman, Middle Ages, Renaissance, 17th and 18th Centuries, Empire, Romantic, Caroline and Edwardian Period to 1980's. Attention is given to fabric, color, and texture renderings in various mediums.

Recommendation

Fashion 16 – Intermediate Contemporary and Historical Fashion Illustration

Prerequisite: Fashion 15 with a minimum grade of C or equivalent

Recommended Preparation: Art 217

This course focuses on contemporary and historic illustration. Students delve into the study of historical fashion design, how it is properly illustrated, and its application for contemporary apparel design. Historic time periods include the Egyptian, Greek, Roman, Middle Ages, Renaissance, 17th and 18th Centuries, Empire, Romantic, Caroline and Edwardian Period to 1980's. Attention is given to fabric, color, and texture renderings in various mediums.

New Distance Education Course Version

1. Fire and Emergency Technology 1 – Fire Protection Organization

Inactivate Courses

1. Air Conditioning and Refrigeration 22 – Basic Refrigeration
2. Cosmetology 12 – Intermediate Cosmetology
3. Cosmetology 13 – Advanced Cosmetology I
4. Cosmetology 14abcd – Advanced Cosmetology II
5. Construction Technology 105 – Residential Light Steel Framing

Inactivate Programs

1. Industrial Technology A.S. Degree
2. Computer Patternmaking Technician Certificate of Achievement
3. Cosmetology Level II Certificate of Achievement

4. Costume Technician Certificate of Achievement

Change in Major; Course Requirements, Total Units

1. Fashion Merchandising Option A.S. Degree

Current Status/Proposed Changes

		Units
Major Requirements		
BUS 22	Human Relations in Business	3
FASH 1	Career Opportunities in Fashion	1
FASH 2	Presentation Techniques for Fashion	1
FASH 4	Computer Fashion Illustration	3
FASH 10	Clothing Construction I	3
FASH 15	<u>Beginning Fashion Sketching Illustration</u>	2
FASH 20	Textiles	3
FASH 27	Fashion Merchandising	3
FASH 28	Visual Merchandising	2
FASH 35	Applied Color Theory	2
FASH 41	Fashion Analysis and Selection	3
FASH 44	Fashion Show Production and Promotions	3
<u>FASH 95abcd</u>	<u>Cooperative Work Experience Education</u>	<u>2</u>
<u>(one semester of FASH 95abcd may be counted for the major)</u>		
Total Units: 29 <u>31</u>		

Recommendation

		Units
Major Requirements		
BUS 22	Human Relations in Business	3
FASH 1	Career Opportunities in Fashion	1
FASH 2	Presentation Techniques for Fashion	1
FASH 4	Computer Fashion Illustration	3
FASH 10	Clothing Construction I	3
FASH 15	Beginning Fashion Illustration	2
FASH 20	Textiles	3
FASH 27	Fashion Merchandising	3
FASH 28	Visual Merchandising	2
FASH 35	Applied Color Theory	2
FASH 41	Fashion Analysis and Selection	3
FASH 44	Fashion Show Production and Promotions	3
FASH 95abcd	Cooperative Work Experience Education	2
<u>(one semester of FASH 95abcd may be counted for the major)</u>		
Total Units: 31		

Change in Major; Program Description, Course Requirements, Recommended Electives

1. Air Conditioning and Refrigeration A.S. Degree

Current Status/Proposed Changes

The air conditioning and refrigeration program prepares students for employment in the field and provides upgrade opportunities for currently employed personnel. By completing the degree or certificate requirements, the student will gain proficiency in service, troubleshooting, ~~and~~ installation, and energy efficient operation of residential, commercial and industrial heating, air conditioning, ~~and~~ refrigeration, and control systems. Students will learn to read wiring diagram, diagnose control circuits, operate test equipment, and service pneumatic, ~~and~~ electric and electronic controls. Competencies will be assessed in accordance with the Environmental Protection Agency certificate criteria. Students completing the program may expect to enter industry as an advanced apprentice or entry-level heating, ventilation, ~~and~~ air conditioning, and controls technician.

At least 50% of the major requirements for the Associate in Science degree must be completed at El Camino College.

Major Requirements		Units
ACR 5	Electrical Applications	4
ACR 6	Refrigeration and Air Conditioning Control Systems	4
ACRP 20	Automotive Collision Investigation	3
ACR 21	Air Conditioning Fundamentals	4
ACR 22	Basic Refrigeration	4
ACR 23	Commercial Refrigeration Applications	4
ACR 25	Energy Efficient Residential, Commercial and Industrial Air Conditioning	4
ACR 27	Heating Technologies	4
ACR 30	Electric Controls	2
<u>ACR 31</u>	<u>HVAC Electronics</u>	<u>2</u>
ACR 32	Fundamentals of Pneumatic Controls	2
ACR 34	HVAC Customer Service	1
<u>ACR 61</u>	<u>Fundamentals of Automation Systems</u>	<u>3</u>
<u>ACR 62</u>	<u>Energy Control and Optimization Systems</u>	<u>4</u>
Total Units: 36		

Recommended Electives:

ACR 95abcd	Cooperative Work Experience Education	2-4
<u>BUS 15</u>	<u>Business Mathematics</u>	<u>3</u>
CIS 13	Computer Information Systems	3
CTEC 100	Building Fundamentals	4

Recommendation

The air conditioning and refrigeration program prepares students for employment in the field and provides upgrade opportunities for currently employed personnel. By completing the degree or certificate requirements, the student will gain proficiency in service, troubleshooting, installation, and energy efficient operation of residential, commercial and industrial heating, air conditioning, refrigeration, and control systems. Students will learn to read wiring diagram, diagnose control circuits, operate test equipment, and service pneumatic, electric and electronic controls. Competencies will be assessed in accordance with the Environmental Protection Agency certificate criteria. Students completing the program may expect to enter industry as an advanced apprentice or entry-level heating, ventilation, air conditioning, and controls technician.

At least 50% of the major requirements for the Associate in Science degree must be completed at El Camino College.

Major Requirements		Units
ACR 5	Electrical Applications	4
ACR 6	Refrigeration and Air Conditioning Control Systems	4
ACR 21	Air Conditioning Fundamentals	4
ACR 23	Commercial Refrigeration Applications	4
ACR 25	Energy Efficient Residential, Commercial and Industrial Air Conditioning	4
ACR 27	Heating Technologies	4
ACR 30	Electric Controls	2
ACR 31	HVAC Electronics	2
ACR 34	HVAC Customer Service	1
ACR 61	Fundamentals of Automation Systems	3
ACR 62	Energy Control and Optimization Systems	4
Total Units: 36		

Recommended Electives:

ACR 95abcd	Cooperative Work Experience Education	2-4
BUS 15	Business Mathematics	3
CIS 13	Computer Information Systems	3
CTEC 100	Building Fundamentals	4

Change in Major; Course Requirements, Total Units, Recommended Electives

1. Fashion Design and Production Option A.S. Degree

Current Status/Proposed Changes

Major Requirements		Units
FASH 1	Career Opportunities in Fashion	1
FASH 2	Presentation Techniques for Fashion	4
FASH 4	Computer Fashion Illustration	3
FASH 10	Clothing Construction I	3
FASH 14	Pattern Grading	1
FASH 15	<u>Beginning Fashion Sketching Illustration</u>	2
<u>FASH 16</u>	<u>Intermediate Contemporary and Historical Fashion Illustration</u>	<u>2</u>
FASH 17	Decorative Textiles	4
<u>FASH 18</u>	<u>Advanced Fashion Illustration Portfolio Techniques</u>	<u>2</u>
FASH 20	Textiles	3
FASH 26A	Basic Design and Patternmaking	3
FASH 26B	Basic Dress Design through Draping Process	3
FASH 29	Computer Pattern Design/Patternmaking	3
<u>FASH 31</u>	<u>History of Costume</u>	<u>3</u>
FASH 35	Applied Color Theory	2
FASH 41	Fashion Analysis and Selection	3
<u>FASH 95abcd</u>	<u>Cooperative Work Experience Education</u>	<u>2</u>
ART 110	Drawing Fundamentals I	3
<u>(one semester of FASH 95abcd may be counted for the major)</u>		
Total Units: 32 <u>34</u>		

Recommended Electives:

<u>FASH 11</u>	<u>Clothing Construction II</u>	<u>3</u>
<u>FASH 35</u>	<u>Applied Color Theory</u>	<u>2</u>

Recommendation

Major Requirements		Units
FASH 1	Career Opportunities in Fashion	1
FASH 4	Computer Fashion Illustration	3
FASH 10	Clothing Construction I	3
FASH 14	Pattern Grading	1
FASH 15	Beginning Fashion Illustration	2
FASH 16	Intermediate Contemporary and Historical Fashion Illustration	2
FASH 18	Advanced Fashion Illustration Portfolio Techniques	2
FASH 20	Textiles	3
FASH 26A	Basic Design and Patternmaking	3
FASH 26B	Basic Dress Design through Draping Process	3
FASH 29	Computer Pattern Design/Patternmaking	3
FASH 31	History of Costume	3
FASH 41	Fashion Analysis and Selection	3

FASH 95abcd	Cooperative Work Experience Education	2
(one semester of FASH 95abcd may be counted for the major)		
Total Units: 34		

Recommended Electives:

FASH 11	Clothing Construction II	3
FASH 35	Applied Color Theory	2

Change in Certificate; Course Requirements

1. Air Conditioning and Refrigeration Electric Controls Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
ACR 5	Electrical Applications	4
ACR 6	Refrigeration and Air Conditioning Control Systems	4
ACR 30	Electric Controls	2
<u>ACR 31</u>	<u>HVAC Electronics</u>	<u>2</u>
ACR 32	Fundamentals of Pneumatic Controls	2
ACR 34	HVAC Customer Service	1
Total Units: 13		

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
ACR 5	Electrical Applications	4
ACR 6	Refrigeration and Air Conditioning Control Systems	4
ACR 30	Electric Controls	2
ACR 31	HVAC Electronics	2
ACR 34	HVAC Customer Service	1
Total Units: 13		

2. Refrigeration Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
ACR 6	Refrigeration and Air Conditioning Control Systems	4
<u>ACR 21</u>	<u>Air Conditioning Fundamentals</u>	<u>4</u>
ACR 22	Basic Refrigeration	4
ACR 23	Commercial Refrigeration Applications	4
ACR 34	HVAC Customer Service	1
Total Units: 13		

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
ACR 6	Refrigeration and Air Conditioning Control Systems	4
ACR 21	Air Conditioning Fundamentals	4
ACR 23	Commercial Refrigeration Applications	4
ACR 34	HVAC Customer Service	1
Total Units: 13		

Change in Certificate; Course Requirements, Total Units

1. Fashion Design and Production Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
<u>Required Core: 25 units</u>		
FASH 1	Career Opportunities in Fashion	1
FASH 2	Presentation Techniques for Fashion	1
FASH 4	Computer Fashion Illustration	3
FASH 10	Clothing Construction I	3
FASH 14	Pattern Grading	1
FASH 15	<u>Beginning Fashion Sketching Illustration</u>	2
FASH 17	Decorative Textiles	4

FASH 20	Textiles	3
FASH 26A	Basic Design and Patternmaking	3
FASH 26B	Basic Dress Design through Draping Process	3
FASH 29	Computer Pattern Design/Patternmaking	3
FASH 35	Applied Color Theory	2
FASH 41	Fashion Analysis and Selection	3
FASH 95abcd	Cooperative Work Experience Education	2
(one semester of <u>FASH 95abcd</u> may be counted for the certificate)		

three courses 4-6 units from:

FASH 11	Clothing Construction II	3
FASH 16	Fashion Illustrating	2
<u>FASH 18</u>	<u>Advanced Fashion Illustration Portfolio Techniques</u>	<u>2</u>
<u>FASH 23</u>	<u>Fitting and Alterations</u>	<u>2</u>
FASH 24	Tailoring	3
<u>FASH 29</u>	<u>Computer Pattern Design/Patternmaking</u>	<u>3</u>
FASH 31	History of Costume	3
<u>FASH 35</u>	<u>Applied Color Theory</u>	<u>2</u>
<u>FASH 44</u>	<u>Fashion Show Production and Promotions</u>	<u>3</u>
FASH 36	Advanced Apparel Pattern Making and Draping Design	3
FASH 37	Design for Apparel Manufacture	3
ART 110	Drawing Fundamentals I	3
ART 130	Two Dimensional Design I	3
Total Units: 39-42 <u>29-31</u>		

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
Required Core: 25 units		
FASH 1	Career Opportunities in Fashion	1
FASH 2	Presentation Techniques for Fashion	1
FASH 4	Computer Fashion Illustration	3
FASH 10	Clothing Construction I	3
FASH 14	Pattern Grading	1
FASH 15	Beginning Fashion Illustration	2
FASH 20	Textiles	3
FASH 26A	Basic Design and Patternmaking	3
FASH 26B	Basic Dress Design through Draping Process	3
FASH 41	Fashion Analysis and Selection	3
FASH 95abcd	Cooperative Work Experience Education	2

(one semester of FASH 95abcd may be counted for the certificate)

4-6 units from:

FASH 11	Clothing Construction II	3
FASH 16	Fashion Illustrating	2
FASH 18	Advanced Fashion Illustration Portfolio Techniques	2
FASH 23	Fitting and Alterations	2
FASH 29	Computer Pattern Design/Patternmaking	3
FASH 31	History of Costume	3
FASH 35	Applied Color Theory	2
FASH 44	Fashion Show Production and Promotions	3
Total Units: 29-31		

2. Fashion Merchandising Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
<u>Required Core: 29 units</u>		
BUS 15	Business Mathematics	3
BUS 22	Human Relations in Business	3
FASH 1	Career Opportunities in Fashion	1
FASH 2	Presentation Techniques for Fashion	1
FASH 4	Computer Fashion Illustration	3
FASH 10	Clothing Construction I	3
FASH 15	<u>Beginning Fashion Sketching Illustration</u>	2
FASH 20	Textiles	3
FASH 27	Fashion Merchandising	3
FASH 28	Visual Merchandising	2
FASH 35	Applied Color Theory	2
FASH 41	Fashion Analysis and Selection	3
FASH 44	Fashion Show Production and Promotions	3
FASH 95abcd	Cooperative Work Experience Education	2-4 <u>2</u>
<u>(one semester of FASH 95abcd may be counted for the certificate)</u>		

~~two courses~~ 5-6 units from:

BUS 12	Advertising	3
BUS 13	Personal Selling	3
BUS 14	Marketing	3
BUS 21	Human Resources Management	3

<u>BUS 22</u>	<u>Human Relations in Business</u>	<u>3</u>
BUS 27	Effective English for Business	3
FASH 35	<u>Applied Color Theory</u>	<u>2</u>
Total Units: 39-42 <u>34-35</u>		

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements	Units
Required Core: 29 units	
BUS 15 Business Mathematics	3
FASH 1 Career Opportunities in Fashion	1
FASH 2 Presentation Techniques for Fashion	1
FASH 4 Computer Fashion Illustration	3
FASH 10 Clothing Construction I	3
FASH 15 Beginning Fashion Illustration	2
FASH 20 Textiles	3
FASH 27 Fashion Merchandising	3
FASH 28 Visual Merchandising	2
FASH 41 Fashion Analysis and Selection	3
FASH 44 Fashion Show Production and Promotions	3
FASH 95abcd Cooperative Work Experience Education	2
(one semester of FASH 95abcd may be counted for the certificate)	

5-6 units from:

BUS 12 Advertising	3
BUS 14 Marketing	3
BUS 21 Human Resources Management	3
BUS 22 Human Relations in Business	3
BUS 27 Effective English for Business	3
FASH 35 Applied Color Theory	2
Total Units: 34-35	

3. Fashion Stylist Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements	Units
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<u>FASH 2</u>	<u>Presentation Techniques for Fashion</u>	<u>1</u>
FASH 10	Clothing Construction I	3
<u>FASH 15</u>	<u>Beginning Fashion Illustration</u>	<u>2</u>
FASH 23	Fitting and Alterations	2
FASH 31	History of Costume	3
FASH 35	Applied Color Theory	2
FASH 41	Fashion Analysis and Selection	3
FASH 44	Fashion Show Production and Promotions	3
FASH 95abcd	Cooperative Work Experience Education	2-4 <u>2</u>
<u>(2 units one semester of FASH 95abcd may be counted for the certificate)</u>		
Total Units: 18 <u>19</u>		

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the courses required for the certificate must be completed at El Camino College.

Certificate Requirements		Units
FASH 2	Presentation Techniques for Fashion	1
FASH 10	Clothing Construction I	3
FASH 15	Beginning Fashion Illustration	2
FASH 23	Fitting and Alterations	2
FASH 31	History of Costume	3
FASH 41	Fashion Analysis and Selection	3
FASH 44	Fashion Show Production and Promotions	3
FASH 95abcd	Cooperative Work Experience Education	2
<u>(one semester of FASH 95abcd may be counted for the certificate)</u>		
Total Units: 19		

MATHEMATICAL SCIENCES

Reactivate; Course Review

1. Mathematics 100 – Supervised Tutoring: Mathematics

Current Status/Proposed Changes

Units: 0 Lab: 4.0 hours per week to be arranged

Enrollment Limitation: referral by instructor or counselor based on assessed academic need

Grading Method: No Grade

Credit Status: Non-Credit

This course provides students with supervised tutoring related to their assignments in all mathematics courses offered at El Camino College. The tutoring addresses the application of learning skills, the use of learning resources, and the review of course content.

Note: This course is repeatable and open for enrollment at registration and at any time during the semester.

Course Review; Changes in Course Number, Course Hours

Current Status/Proposed Changes

1. Mathematics ~~99abe~~ – Independent Study
2. Computer Science ~~99abe~~ – Independent Study

Inactivate Program

1. Computer Science A.S. Degree

NATURAL SCIENCES

Course Review

1. Microbiology 33 – General Microbiology
2. Physics 1C – Electricity and Magnetism

Course Review; Changes in Course Number, Course Hours

Current Status/Proposed Changes

1. Astronomy 99abe – Independent Study
2. Biology 99abe – Independent Study
3. Chemistry 99abe – Independent Study
4. Geography 99abe – Independent Study
5. Geology 99abe – Independent Study
6. Horticulture 99abe – Independent Study
7. Physics 99abe – Independent Study

Course Review; Changes in Catalog Description, Conditions of Enrollment (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Physics 1A – Mechanics of Solids

Current Status/Proposed Changes

Prerequisite: ~~Physics 11 and Physics 13 or Physics 2A with a minimum grade of C in prerequisite~~ or One year of high school Physics or Physics 2A and Mathematics 190 with a minimum grade of C in prerequisite or concurrent enrollment

~~This course surveys the mathematical and physical description of vectors, equilibrium, linear~~ is the first course in a four-semester calculus-based physics sequence designed for students with majors in engineering and the physical sciences. The course focuses on the mechanics of solids, with topics including statics, kinematics, Newton's Laws, energy, power, angular motion, linear and angular momentum, rotational dynamics, elasticity, simple harmonic motion, and gravitation.

Recommendation

Prerequisite: One year of high school Physics or Physics 2A and Mathematics 190 with a minimum grade of C in prerequisite or concurrent enrollment

This is the first course in a four-semester calculus-based physics sequence designed for students with majors in engineering and the physical sciences. The course focuses on the mechanics of solids, with topics including statics, kinematics, Newton's Laws, energy, power, linear and angular momentum, rotational dynamics, elasticity, simple harmonic motion, and gravitation.

B. BOARD POLICY 4050 (ARTICULATION) – SECOND READING AND ADOPTION

It is recommended that the Board accept for a second reading and adoption Board Policy 4050 as shown.

C. ADMINISTRATIVE PROCEDURE 4050 (ARTICULATION) – SECOND READING

Administrative Procedure 4050 is presented for informational purpose only.

Board Policy 4050

Articulation

The Superintendent/President or designee will assure appropriate articulation of the District's educational programs with four-year institutions and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

The procedure may support articulation with other institutions, including those that are not geographically proximate but whose partnerships are appropriate and advantageous for the District.

The procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Reference:

Title 5, Section 51022(b); 53200

Education Code section 66720-66744

Replaces Board Policy 6201

(Renumbered from 4050 to 5045 and renumbered back to 4050)

El Camino College

Adopted: 4/21/03

Amended: 3/15/10

Administrative Procedures 4050

Articulation

El Camino College adheres to the Handbook of California Articulation Policies and Procedures developed by the California Intersegmental Articulation Council and the procedures established by the College Curriculum Committee for articulation.

The articulation officer establishes partnerships with four-year university faculty and staff to develop agreements to assist students with the transition from a community college to a university. The articulation process is to ensure course applicability for general transferability, general education, and major requirements for those community college courses that the university has agreed to accept as being comparable or accepted in lieu of the university courses. The articulation agreements are separated into the following categories:

- California State University (CSU) Baccalaureate List
- University of California Transfer Course Agreement (TCA)
- Private and Independent Agreements
- Out of State University Agreements
- General Education for Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth
- Course to Course Agreements
- Lower Division Major Preparation Agreements

The agreements are valid for a specific academic year. Any changes to the agreement, course curriculum, units, prerequisites, or substantive changes are sent to the articulation officers at the universities, University of California Office of the President, CSU Chancellor's Office, ASSIST Database, and California Community College articulation officers.

The articulation officer along with instructional faculty and staff facilitate the process of developing articulation agreements with local high schools and occupational centers. Articulated courses, where the faculty in the appropriate discipline have determined courses are comparable to El Camino College courses, may be accepted in lieu of community college courses to satisfy requirements for a certificate or associate degree program. El Camino College follows Board Policy 4235, credit by exam, procedures for the student to receive college credit for the course and for the credit to be denoted on the transcript.

Reference:

Title 5, Section 51022(b);
Accreditation Standard II.A.6.a;
Education Code section 66720-66744.
March 15, 2010

Agenda for the El Camino Community College District Board of Trustees
from
Student and Community Advancement
Jeanie M. Nishime, Vice President

Page No.

A. Student Conferences SCA 2

STUDENT AND COMMUNITY ADVANCEMENT

A. STUDENT CONFERENCES

It is recommended that the Board of Trustees approve students' attendance at the following conferences:

1. Associated Collegiate Press Conference
February 26-28, 2015, Sheraton Universal in Los Angeles, Los Angeles, California.
2. College Media Association Conference
March 11-15, 2015, New York City, New York.
3. Journalism Association of Community Colleges State Conference
April 9-12, 2015, Doubletree in Sacramento, Sacramento, California.

Registration expenses (approximately \$200 per person) and hotel expenses (approximately \$200 per person), for no more than 20 students selected from the list shown below, will be paid from the Auxiliary Services Union Conferences account for each conference. The same selected 20 students will attend each of the above three conferences and will provide their own transportation to and from the conferences.

Kate McLaughlin and Stefanie Frith, Advisers

Thomas Agnew, Cindi Arrata, Elizabeth Aviles, Jay Bamba, Tristan Bellissimo, Dan Bernal, Jerriel Biggles, Hugo Boch, Jerome Casio, Chloe Chetty, Emily Contreras, Ryan Decker, Sara Deleon, Kyle Downen, John Fordiani, Khedra Gipson, Juan Gutierrez, Aracely Guzman, Miranda Hall, Grant Hermanns, Aryn Hicks, Perla Huerta, Monique Judge, Kimberly Keeler, Joshua Kelley, Shontel Leake, Trent Ledford, Roseanne Liu, Christian Lopez, Cary Majano, Jessica Martinez, Alba Mejia, Sydnie Mills, Patrice Moore, Amber Murray, Mikako Omata, Rene Paramore, Hop Pham, DeMira Pierre, Sharon Pina, Eric Ramos, Rocky Rivera, Grace Saldana, Kinnakone Sidavong, Mario Sosa, James Thompson, Aubree Ungar, Rosendo Vargas, Leslie Veliz, Jorge Villa, Celine West, Nathan Wild, Di'Mond Williams, Benjamin Xicotencatl, Armando Zelaya

Agenda for the El Camino Community College District Board of Trustees
From
Administrative Services
Jo Ann Higdon, Vice President

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A. Contracts Under \$86,000.....	AS 2
B. Contracts Over \$86,000.....	AS 4
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E. Sole Source Acquisition - Falcon.....	AS 6
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H. Emergency Resolution - Public Project	AS 7
I. Purchase Orders and Blanket Purchase Orders	AS 11

A. CONTRACTS UNDER \$86,000

It is recommended the Board of Trustees, in accordance with Board Policy 6340, ratify the District entering into the following agreements. The Vice President of Administrative Services, or an authorized designee, has executed the necessary documents.

a. Services Provided by District or Its Designee:

- 1. Contractor:** **NS CORPORATION**
Services: Contractor will receive training in one or more of the following categories: Business Skills, Computer Skills and Continuous Improvement.
Requesting Dept.: Student and Community Advancement – Community Advancement – Contract and Community Education
Date(s): 2/18/15 – 8/22/15
Financial Terms: Projected gross income \$50,000
Funded by Employee Training Panel (ET14-0217) grant

b. Services Received by District or Its Designee:

- 1. Contractor:** **CG TECH**
Services: Contractor will provide onsite Vericut Software training to Business Training Center (BTC) customer Martinez & Turek.
Requesting Dept.: Student and Community Advancement – Community Advancement – Center for Applied Competitive Technologies (CACT)
Date(s): 2/18/15 – 6/30/16
Financial Terms: Cost not to exceed \$18,750
Funded by Orbital Science’s Mentor Protégé Grant
- 2. Contractor:** **CITY OF LONG BEACH—PACIFIC GATEWAY WORKFORCE INVESTMENT NETWORK**
Services: Contractor will refer qualified participants to El Camino College’s U.S. Department of Labor H-1b Grant retraining programs and provide them employment services.
Requesting Dept.: Student and Community Advancement – Community Advancement – CACT
Date(s): 2/1/15 – 11/30/15

Financial Terms: Cost not to exceed \$72,500
Funded by a grant from the California Manufacturers and Technology Association (CMTA)

- 3. Contractor:** **DREAM (UOC MO) LTD. EDUCATION SERVICES CENTER (Vietnam); EDM EDUCATION (South Korea)**
Services: Contractor will serve as F-1 Visa educational agents to recruit F-1 Visa students for ECC.
Requesting Dept.: Student and Community Advancement – Admissions and Records – Language Academy
Date(s): 2/17/15 (Begin on date of Board approval and continuing month-to-month up to but not exceeding 5 years)
Financial Terms: One-time fee of \$500 per student for either fall or spring semester; and \$300 fee for summer
- 4. Contractor:** **INSTITUTE OF READING DEVELOPMENT**
Services: Contractor will offer reading development classes through the El Camino College Community Education Department.
Requesting Dept.: Student and Community Advancement – Community Advancement – Contract and Community Education
Date(s): 2/18/15 – 12/31/15
Financial Terms: Projected gross income \$8,000
- 5. Contractor:** **LOS ANGELES UNIVERSAL PRESCHOOL**
Services: Contractor will provide funding for a Child Development Permit Specialist to assist ECC students, students from other local community colleges, and employed early childhood educators, to obtain, renew or upgrade a Child Development Permit.
Requesting Dept.: Academic Affairs – Behavioral and Social Sciences
Date(s): 1/21/15 – 6/30/15
Financial Terms: Projected gross income \$26,215
- 6. Contractor:** **MEMORIAL HOSPITAL OF GARDENA**
Services: Contractor will provide use of facility for ECC nursing and allied health students to gain state required clinical experience.
Requesting Dept.: Academic Affairs – Health Sciences and Athletics
Date(s): 11/1/14 – 10/31/17
Financial Terms: No cost to the District

7. **Contractor:** MILESCLIFF PRODUCTIONS, LLC
Services: Contractor will present the Langston Hughes Project, a multimedia concert performance based on the poetry of Langston Hughes, for the Black History Month event.
Requesting Dept.: Academic Affairs – Behavioral and Social Sciences
Date(s): 2/26/15
Financial Terms: Cost not to exceed \$1,500
 Funded by Student Equity Plan Grant

B. CONTRACTS OVER \$86,000

It is requested the Board of Trustees approve the District entering into the following agreements:

a. Services Provided by District or Its Designee:

1. **Contractor:** RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT
Services: El Camino College will use contractor funds to develop, enhance, retool and expand quality Career Technical Education (CTE) including nursing, radiologic technology, computer information systems that build upon existing community college regional capacity to regional labor market needs.
Requesting Dept.: Academic Affairs – Business
Date(s): 1/1/15 – 2/28/16
Financial Terms: Projected gross income \$435,358
 Funded by CTE Enhancement Fund

b. Services Received by District or Its Designee:

1. **Contractor:** ACCOMMODATING IDEAS
Services: Contractor will provide sign language interpreting services in accordance with Disabled Students Programs and Services standards.
Requesting Dept.: Academic Affairs – Health Sciences and Athletics – Special Resource Center
Date(s): 2/1/15 – 6/30/16
Financial Terms: Cost not to exceed \$200,000
 Funded by the State of California Disabled Students Programs and Services

2. **Contractor:** CERRITOS COMMUNITY COLLEGE DISTRICT
Services: Contractor will provide Electrical Engineering training and job placement to 15-20 participants.
Requesting Dept.: Student and Community Advancement – Community Advancement – CACT
Date(s): 2/18/15 – 11/30/15
Financial Terms: Cost not to exceed \$150,000
Funded by grant from the CMTA

3. **Contractor:** NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Services: Contractor will provide manufacturing skills training for students through a sub-grantee agreement.
Requesting Dept.: Student and Community Advancement – Community Advancement – CACT
Date(s): 2/17/15 – 11/30/15
Financial Terms: Cost not to exceed \$117,075
Funded by grant from the CMTA

C. PERSONAL SERVICE AGREEMENTS

a. Services Provided by District or Its Designee:

None

b. Services Received by District or Its Designee:

1. **Contractor:** BRENDA WILLIAMS
Services: Contractor will provide guest speakers for professional development workshops for faculty, staff and students to increase student equity.
Requesting Dept.: Academic Affairs – Student Equity Program
Date(s): 2/18/15 – 6/30/15
Financial Terms: Cost not to exceed \$6,000
Funded by Student Equity Plan

2. **Contractor:** CORINNE HOISINGTON
Services: Contractor will provide operating system training and software updates to the ECC Business Division faculty.
Requesting Dept.: Academic Affairs – Business

Date(s): 2/13/15 and 2/14/15
Financial Terms: Cost not to exceed \$3,500

D. AMENDMENTS

a. Services Provided by District or Its Designee:

None

b. Services Received by District or Its Designee:

- 1. Contractor:** **CHICO COMMUNITY PUBLISHING, INC.
DBA NEWS AND REVIEW**
Services: Contractor will create a newsletter including conceptualization, writing, design, photography, and printing of 50,000 copies to communicate information regarding AB86 Adult Education Planning.
Requesting Dept.: Student and Community Advancement – Community Advancement
Date(s): 10/21/14 – 6/30/15 (Date of service change only: Board initially approved on 10/20/14 the term of 10/21/14-1/31/15)
Financial Terms: Cost not to exceed \$30,000

E. SOLE SOURCE ACQUISITION - FALCON

It is recommended the Board of Trustees approve the sole source purchase of Falcon line of fire props in the amount of approximately \$111,204 from Fireblast Global without formal public advertising and receiving of bids. It is in the District's best interests to allow this exception of California Public Contract Code section 20651 which requires the District to advertise publicly for purchase of goods involving an expenditure of \$86,000 or more. Fireblast Global is the sole provider and manufacturer of the Falcon line of products used for firefighter training.

F. SOLE SOURCE ACQUISITION - GRADES FIRST STUDENT SUPPORT SYSTEM

It is recommended the Board of Trustees approve the sole source purchase of Grades First Student Support System in the amount of approximately \$55,150 per annual license fee, and an additional \$7,500 for first-year training, set up and implementation. It is in the District's best interests to allow this purchase in accordance with California Public Contract Code section 20118.2

**G. BOARD POLICY 3570 - SMOKE & TOBACCO FREE CAMPUS –
SECOND READING AND ADOPTION**

It is recommended the Board of Trustees receive for second reading and adoption Board Policy 3570 – Smoke & Tobacco Free Campus, as shown on page AS 10.

H. EMERGENCY RESOLUTION - PUBLIC PROJECT

It is recommended the Board of Trustees unanimously adopt an emergency resolution, in accordance with Public Contract Code Section 20654, to contract for the performance of labor and the purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life and property.

California Boiler, Inc. will provide and install Fireeye PPC6100 Burner Controls on the current District's Cleaver Brooks Boilers located at the Central Plant. The current Fireeye Burner Controls in the boiler rooms were damaged as a result of the recent Edison power surge.

The total cost of the scope of work necessary for two boilers not to exceed \$50,000.

By adoption, the Board of Trustees has determined that these circumstances constitute an emergency condition and approve entering into a contract.



GOVERNING BOARD RESOLUTION FOR EMERGENCY RESOLUTION - PUBLIC PROJECT.

El Camino Community College District Resolution # ECC 2-17-15

On Motion of Member, seconded by Member

the following resolution is adopted by the Governing Board of the El Camino Community College District:

WHEREAS, the Governing Board recognizes that California Public Contract Code Section 20651 for Community Colleges, requires competitive bidding in designated circumstances before awarding a contract; and

WHEREAS, Public Contract Code Section 20113 (school districts) or 20654 (community college districts) provides that public agencies may, with the unanimous approval of the governing board and approval of the county superintendent of schools, contract for the performance of labor and purchase of materials without advertising for or inviting bids in an emergency when such work is necessary to permit the continuance of existing school classes or to avoid danger to life and property;

THEREFORE, BE IT HEREBY RESOLVED, That the Governing Board of the El Camino Community College District has determined that these circumstances constitute an emergency condition and request approval from the county superintendent of schools to enter into contracts for:

California Boiler, Inc., to provide and install Fireye PPC6100 Burner Controls on the current District's Cleaver Brooks Boilers located at the Central Plant. The current Fireye Burner controls in the boiler rooms were damaged as a result of the recent Edison power surge,

without advertising or inviting bids pursuant to Public Contract Code Section 20113 (school districts) or 20654 (community college districts.)

PASSED AND ADOPTED by unanimous vote of the members of the Governing Board of the

Table with 4 columns: DISTRICT, MONTH/DAY/YEAR, NUMBER OF VOTES, ESTIMATED COST*. Values: El Camino Community College, 02/17/2015, \$50,000

With the approval of the County Superintendent of Schools, the Board will

Form with checkboxes for 'Make a contract for the performance of labor and furnishing of materials or supplies, or' and 'Authorize the use of day labor or force account.**'. Includes AYES, NOES, and ABSENT fields.

STATE OF CALIFORNIA COUNTY OF LOS ANGELES } SS

I, Clerk/Secretary of the Governing Board of the District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regularly called and conducted meeting held on said date.

Clerk/Secretary of the Governing Board

*Civil Code Section 9550 (Public works projects of \$25,000 or more would require a payment bond.) **Community College Districts subject to limitations of PCC 20655; K-12 School Districts subject to limitations of PCC 20114; CUPCCA Districts subject to PCC 22050



El Camino Community College District

EMERGENCY RESOLUTION REQUEST

In accordance with Public Contract Code Section 20113 for school districts or 20654 for community college districts, your district meet the requirements pursuant to the Public Contract Code, unanimously resolved by vote of all members present, and constituting a quorum, that an emergency exists wherein certain repairs, alterations, works or improvements are necessary to permit the continuance of existing school classes, or to avoid danger to life and property as described in

Resolution No. _____ dated _____.

Approved by the County Superintendent of Schools

BY (DEPUTY)

DATE SIGNED

The El Camino Community College District prohibits the use of cigarettes, e-cigarettes, cigars, snuff, snus, water pipes, pipes, hookahs, chew and any other non-combustible tobacco product.

As a leader in the community El Camino College recognizes its responsibility to exercise leadership through the creation of a smoke and tobacco-free environment for all students, employees and visitors at all El Camino College facilities and vehicles.

Smoke-Free means that smoking, the use of smokeless tobacco products, and the use of unregulated nicotine products (e.g., “e-cigarettes”) will be strictly prohibited in indoor and outdoor spaces including parking lots. The policy will apply to all El Camino College facilities, whether owned or leased. Sale and advertising of tobacco products is prohibited in college owned and occupied buildings and in college publications and website.

~~Compliance with this policy is grounded in informing and educating members of the college community and visitors about the policy and encouraging those who use tobacco products to seek treatment for tobacco dependence.~~

Enforcement will be primarily educational, with an emphasis on cessation resources. It will be the responsibility of all members of the District to observe and follow established guidelines.

~~Violations of this policy may be subject to corrective action under the Student Code of Conduct, Human Resources Policies and Procedures, other applicable college regulations or policies, or vendor contracts; California Government Code 7597.1 allows the citation of those violating this policy.~~

Informational materials and cessation resources are available to assist in the ongoing efforts to enhance awareness and foster compliance.

Reference:

California Government Code Section 7597-7558
Health and Safety Code Section 118875-118915
Labor Code 6404.5

El Camino College

Adopted:

I. PURCHASE ORDERS AND BLANKET PURCHASE ORDERS

It is recommended all purchase orders be ratified as shown.

P.O.	Vendor Name	Site Name	Description	P.O. Cost Number
Fund 11 - Unrestricted - El Camino				
P0800914	Xcel Mechanical	Facilities/Planning/Servi	Repairs Noninstructional	\$37,234.00
P0801122	Carolina Biological	Life Sciences	Instructional Supplies	\$268.04
P0801620	Climathec	Facilities/Planning/Servi	Repairs Noninstructional	\$3,871.68
P0801807	Fastsigns	Public Relations	Multi Media Advertising	\$3,095.60
P0801855	At&t	Information Technology	Maintenance Contracts	\$114,411.98
P0801865	Thomson Reuters	VP-SCA	Publications/ Periodicals	\$315.00
P0801872	UTELOGY	Information Technology	License Fee/Site Licenses	\$40,000.00
P0801875	American Express Travel	Ed & Community	Transportation/ Mileage	\$172.00
P0801877	DataStream	Ctr for Arts Ticket Office	Repairs Parts And Supplies	\$510.00
P0801884	ACCJC	Accreditation Support	Dues And Memberships	\$2,000.00
P0801885	KHL Engineered	Copy Center	Repairs Parts And Supplies	\$687.03
P0801886	Xerox Corporation	Copy Center	Repairs Parts And Supplies	\$1,362.50
P0801887	Xpedx	Copy Center	Instructional Supplies	\$414.59
P0801890	Network Solutions, Inc.	Community	Multi Media Advertising	\$249.90
P0801892	Pgm Pro Inc.	Ctr for Arts Production	Non-Instruct Supplies	\$653.75
P0801893	Sears Commercial One	Ctr for Arts Production	Non-Instruct Supplies	\$17.65
P0801894	ACCCA	V.P. Academic Affairs	Conferences Mgmt	\$625.00
P0801903	Mr. Leonid Rachman	International Students	Conferences Mgmt	\$776.71
P0801908	Monterey Graphics	V.P. Academic Affairs	Non-Instruct Supplies	\$54.94
P0801910	Personalized Classics	English	Instructional Supplies	\$19.08
P0801912	Lomita Business	Copy Center	Repairs Parts And Supplies	\$149.00
P0801913	SESAC Inc.	Ctr for Arts Production	License Fee/Site Licenses	\$1,173.16
P0801914	Airgas USA, LLC	Health,Safety and Risk	Non-Instruct Supplies	\$3,123.51
P0801916	Grainger	Ctr for Arts Production	Non-Instruct Supplies	\$68.90
P0801917	Council for Resource	BTC Grants	Dues And Memberships	\$325.00
P0801918	CDW-G	Speech Communication	New Equipment - Instructional	\$926.50
P0801925	Padua Glass	Facilities/Planning/Servi	Repairs Noninstructional	\$4,410.00
P0801927	Complete Office	Warehouse	Inventories, Stores	\$4,002.48
P0801929	AT&T Mobility	Institutional Services	New Equipment	\$226.99
P0801931	Influence, Inc	Administrative Services	Conferences Mgmt	\$395.00
P0801934	Amazon.Com Corporate	Ed & Community	Non-Instruct Supplies	\$351.28
P0801943	E.G. Brennan & Co., Inc.	Admissions/Recors	Repairs Noninstructional	\$212.55
P0801967	Mr. Adrian C. Amjadi	Art Department	Instructional Supplies	\$313.44
P0801968	Association for	Institutional Research	Publications/ Periodicals	\$28.00
P0801972	Enterprise Rent-A-Car	Ed & Community	Transportation/ Mileage	\$50.00
P0801973	CSI Fullmer	Div Office Fine Arts	Repairs Parts And Supplies	\$145.89
P0801975	Bank of America	Board Of Trustees	Conferences Mgmt	\$2,442.99
P0801978	Linkturs Rus Llc	VP-SCA	Contract Services	\$250.00
P0801987	Mr. Jerrold S. Root	Ctr for Arts Production	Non-Instruct Supplies	\$85.70
P0801993	Image IV Systems	Div Office Humanities	Copiers	\$99.82
P0801994	The Lifeguard Store	Physical Education	Instructional Supplies	\$256.65
P0801995	Konica Minolta Business	Purchasing and	Copiers	\$40.53
P0801998	Verizon Wireless	Institutional Services	New Equipment	\$473.54
P0802001	AT&T Mobility	Administrative Services	Telephone	\$124.45

P0802003	Wolfram Research Inc	Information Technology	License Fee/Site Licenses	\$17,501.86
P0802004	HSACCCyVentura	Student Affairs	Conferences Mgmt	\$100.00
P0802005	Monterey Graphics	Purchasing and	Non-Instruct Supplies	\$2,212.50
P0802007	Fast Deer Bus Charter	Outreach and School	Transportation	\$1,400.00
P0802023	State Board of	Hazmat Transportation	Gasoline	\$1,363.06
P0802029	NAVPA	Veterans Education	Dues And Memberships	\$275.00
P0802032	Redondo Technology	Nursing	Non-Instruct Supplies	\$185.30
P0802034	Matthew Bender	Div Office Instr.	Library Books	\$1,072.95
P0802035	Grey House Publishing	Div Office Instr.	Library Books	\$195.22
P0802036	Bernan	Div Office Instr.	Library Books	\$288.85
P0802037	Thomson Reuters West	Div Office Instr.	Library Books	\$419.93
P0802039	El Camino College	Presidents Office	Contract Services	\$10,843.75
P0802042	Society for College	Institutional Research	Dues And Memberships	\$375.00
P0802046	Monterey Graphics	Fiscal Services	Non-Instruct Supplies	\$1,100.90
P0802048	Monterey Graphics	Nursing	Non-Instruct Supplies	\$54.94
P0802051	Fast Deer Bus Charter	Transfer Center	Transportation	\$1,100.00
P0802052	National Geographic	Earth Sciences	Publications-Magazines	\$39.00
P0802055	Amazon.Com Corporate	Ed & Community	Non-Instruct Supplies	\$1,581.31
P0802057	Freestyle Photographic	Photography	Instructional Supplies	\$230.18
P0802070	Fastspring	Information Technology	License Fee/Site Licenses	\$1,186.55
P0802072	CCCCSSAA	VP-SCA	Conferences Mgmt	\$300.00
P0802075	Campus Food Services	Information Technology	Non-Instruct Supplies	\$12.53
P0802077	CDW-G	Information Technology	Non-Instruct Supplies	\$313.92
P0802079	Monterey Graphics	Outreach and School	Non-Instruct Supplies	\$219.75
P0802080	Monterey Graphics	Div Office Fine Arts	Non-Instruct Supplies	\$109.88
P0802081	Skillscan Professional	Career Center	Special Counseling Test	\$254.82
P0802083	John Wiley & Sons Inc.	Institutional Research	Publications/ Periodicals	\$110.00
P0802085	Xpedx	Warehouse	Inventories, Stores	\$2,956.08
P0802086	Mr. Ulysses Dunlap	Facilities/Planning/Servi	Non-Instruct Supplies	\$70.00
P0802089	Law Offices of Larry	Institutional Services	Legal	\$412.50
P0802109	PSCFA	Speech Communication	Other Services And Expenses	\$766.00
P0802113	Mr. Peter M. Marcoux	Div Office Humanities	Non-Instruct Supplies	\$105.95
P0802114	Amazon.Com Corporate	Writing Center	Non-Instruct Supplies	\$399.72
P0802115	California Chamber	Human Resources	Non-Instruct Supplies	\$51.53
P0802129	CCPRO	Public Relations	Non-Instruct Supplies	\$350.00
P0802132	Amazon.Com Corporate	Admissions/Recors	Non-Instruct Supplies	\$128.62
			Fund 11 Total: 80	\$274,502.43

Fund 12 - Restricted - El Camino

P0801734	Dai Thien Son Overseas	El Camino Language	Contract Services	\$800.00
P0801808	Dell Marketing L. P.	Fine Arts	New Equipment - Instructional	\$1,438.13
P0801815	Barnes & Nobles at	DSPS	Instructional Supplies	\$922.71
P0801822	Ace Lawn Mower & Saw	I&T	New Equipment - Instructional	\$1,960.91
P0801845	Los Angeles Superior	Parking Violations DMV	Other Services And Expenses	\$9,200.00
P0801846	National Emergency	Parking Services	Dues And Memberships	\$137.00
P0801847	Verizon Wireless	Parking Services	New Equipment	\$326.99
P0801848	CDW-G	VATEA Journalism	Instr.CompEquip	\$476.77
P0801849	The Apple Store	VATEA Journalism	Instr.CompEquip	\$9,524.65
P0801850	I.A.T. Auto Repair	Parking Services	Repairs Non Instr	\$125.44
P0801851	Bothwell Automotive, Inc.	Parking Services	Repairs Non Instr	\$17.00
P0801852	Benny the Broom	Parking Services	Other Services And Expenses	\$190.00
P0801853	Zones, Inc.	Natural Sci	New Equipment - Instructional	\$727.90
P0801854	Dell Marketing L. P.	Natural Sci	New Equipment - Instructional	\$82,658.33

P0801856	Da'Spot Auto Body	Parking Services	Repairs Non Instr	\$100.00
P0801858	Brian Kritzeck	Sign Language	Contract Services	\$150.00
P0801859	Juti K. Seshie	Sign Language	Contract Services	\$100.00
P0801860	Arlene Narvaez	Sign Language	Contract Services	\$100.00
P0801861	Patricia Drasin	Sign Language	Contract Services	\$100.00
P0801862	Tiffany Green	Sign Language	Contract Services	\$150.00
P0801870	Ms. Georgianna F.	Artes de El Camino	Non-Instruct Supplies	\$894.43
P0801878	Dell Marketing L. P.	In-Region Investments	New Equipment	\$1,404.73
P0801881	North Star Graphics	Parking Services	Non-Instruct Supplies	\$348.80
P0801895	Quality Council of	CMTA-H1B	Other Books	\$1,670.00
P0801898	Earl W. Washington	EOPS CARE	Contract Services	\$60.00
P0801899	Agilent Technologies,	Natural Sci	New Equipment - Instructional	\$10,535.66
P0801900	Campus Food Services	EOPS CARE	Non-Instruct Supplies	\$2,005.60
P0801901	Campus Food Services	EOPS CARE	Non-Instruct Supplies	\$357.25
P0801907	Landfall	(STCW) Standards for	Non-Instruct Supplies	\$538.35
P0801909	Assist Design	StudentSuccess	Non-Instruct Supplies	\$1,455.22
P0801928	CopWare	Parking Services	Publications/ Periodicals	\$141.65
P0801930	Van Lingen Towing	Parking Services	Repairs Non Instr	\$50.00
P0801932	LAEDC	Retail/Hospitality/Touris	Indirect Costs	\$95.00
P0801933	Verizon Wireless	Parking Services	New Equipment	\$267.46
P0801938	CPOA	Parking Services	In-Service Training	\$1,000.00
P0801942	Hawthorne Chamber of Commerce	SBDC Program Income	Workshop Sponsorship	\$500.00
P0801948	Fast Deer Bus Charter	Student Equity	Transportation	\$4,500.00
P0801949	NCR Foundation	Historically Bk	Conferences Other	\$1,400.00
P0801966	The Apple Store	Fine Arts	New Equipment - Instructional	\$31,343.83
P0801969	Campus Food Services	Contract Training	Non-Instruct Supplies	\$188.02
P0801971	Accommodating Ideas	DSPS	Contract Services	\$8,780.60
P0801974	CDW-G	StudentSuccess	New Equip - Noninstr	\$238.38
P0801976	American Express Travel	TitleV-Improving	Conferences Mgmt	\$164.20
P0801977	CSI Fullmer	EOPS	New Equipment	\$36.47
P0801979	Bothwell Automotive, Inc.	Parking Services	Repairs Non Instr	\$100.00
P0801980	Hilton Palacio Del Rio	TitleV-Improving	Conferences Mgmt	\$626.95
P0801982	SVM, lp	EOPS CARE	Transportation Repair	\$3,843.95
P0801983	American Express Travel	EOPS CARE	Conferences Other	\$117.96
P0801984	Zones, Inc.	TitleV-Improving	Non-Instruct Supplies	\$196.43
P0801986	Midas Auto Repair	Parking Services	Repairs Non Instr	\$1,202.95
P0801991	Campus Food Services	Basic Skills	Contract Services	\$424.94
P0801992	Los Angeles News Group	Basic Skills	Multi Media Advertising	\$529.00
P0801999	Total Recall Captioning,	DSPS	Contract Services	\$375.00
P0802000	Accommodating Ideas	DSPS	Contract Services	\$12,640.00
P0802006	Chef Ray Presents	Retail/Hospitality/Touris	Special Events-Direct Costs	\$550.00
P0802008	Bob Lee's Automotive	Parking Services	Repairs Non Instr	\$63.27
P0802013	Los Angeles Superior	Parking Violations DMV	Other Services And Expenses	\$8,350.00
P0802014	Mr. Honorato G.	MediCal Administrative	Non-Instruct Supplies	\$269.00
P0802015	National Athletic	MediCal Administrative	Non-Instruct Supplies	\$269.00
P0802016	American Express Travel	Retail/Hospitality/Touris	Conferences Other	\$125.00
P0802025	University	Aerospace Conference	Conferences Other	\$4,095.00
P0802026	American Nautical	(STCW) Standards for	Other Books	\$727.25
P0802031	Hobart Institute of	Terminal	Other Books	\$1,334.72
P0802040	Amazon.Com Corporate	TitleV-Improving	Non-Instruct Supplies	\$102.87
P0802041	NCATC	Adv. Mfg. Sector	Dues And Memberships	\$600.00
P0802058	Bothwell Automotive, Inc.	Parking Services	Repairs Non Instr	\$219.00
P0802060	U.S. Armor Corp.	Parking Services	New Equipment	\$438.94
P0802062	RockOre	Natural Sci	Instructional Supplies	\$38.26

P0802064	Bone	Natural Sci	Instructional Supplies	\$93.70
P0802066	Evolution Nature Corp.	Natural Sci	Instructional Supplies	\$159.07
P0802069	KLM Bioscientific	Natural Sci	Instructional Supplies	\$307.32
P0802071	Manhattan Beach	SBDC Program Income	Conferences Other	\$250.00
P0802073	Boulder Entertainment	Student Equity	Contract Services	\$500.00
P0802074	Paul Watson	Student Equity	Contract Services	\$500.00
P0802076	Gregory M. Everett	Student Equity	Contract Services	\$300.00
P0802084	Hot Spot Promotions	Title III- H S I - STEM	Non-Instruct Supplies	\$304.31
P0802088	Purple Communications	DSPS	Contract Services	\$1,296.00
P0802093	UC Irvine School of	Natural Sci	New Equipment - Instructional	\$4,199.00
P0802100	American Nautical	(STCW) Standards for	Other Books	\$50.64
P0802103	SVM, lp	TANF	Other Outgo	\$5,122.95
P0802105	Fast Deer Bus Charter	Student Equity	Transportation	\$663.80
P0802107	Nat'l Institute for	CMTA-H1B	License Fee/Site Licenses	\$6,800.00
P0802110	Campus Food Services	Title III- H S I - STEM	Non-Instruct Supplies	\$3,106.50
P0802111	Orange County Sheriff's	Parking Services	In-Service Training	\$45.00
P0802112	Dulan's Catering	Student Equity	Non-Instruct Supplies	\$1,133.60
P0802116	American Express Travel	BFAP Adminstration	Travel And Conference	\$329.20
P0802117	Bob Lee's Automotive	Parking Services	Repairs Non Instr	\$180.52
P0802118	California Public Parking	Parking Services	Dues And Memberships	\$135.00
P0802122	Amazon.Com Corporate	I&T	New Equipment - Instructional	\$1,200.28
			Fund 12 Total: 89	\$241,097.86

Fund 15 - General Fund -Special Programs

P0801820	CDW-G	Campus Police	New Equipment	\$9,121.65
P0802009	American Express Travel	First Year Experience	Conferences Mgmt	\$855.60
P0802012	University of South	First Year Experience	Conferences Mgmt	\$2,040.00
			Fund 15 Total: 3	\$12,017.25

Fund 41 - Capital Outlay

P0801780	Servpro of Downey	Natural Sciences Bldg	Site Improvements	\$13,449.87
P0801873	Department of General	SM14/15-Air Hndlr	Architecture & Engineering	\$1,260.00
P0801911	Advanced Masonry	Improve Campus	Site Improvements	\$3,625.00
P0801936	Barco Products	Improve Campus	Site Improvements	\$22,232.49
P0802082	Department of General	SM14/15-Air Hndlr	Architecture & Engineering	\$540.00
			Fund 41 Total: 5	\$41,107.36

Fund 62 - Property & Liability

P0801937	El Camino Community	Purchasing	Excess Insurance	\$1,312.60
P0801988	Southern California	Purchasing	Liability - Self Insurance	\$43,157.00
P0801989	Keenan & Associates	Purchasing	Excess Insurance	\$2,319.00
P0802024	Keenan & Associates	Purchasing	Excess Insurance	\$3,516.63
			Fund 62 Total: 4	\$50,305.23

Fund 79 - Auxiliary Services

P0801902	Ms. Patricia Briles	Fine Arts	Non-Instruct Supplies	\$300.00
P0801904	Hugo D. Vazquez Merritt	Fine Arts	Non-Instruct Supplies	\$50.00
P0801915	Ms. Kimberly Wilkinson	Fine Arts	Non-Instruct Supplies	\$1,000.00
P0801945	Rose Brand	Fine Arts	Non-Instruct Supplies	\$381.27
P0801946	J.D. Fields Lumber	Fine Arts	Non-Instruct Supplies	\$358.60

P0801947	Mr. Bryan E. Bates	Fine Arts	Non-Instruct Supplies	\$300.00
P0802002	VS Athletics	Health Sciences	Non-Instruct Supplies	\$1,348.46
P0802043	Magnum Venture	Health Sciences	Non-Instruct Supplies	\$1,261.74
P0802044	D3 Sports	Resp Therapy	Non-Instruct Supplies	\$748.40
P0802068	M2 Productions	Health Sciences	Non-Instruct Supplies	\$1,134.46
P0802101	Campus Food Services	Administrative Services	Non-Instruct Supplies	\$72.70
P0802127	Campus Food Services	First Year Experience	Non-Instruct Supplies	\$65.81
P0802131	Amazon.Com Corporate	Humanities	Non-Instruct Supplies	\$211.46
P0802136	Campus Food Services	Humanities	Non-Instruct Supplies	\$470.06
			Fund 79 Total: 14	\$7,702.96

Fund 82 - Scholarships & Trust/Agency

P0801857	Amazon.Com Corporate	Special Resource	Fundraising	\$68.29
P0801889	Dumbell Man Fitness	Health Sciences	Fundraising	\$2,500.00
P0801944	Magnum Venture	Health Sciences	Fundraising	\$3,251.66
P0801981	Golf Team Products	Health Sciences	Fundraising	\$1,446.45
P0802050	Tomark Sports, Inc.	Health Sciences	Fundraising	\$482.33
			Fund 82 Total: 5	\$7,748.73

PO Funds Total: 200 **634,481.82**

Fund 11 - Unrestricted - El Camino

B0810748	E.C.C. Public Information	Career Center	Special Counseling Test	\$700.00
B0810757	Midwest Library Service	Div Office Instr.	Library Books	\$30,000.00
B0810763	HAJOCA Corporation	Construction	Instructional Supplies	\$2,000.00
B0810765	American Chemical	Fire Academy	Instructional Supplies	\$1,000.00
			Fund 11 Total: 4	\$33,700.00

Fund 12 - Restricted - El Camino

B0801695	Ad Infin Item	EOPS	Non-Instruct Supplies	\$622.00
B0810744	E.C.C. Public Information	(STCW) Standards for	Printing	\$247.65
B0810749	E.C.C.C.D. Bookstore	Ref & Lane Tech Smg	Instructional Supplies	\$1,000.00
B0810758	ARAMARK Sports	Title III- H S I - STEM	Contract Services	\$12,517.00
B0810764	ECCD Petty Cash	Fire Tech Donations	Instructional Supplies	\$600.00
			Fund 12 Total: 5	\$14,986.65

BPO Funds Total: 9 **48,686.65**

Grand Total POs and BPOs: 209 **683,168.47**

**Agenda for the El Camino Community College District Board of Trustees
For
Measure E 2002 & 2012 Bond Fund
Administrative Services**

	<u>Page No.</u>
A. Category Budgets and Balances.....	E 2
B. Contract – School Construction Compliance, LLC – Parking Structure Upgrade Lot F & E Project.....	E 2
C. Change Order – Sinanian Development, Inc. – Athletic Education & Fitness Complex – Stadium Phase II Project.....	E 3
D. Change Order – S.J. Amoroso – Industry and Technology Building Project.....	E 3
E. Purchase Orders and Blanket Purchase Orders.....	E 6

Administrative Services – Measure E Bond Fund

A. CATEGORY BUDGETS AND BALANCES

**GENERAL OBLIGATION BOND FUND CATEGORIES
AND PROJECT SUMMARY**

The following tables report Measure E 2002 and Measure E 2012 expenditures and commitments through January 31, 2015, at the February 2015 Board Meeting.

2002 Measure E Expenditures:

CATEGORY	BUDGET	EXPENDED	COMMITTED	BALANCE
Additional Classrooms and Modernization	\$206,420,530	\$134,487,932	\$33,320,256	\$38,612,342
Campus Site Improvements	64,910,391	33,101,808	642,248	31,166,335
Energy Efficiency Improvements	2,700,980	2,700,980	0	0
Health and Safety Improvements	128,723,855	116,219,014	7,722,642	4,782,199
Information Technology and Equipment	24,751,372	16,405,806	0	8,345,566
Physical Education Facilities Improvements	572	572	0	0
Unallocated Interest (as of 6/30/14)	988,128	0	0	988,128
TOTAL	<u>\$428,495,828</u>	<u>\$302,916,112</u>	<u>\$41,685,146</u>	<u>\$83,894,570</u>

2012 Measure E Expenditures:

CATEGORY	BUDGET	EXPENDED	COMMITTED	BALANCE
Additional Classrooms and Modernization	\$144,868,429	\$0	\$0	\$144,868,429
Health and Safety Improvements	205,131,571	0	0	205,131,571
TOTAL	<u>\$350,000,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$350,000,000</u>

**B. CONTRACT – SCHOOL CONSTRUCTION COMPLIANCE, LLC –
PARKING STRUCTURE UPGRADE LOT F & E PROJECT**

It is recommended the Board of Trustees approve entering into a contract with the above firm to provide labor compliance, prevailing wage and apprenticeship consultation services for the Parking Structure Upgrade Lot F & E Project (channel and adjacent lot).

This firm is recommended based upon its prior experiences performing this type of work, the demonstrated expertise and the qualifications of its staff to perform the services and competitive fee structure.

Date of Service: 5/13/15 to project completion
Cost: Not to exceed \$33,750

C. CHANGE ORDER – SINANIAN DEVELOPMENT, INC. – ATHLETIC EDUCATION & FITNESS COMPLEX - STADIUM PHASE II PROJECT

It is recommended the Board of Trustees approve the following change order.

- | | |
|--|-----------|
| 1. Credit to delete bleacher modification. | -\$36,340 |
| 2. Contractor was directed to provide labor, material and equipment to reroute existing storm drain piping found to be located under future Gym building's footprint currently in design. This will avoid future higher costs as the gym is being constructed. Owner's request. Unforeseen conditions. | 238,488 |
| 3. Contractor was directed to provide labor, material and equipment to add a storm drain pipe running along the east side of site, from the north to the south side of site, close to the Central Plant. Unforeseen conditions. | 100,089 |

Total Change Order Amount	\$302,237
Original Contract Amount	\$32,880,000
Prior Changes	333,987
This Change Order Amount	<u>302,237</u>
New Contract Amount	<u>\$33,516,224</u>

D. CHANGE ORDER – S.J. AMOROSO – INDUSTRY AND TECHNOLOGY BUILDING PROJECT

It is recommended the Board of Trustees approve the following change order.

- | | |
|---|---------|
| 1. Reconfigure ITS area wall layout and infrastructure to accommodate department staffing and operational changes. Owner request. | \$5,621 |
|---|---------|

2. Reroute Campus Police signal cables to keep roof top antenna system operational during construction. Unforeseen condition.	1,690
3. Add smoke detectors in corridor 158. Code requirement.	2,800
4. Provide two new type "E" light fixtures for installation in acoustical ceiling grid. Architecture & Engineering requirement.	407
5. Relocate power and data outlets in conflict with white board installation in room 148. Unforeseen condition.	1,100
6. Provide exhaust fan and door louvers in Campus Police Radio Room for equipment cooling. Owner request.	4,500
7. Rework existing framing, roof panels and gutter to accept new door frames at rooms 303 and 304. Unforeseen condition.	3,552
8. Relocate transformer from ground to wall installation due to space constraints in electrical room. Unforeseen condition.	1,728
9. Provide new soffits in lobby and corridor to conceal exposed ceiling utilities from exterior view. Unforeseen condition.	8,520
10. Provide new storefront window frame and spandrel glass door infill in Meeting Room 232. Architecture & Engineering requirement.	3,446
11. Relocate microwave outlet in Room 108 to facilitate installation. Architecture & Engineering requirement.	450
12. Provide additional type "EX-1" exit sign in Astronomy area on the roof. Code requirement.	800
13. Provide remote sensor faucets in lieu of foot pedal operators in Studios 143, 144 and 148 for ADA compliance. Code requirement.	849
14. Provide new brake metal corner and head closures where existing double door and frame were removed from path of egress to roof top freight elevator. Unforeseen condition.	4,315

15. Provide fire rated infill of existing hole in concrete wall between Room 4 and the corridor. Unforeseen condition.	277
16. Infill depressed slab areas on stair landings discovered where chase walls were removed. Unforeseen condition.	1,782
17. Revise custodial supply shelving location in Room 121 for ADA compliance. Code requirement.	329
18. Adjust grades for new walkway at west entrance to maintain ADA accessibility. Code requirement.	1,668
19. Install break resistant fluorescent lamp safety guards in Room 4. Architecture & Engineering requirement.	122
20. Credit to use separate components in lieu of Cooper Bussman modules for elevator disconnects and fire alarm tie in. Architecture & Engineering requirement.	-438
21. Abate existing lead paint from ceilings in Rooms 303 and 304, prep surface and repaint. Unforeseen condition.	23,894
22. Provide fiber optic adapter card and adapter to enable connection of the fire alarm system to the campus fire alarm server. Architecture & Engineering requirement.	1,776
23. Modify high ceiling layout and add tile in main entry lobby to accommodate beam spacing. Unforeseen condition.	12,640
24. Provide electrical circuits for existing hot water boiler and sump pump. Architectural & Engineering requirement.	7,730
25. Adjust pendant fixture lighting height to accommodate mobile storage unit in Room 210. Unforeseen condition.	750
26. Provide engineering and installation of seismic bracing for type "X" fixtures. Code requirement.	1,831
27. Omit transom panels above new punched openings in Cosmetology due to conflict with existing beam. Provide credit. Unforeseen condition.	-1650

28. Install leveling compound and waterproofing membrane in restrooms. Architecture & Engineering requirement.	13,133
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Total Change Order Amount	<u>\$103,622</u>
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Original Contract Amount	\$25,427,000
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Prior Changes	798,081
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This Change Order Amount	<u>103,622</u>
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New Contract Amount	<u>\$26,328,703</u>
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E. PURCHASE ORDERS (PO) AND BLANKET PURCHASE ORDERS (BPO)

The following purchase orders have been issued in accordance with the District’s purchasing policy and authorization of the Board of Trustees. It is recommended that the following purchase orders for Measure E expenditures be ratified and payment be authorized upon delivery and acceptance of the items or services ordered.

PO #	VENDOR NAME	SITE NAME	DESCRIPTION	COST
P800429	CCS Presentation	Industry & Technology	Group II Equipment	\$77,908.45
P801508	Firstline Security	Industry & Technology	Group II Equipment	\$8,947.78
P801776	Insignia	Signage and Wayfinding	Site Improvements	\$5,182.80
P801863	Anixter	Industry & Technology	Group II Equipment	\$18,385.03
P801874	DGS	Lot C Parking Structure	Architecture & Engineering	\$29,594.00
P801876	SEWUP – JPA	Industry & Technology	Insurance	\$2,136.00
P801879	SEWUP – JPA	Shops Building	Insurance	\$975.00
P801896	Hammer Down Machine	Industry & Technology	Group II Equipment	\$10,000.00
P801905	Golden Star Technology	Industry & Technology	Group II Equipment	\$12,648.05
P801906	Golden Star Technology	Shops Building	Group II Equipment	\$8,496.16
P801922	DGS	Athletic Education/Fitness	Architecture & Engineering	\$4,501.30
P801939	Los Angeles County	Lot F Parking Structure	Permit Processing Fees	\$5,533.71
P801940	SWRCB Accounting	Athletic Education/Fitness	Permit Processing Fees	\$931.00
P801941	Merrill Communications	Math Business Allied Health	Legal	\$351.63
P801950	CSI Fullmer	Industry & Technology	Group II Equipment	\$10,162.68
P802030	Public Agency Law	Industry & Technology	Legal	\$1,166.10
P802091	SEWUP/JPA	Bookstore Bldg.	Insurance	\$592.00
B810741	Kunzman Associates	Master Planning	Contract Services	\$17,400.00
B810742	Atla Environmental	Student Services	Testing & Inspection	\$48,000.00
B810750	Southend Janitorial	Industry & Technology	Group II Equipment	\$20,000.00
B810751	Southend Janitorial	Shops Building	Group II Equipment	<u>\$20,000.00</u>
				<u>\$302,911.89</u>

**Agenda for the El Camino Community College District Board of Trustees
from
Human Resources
Linda Beam, Vice President**

Page No.

- A. Employment and Personnel Changes.....HR 2
- B. Temporary Non-Classified Service EmployeesHR 12
- C. New Classification Specification for Administrative PositionHR 16

A. EMPLOYMENT AND PERSONNEL CHANGES

It is recommended that the Board ratify/approve the employment and personnel changes for academic, classified, special services professionals and temporary classified service employees as shown in items 1 - 37 and 1 – 18.

Academic Personnel:

1. Retirement – Thomas M. Fallo, Superintendent/President, effective January 31, 2016, first day of retirement February 1, 2016, and that a plaque be prepared and presented to him in recognition of his service to the District since 1991.
2. Retirement – Donna Grogan, full-time instructor of Real Estate, Business Division, effective May 15, 2015, first day of retirement May 16, 2015, and that a plaque be prepared and presented to her in recognition of her service to the District since 1990.
3. Pre-Retirement – Margaret Quinones-Perez, full-time Counselor, Counseling and Student Services, to work a reduced load of 50% in the Fall 2015 and 50% in the Spring 2016, for five years beginning Fall 2015 through Spring 2020, effective August 20, 2015.
4. Employment – Andrey Balakin, full-time/temporary instructor of Chemistry, Class V, Step 9, Academic Salary Schedule, effective January 17 through May 15, 2015.
5. Leave of Absence (personal 20%) – Rachel Ketai, full-time instructor of English, Humanities Division, amend from 50% to 20% personal leave of absence, effective January 17 through May 15, 2015.
6. Amend Employment – Tara A. McCarthy, full-time General Counselor, Class II, Step 4, Academic Salary Schedule, effective date changed from January 5 to January 12, 2015.
7. Amend Salary – Tara A. McCarthy, full-time General Counselor, from Class II, Step 4 to Class II, Step 5, effective January 12, 2015.
8. Amend Salary – Monica Lanier, full-time General Counselor, from Class II, Step 4 to Class II, Step 9, effective January 5, 2015.
9. Amend Salary – Larry Leach, full-time instructor of Communication Studies, from Class II, Step 4 to Class II, Step 8, effective January 15, 2015.

10. Amend Special Assignment – Margarita Talavera-Hoferer, full-time instructor, Humanities Division, to recruit and train Spanish consistency participants and oversee reporting evaluations of the Spanish consistency project, amend from 30 hours to 40 hours, to be paid \$62.61, effective January 2 through June 30, 2015, in accordance with the Agreement, Article 10, Section 14(a).
11. Amend Special Assignment – Susan Stolovy, full-time instructor, Natural Sciences Division, to develop and present shows for El Camino Planetarium as part of the Science, Technology Engineering and Mathematics (STEM), amend from 16 hours to 24.5 hours worked, to be paid \$60.18, effective August 1 through December 2013, in accordance with the Agreement, Article 10, Section 14(a).
12. Special Assignment – Gregory George, part time instructor, Industry & Technology, to coordinate Southern California Edison’s Developing Energy Efficiency Professionals (DEEP) program, to be paid \$62.61 an hour, not to exceed 60 hours or \$3,757, effective January 1 through June 30, 2015, in accordance with Agreement, Article 10, Section 9(m).
13. Special Assignment – Soshanna Potter, full-time instructor, Natural Sciences, to provide science laboratory workshops for the Torrance Unified School District Gifted and Talented Education (GATE) students, to be paid \$62.61 an hour, not to exceed 20 hours or \$1,253, effective February 17 through May 15, 2015, in accordance with Agreement, Article 10, Section 14(a).
14. Special Assignment – Nancy Freeman, full-time instructor, Natural Sciences, to provide science laboratory workshops for the Torrance Unified School District Gifted and Talented Education (GATE) students, to be paid \$62.61 an hour, not to exceed 20 hours or \$1,253, effective February 17 through May 15, 2015, in accordance with Agreement, Article 10, Section 14(a).
15. Special Assignment – LeValley Pattison, full-time instructor, Health Sciences and Athletics Division, to coach woman sand volleyball, to be paid \$62.61 an hour, not to exceed 68 hours or \$4,250, effective January 15 through May 15, 2015, in accordance with Agreement, Article 10, Section 11(a).
16. Special Assignment – Kevin Slay, part-time instructor, Fine Arts Division, to work as the musical director of the theatre play for Spring 2015, to be paid \$62.61 an hour, not to exceed 66 hours or \$4,133, effective January 17 through May 15, 2015, in accordance with Agreement, Article 10, Section 9(m).
17. Special Assignment – Brent Crayon, part-time instructor, Fine Arts Division, to be director of music for musical Bye Bye Birdie, to be paid \$62.61, not to exceed 66

hours or \$4,133, effective March 21 through May 15, 2015, in accordance with Agreement, Article 10, Section 9(a).

18. Special Assignment – Bruce Peppard, full-time instructor, Humanities Division, recruit and train LT facilitators/participants and oversee reporting evaluations of the Learning Team Project, to be paid \$62.61 an hour, not to exceed 40 hours or \$2,505, effective February 17 through May 30, 2015, in accordance with Agreement, Article 10, Section 14(a).
19. Special Assignment – Kathryn Hall, part-time instructors, Humanities Division, to facilitate the Graduation Initiative Learning Teams for Humanities for Spring 2015, to be paid \$62.61 an hour, not to exceed 17 hours or \$1,065, effective February 19 through May 30, 2015, in accordance with Agreement, Article 10, Section 9(m).
20. Special Assignment – The following part-time instructors to participate in the Graduation Initiative Learning Teams for Humanities in the Spring 2015, to be paid \$62.61 an hour, not to exceed a total of 14 hours each or \$877, effective February 19 through May 30, 2015, in accordance with Agreement, Article 10, Section 9(m).

Nancilyn Burruss

Susan Magabo

21. Special Assignment – The following full-time instructors, Fine Arts Division, to participate in hiring committee for Center for the Arts Director and help with the screening, interviewing and ranking, to be paid \$46.95 an hour, not to exceed 3.5 hours each or \$165, effective January 1 through January 20, 2015, in accordance with Agreement, Article 10, Section 14(a).

Rex Christen Wells

Francis Dane Teter

22. Special Assignment – The following instructors to prepare and present demonstrations for the Onizuka Space Science Day, to be paid \$50 an hour, effective March 7, 2015, in accordance with Article 10, Section 14(a).

Jeanne Bellemin

Julienne Gard

Bryan Carey

Amy Grant

Eric Carlson

Eyal Goldmann

John Coroneus

Perry Hacking

Sara Di Fiori

Charles Herzig

Rebecca Donegan

Harold Hofmann

Peter Doucette

Norman Kadomoto

Nancy Freeman

S. Vincent Lloyd

Soshanna Potter
Thomas Stewart
Susan Stolovy
Michael Stupy

Ana Tontcheva
Ryan Turner
Karla Villatoro
Paul Yun

23. Special Assignment – The following part-time instructors of respiratory care to provide clinical supervision to respiratory care students, to be paid \$62.61 an hour, not to exceed cumulative total of 32 hours per week in total or \$2,004, effective January 17 through May 15, 2015, in accordance with Article 10, section 9(m).

Raymond Adoc	7 hours
Solomay Corbaley	2 hours
Edward Guerrero	4 hours
Pamela Michael	2 hours
Douglas Mizukami	11 hours
Taryn Nicole Parker	4 hours
Elva Sipin	2 hours

24. Special Assignment – The following part-time instructors to participate in Graduation Initiative Math Learning Teams for the Spring 2015 semester, to be paid \$62.61 an hour, not to exceed 24 hours each or \$1,503, effective February 19 through May 30, 2015, in accordance with Article 10, Section 14(a).

Sue Bickford
Lars Kjeseth
Ben Mitchell

Ambika Silva
Susan Taylor

25. Special Assignment – The following part-time Humanities instructors of foreign languages to administer credit by examination in absence of a full-time German instructor, to be paid \$62.61 an hour, not to exceed 16 hours each or \$1,002, effective January 20 through May 15, 2015, in accordance with Article 10, section 9(m).

Nickolas de Carlo

Christopher Stevens

26. Special Assignment – The following part-time instructors to participate in the Humanities English A & B College Consistency Project, professional development training workshops, to be paid \$46.95 an hour, not to exceed 4 hours each or \$188, effective January 15 through June 30, 2015, in accordance with Article 10, section 9(m).

Amanda Ackerman
Geoffrey Aguirre

Natasha Bauman
Vicki Blaho

Michelle Fagundes
Yvette Hawley
Jennifer Holt-Molina
Patricia Hoover
Tiffany Huynh
Kim Krizan
Mora Mattern

Anna Mavromati
John Millea
Megan Ozima
Kendyl Palmer
Lana Phillips
Kathey Vertullo
John Wietting

27. Special Assignment – The following part-time instructors to meet and collaborate with counselors to identify students that may benefit from the Counselor Intervention Program, to be paid \$46.95 an hour, not to exceed 4 hours each or \$188, effective February 18 through May 15, 2015, in accordance with Article 10, section 9(m).

Bayenne Bayssa
Tefom Mokonen Binyan
Robert Caldwell
Diaa Eldanaf
Jill Evensizer
Henry Feiner
Timothy Ferguson
Manolita Formanes
Jack Gill
Megan Granich
Thu-Hang Hoang
Anna Hockman
Carrie Huang
Lars Kjesth

Alice Martinez
Art Martinez
Jose M. Martinez
Terri Malouf
Ashod Minasian
Juan Ortiz
Ann Pham
Tatianna Roque
Ambika Silva
Ralph Taylor
James Wan
Richard Wong
Jose Villalobos
Ruth Zambrano

28. Special Assignment – The following full-time counseling faculty to co-lead a workshop that will provide an avenue for discussion on a variety of themes relevant to ECC STEM students, to be paid \$62.61 an hour, not to exceed 7 hours each or \$1,754 total for all co-leaders, effective February 27, 2015, in accordance with Article 10, Section 14(a).

Kenneth Key
Rene Lozano

Lori Suekawa
Valencia Rayford

29. Special Assignment – The following full-time instructors to facilitate the Graduation Initiative (Title V) Learning Teams for Humanities in the Spring 2015, to be paid \$62.61 an hour, not to exceed 17 hours each or \$1,065, effective February 19 through May 30, 2015, in accordance with Article 10, Section 14(a).

Sara Blake
Kevin Degnan

Christina Nagao

30. Special Assignment – The following part-time instructors to participate in Graduation Initiative Learning Team for Math in the Spring 2015, to be paid \$62.61 an hour, not to exceed 24 hours each or \$1,503, effective February 19 through May 30, 2015, in accordance with Article 10, Section 9(m).

Diaa Eldanaf
Jose Martinez
Emmanuel Ndoumna
Juan Ortiz

Azzam Shihabi
Jose Villalobos
Christina Watson
Ruth Zambrano

31. Special Assignment – The following full-time instructors to participate in Graduation Initiative Humanities Learning Teams for the Spring 2015 semester, to be paid \$62.61 an hour, not to exceed 14 hours each or \$877, effective February 19 through May 30, 2015, in accordance with Article 10, Section 14(a).

Jennifer Annick
Debra Breckheimer
Rose Ann Cerofeci
Dana Crotwell

Briita Halonen
Chelsea Henson
Chris Page

32. Special Assignment – The following part-time instructors to participate in Graduation Initiative Learning Teams for Humanities in the Spring 2015 semester, to be paid \$62.61 an hour, not to exceed 14 hours each or \$877, effective February 19 through May 30, 2015, in accordance with Article 10, Section 9(m).

Robin Arehart
Natasha Bauman
Yvette Hawley
Karen Lugo
Anna Movromati
Kathleen Moitoke

Mattern Mora
Sumino Otsuji
Kendyl Palmer
Elayne Rodriguez-Haven
Laura Warrell

33. Special Assignment – The following part-time instructors to conduct one hour workshops per week on a variety of math topics students typically have problems with as the semester progresses, to be paid \$46.95 an hour, not to exceed 16 hours each or \$752, effective February 18 through May 15, 2015, in accordance with Article 10, section 9(m).

Bayenna Bayssa
Tefom Mokonen Binyan

Robert Caldwell
Chris Dean

Diaa Eldanaf
Akram Esmacili
Henry Feiner
Timothy Ferguson
Manolita Formanes
Jack Gill
Thu-Hang Hoang
Carrie Huang
Terri Malouf
Jose J. Martinez
Jose M. Martinez

Juan Ortiz
Aida Ovanessian
Ann Pham
Russell Reece
Tatiana Roque
Azzam Shihabi
Alan Stillson
Jose Villalobos
James Wan
Richard Wong
Ruth Zambrano

34. Special Assignment – The following full-time instructors and counselors to participate in STEM faculty workshops that will provide an avenue for discussion on a variety of themes relevant to ECC STEM students, to be paid \$46.95 an hour, not to exceed 3 hours each or \$141, a maximum of 40 members will participate of the faculty and counselors listed below, effective February 27, 2015, in accordance with Agreement, Article 10, Section 14(a).

Industry & Technology

Eric Carlson
Steve Cocca
Douglas Glenn

Harold Hofman
John Ruggirello

Counseling

Mary Beth Barrios
Stephanie Bennett
Griselda Castro
Yamonte Cooper
Bernadette Flameno
Kenneth Gaines
Kelsey Iino
Christine Jeffries
Kenneth Key
Cheryl Kroll

Monica Lanier
Tara McCarthy
Brian Mims
Margaret Miranda
Cynthia Mosqueda
Sabra Sabio
Bernard Somers
Atheneus Ocampo
Susan Oda-Omari
Janice Pon-Ishikawa

Mathematical Sciences

Eduardo Barajas
Michael Bateman
Lynn Beckett-Lemus
Susan Bickford
Carl Broderick
Susanne Bucher

Jeffrey E. Cohen
Jill Evensizer
Junko Forbes
Gregory P. Fry
Milan Georgevich
Megan Granich

Hamza Hamza
Linda Ho
Anna Hockman
Robert Horvath
Judy Kasabian
Lars Kjeseth
Bob Lewis
Zachary Marks
Alice Martinez
Matthew Mata
Trudy Ann Meyer
Ashod Minasian
Benjamin Mithcell
Eduardo Morales

Kaysa Jasmine Moreno
Jasmine Ng
Kristine K. Numrich
Gregory Scott
Aban Seyedin
Arkadiy Sheynshteyn
Ambika Silva
Satish Singhal
Ralph Taylor
Susan Taylor
Susan Tummers
Lijun Wang
Paul Yun

Natural Sciences

Mohamad Abbani
Thanh-Thuy Bui
Bryan Carey
John Coroneus
Sara Di Fiori
Peter Doucette
Matt Ebiner
Nancy Freeman
Julienne Gard
Eyal Goldmann
Amy Grant
Perry Hacking
Chuck Herzig
Joseph Holliday
Miguel Jimenez
Ronald LaFond
Steve Leonelli

Vincent Lloyd
Jim Noyes
Jessica Padilla
Teresa Palos
Shoshanna Potter
Susanna Prieto
Rob Shibao
Margaret Steinberg
Susan Stolovy
Mike Stupy
Ana Tontcheva
Simon Trench
Ryan Turner
Anne Valle
Karla Villatoro
Todd White

35. Employment – Paul N. Giuliano, part-time instructor of Engineering Technology, Industry & Technology Division, to be paid by Da Vinci High School, effective January 17 through May 15, 2015.
36. Employment – Mark Ferguson, part-time instructor of Fire and Emergency Technology, Industry & Technology Division, to be paid by the Los Angeles County, effective January 17 through May 15, 2015.

37. Employment – The following part-time/temporary instructors to be hired as needed for the 2015 spring semester, not to exceed 67% FTE and/or 25 hours per week cumulative employment at ECC.

Business

Lena Baltakian
Karen Green

Darius Rutledge
Victor Sun

Health Science & Athletics

Daniel Cosa
Noel Rollon

Joel Sanchez
Theresa Yeomans

Humanities

Robin Arehart
Yuxin Carcamo
Cathleen Daniel
Katrina Jalloh
Jo Beth McDaniel-Clark

Dorian Merina
Katharine Sentz
Shannon Sims
Jamie Wetherbe

Industry & Technology

Tony Calderon
Mark Malonzo
Joshua Marquez
Timothy Monzello

Edwin Pasache
Matthew Roth
Jason Sigler

Mathematics

Edwin Ambrosio

Natural Sciences

Helen Motokane
Gary Sterling

Mario Vargas
Adam Welday

Classified Personnel:

1. Amend Retirement - Kathleen Gleason, Executive Director, Foundation, Range 15, Step E, Foundation Division, Student and Community Advancement Area, effective February 5 instead of February 6, 2015.
2. Separation – Jason Loyola, Night Custodian, Range 20, Step A, Facilities Planning and Services Division, Administrative Services Area, effective December 9, 2014

3. Personal Leave of Absence 20% - Julieta Ortiz, Student Services Specialist, Range 33, Step F, Enrollment Services Division, Student and Community Advancement Area, effective January 17 through June 15, 2015.
4. Personal Leave of Absence 20% - Kimberly Wilkinson, Costume Technician, Range 31, Step F, Fine Arts Division, Academic Affairs Area, effective January 21 through May 13, 2015.
5. Place on 39 Month List – Diana Ferrell-King, Administrative Assistant II, Range 31, Step C, Nursing/Health Sciences & Athletics Division, Academic Affairs Area, effective December 22, 2014.
6. Change of Assignment - Idania Reyes, from Project Director – Title V, Vice President Student and Community Advancement Area, to Project Director – Student Equity Program, Vice President Academic Affairs Area, Range 11, Step 5, effective March 2, 2015.
7. Change of Assignment – Lori Taniguchi, Administrative Assistant II, Range 31, Step F, from Counseling and Student Services Division, Student and Community Advancement Area, to Staff and Student Diversity Division, Human Resources Area, effective March 2, 2015.
8. Promotion – Theresa Clifford, from Secretary, Range 26, Step F, First Year Experience/Enrollment Services Division, to Administrative Assistant I, Range 28, F, Foundation, Student and Community Advancement Area, effective February 2, 2015.
9. Promotion – Melissa Guess, from Assistant Director of Financial Aid Range 11, Step 3, to Director of Financial Aid, Range 13, Step 2, Financial Aid/Enrollment Services Division, Student and Community Advancement Area, effective February 2, 2015.
10. Work Out of Classification - Matthew Hutcherson, from Toolroom Instructional Equipment Attendant, Range 24, Step E, to Toolroom Instructional Equipment Technician, Range 31, Step D, Industry and Technology Division, Academic Affairs Area, effective September 5, 2014 through May 15, 2015.
11. Employment – Rick Christophersen, Director – Center for the Arts, Range 8, Step 2, Fine Arts Division, Academic Affairs Area, effective February 9, 2015.
12. Employment – Christobal Medina, Telecommunications Technician, Range 37, Step A, Information Technology Services Division, Administrative Services Area, effective February 9, 2015.

13. Employment – Lisa Mednick, Professional Development Coordinator, Range 24, Step A, (Supervisor Salary Schedule), plus \$160 a month Compton Education Center Stipend, Professional Development/Human Resources Division, Human Resources Area, effective February 2, 2015.
14. Employment – Marci Myers, Research Analyst, Range 47, Step B, Institutional Research, Student and Community Advancement Area, effective March 2, 2015.
15. Employment – Eric White, Digital Media and Design Specialist, Range 35, Step B, Public Relations & Marketing Division, President’s Office Area, effective February 24, 2015.

Temporary Classified Services Employees – not to exceed 170 days per year, 25 total hours and/or 67% faculty load per week:

16. Richard Gonzalez – Clerical Assistant, Range 22, Step A, Community Advancement Division, Student and Community Advancement Area, not to exceed 20 hours per week, effective March 2 through June 30, 2015.
17. Terra Michaelowski – Clerical Assistant, Range 22, Step A, Admissions & Records Division, Student and Community Advancement Area, effective January 21 through June 30, 2015.
18. Roland Tetenbaum – Project Specialist, Range 32, Step A, Health Sciences & Athletics Division, Academic Affairs Area, effective February 18, 2015.

B. TEMPORARY NON-CLASSIFIED SERVICE EMPLOYEES

It is recommended that the Board authorize employment of the following Temporary Non-Classified Service Employees, not to exceed 170 days per year, 25 total work hours and/or the equivalent of 67% faculty load per week, effective February 18, 2015, through June 30, 2015, unless otherwise stated, as shown in items 1-17.

Campus Police Aide Series

1. Campus Police Aide II

The following individual is to be responsible for non-hazardous police services to the students, staff and faculty of El Camino College and other departmental duties.

Amanda Baldonasa, \$10.00 per hour

Instructional Aide Series

2. Instructional Aide I

The following individuals are to assist instructors or other staff in a classroom or laboratory setting with basic tutoring, support services, and accommodations for students.

Matthew Brooks, \$9.00 per hour

Carolyn Salvador Morris, \$9.00 per hour (eff. 1/21/15 to 6/30/15)

3. Instructional Aide II

The following individual is to provide basic tutoring, support services, computer and equipment maintenance, and accommodations for students.

Sandra McCarthy, \$10.00 per hour

4. Instructional Aide IV

The following individual is to perform routine and general clerical support to the EOPS/CalWORKs/CARE programs and front desk support.

Brenda Rodriguez, \$12.00 per hour (eff. 1/21/15 to 6/30/15)

5. Instructional Aide IV

The following individual is to provide teaching assistance, intermediate level tutoring, technical support, classroom set-up, care and repair of equipment and instruments, exhibition installation, instructional support services, and accommodations for students.

Aree Anne Kate Bernabeo, \$11.75 per hour

Pierre Gorordo, \$11.75 per hour (eff. 1/23/15 to 6/30/15)

Laura Lan, \$11.75 per hour

Stephanie Steward, \$12.00 per hour

6. The following individual is to provide high level tutoring, student assistance, classroom support services, and online support.

Toni Borden, \$13.00 per hour

7. Instructional Aide VI

The following individuals are to provide instructional assistance and assist with the daily operations of the Student Equity Plan activities in the Learning Resources Center.

Jeffrey Miera, \$15.00 per hour
Bessy Rodriguez, \$15.00 per hour

Office Aide Series

8. Office Aide III

The following individuals are to assist with appointments, and scheduling, payment processing, daily operations and maintenance such as compile, input, maintain data, payment process, customer service, and supporting the division staff as needed.

Marleen Ledesma-Lagunas, \$11.00 per hour

9. Office Aide VI

The following individual is to assist the office staff and faculty with clerical work and support.

Mitzi Lai, \$18.00 per hour

Program Aide Series

10. Program Aide VI

The following individual is to perform daily operational duties and assist with the marketing and public relations goals of the Student Equity Program.

John Gatlin, \$17.00 per hour

The following individual is to perform complex tasks related to the Student Equity Program, provide guidance and leadership on program data collection, and help manage program administration.

Nayeli Oliva, \$18.00 per hour

The following individual is to assist with the primary functions of the day-to-day operations, assist with outreach at local high schools and community agencies, and disseminate specialized information for the Office of Outreach and School Relations.

Melinda Gumpal-Khinori, \$18.00 per hour (eff. 2/4/15 to 6/30/15)

Theater Aide Series

11. Theater Aide I

The following individuals are to assist the theater management and staff with basic theater duties for on-campus events.

Aaron Adams, \$9.25 per hour

Mario Oliver, \$9.25 per hour

12. Theater Aide IV

The following individual is to assist the theater management and staff with theater duties for on-campus events and manage and organize the front of house staff for any given event.

Daniel Fernandez, \$12.75 per hour

Assistance Linguistics Professional Series

13. Assistive Linguistics Professional I

The following individuals are to provide language interpreting support services between Deaf and Hard-of Hearing students, staff, and their hearing peers, the classroom instructor and other personnel.

Jacqueline Ruge, \$32.50 per hour (eff. 1/23/15 to 6/30/15)

Juan Valle, \$25.00 per hour (eff. 1/23/15 to 6/30/15)

Education Professional Series

14. Education Professional I

The following individuals are to assist students with their writing assignments in all phases of the composing process - understanding and responding to the topic, generating ideas, outlining, drafting, revising and other duties as needed.

Martin DeWan, \$20.00 per hour (eff. 1/15/15 to 6/30/15)

Matthew Kaufman, \$20.00 per hour (eff. 1/15/15 to 6/30/15)

Eric Loya, \$20.00 per hour (eff. 2/9/15 to 6/30/15)

Program Professional Series

15. Program Professional II

The following individual is responsible for implementing the Science, Technology, Engineering and Math (STEM) Summer Design Challenge program.

Glen Chapple, \$35.00 per hour

The following individual is to perform client intake and assessment, conduct business advising sessions, and deliver workshops.

Deborah Deras, \$45.00 per hour

Training Professional Series

16. Training Professional I

The following individuals are to provide training, expertise, leadership and professional services in the Fire Academy program.

Kenneth Campos, \$32.00 per hour

Adam Cohen, \$32.00 per hour

Donald Dennis, \$32.00 per hour

Timothy Dennis, \$32.00 per hour

Timothy Fisher, \$32.00 per hour

Christopher Nader, \$32.00 per hour

17. Training Professional III

The following individual is to provide parenting classes and various family supportive programs to inmates of the local Federal Correctional facilities.

Bobbie Lanham, \$60.00 per hour

C. NEW CLASSIFICATION SPECIFICATION FOR ADMINISTRATIVE POSITION

It is recommended that the Board of Trustees approve the new classification specifications for Project Director (Student Equity Program) as shown on pages 17-19.

EL CAMINO COMMUNITY COLLEGE DISTRICT

CLASS TITLE: PROJECT DIRECTOR (Student Equity Program)

BASIC FUNCTION:

Under the direction of the assigned Manager, the Project Director will serve as project leader for the Student Equity Program.

The Project Director will plan, organize, and manage the objectives of the Student Equity Program to close the achievement gaps in access and success for certain underrepresented student groups. The Director will adhere to the guidelines, policies, and procedures outlined in the College Student Equity Plan. The Director will coordinate and supervise all personnel involved in program activities in order to satisfy the goals and objectives of the Student Equity Plan.

REPRESENTATIVE DUTIES:

Accept overall responsibility for management, compliance, reporting, budget, and monitoring for timelines and quality of outcomes.

Serve as logistical hub of program, coordinating meetings, travel, consultants, and project staff.

Communicate goals and objectives of program to college community.

Direct and oversee the operation of all program components.

Oversee faculty and staff recruitment and development activities.

Supervise the day-to-day functions of all program staff.

Assume responsibility for the timely completion and evaluation of all activities and program objectives as detailed in the Student Equity Plan, including scheduling and approval of professional development, monitoring of implementation and evaluation of pilot interventions, and other activities as noted.

Work with key college constituencies to plan and budget for program continuation of successful strategies implemented during the program.

Gather monthly progress reports on program components and issues quarterly reports summarizing progress.

Keep monthly time and effort records on all personnel who work on the program.

Obligate and spend in a timely manner program funds in accordance with terms of program award; maintain funds in separate/restricted accounts; and approve all expenditures.

Ensure consultants and contracts are within institutional, state, and federal requirements.

Communicate with Student Equity office and attend conferences.

Coordinate the overall evaluation of program with an external evaluator and college staff.

Coordinate the preparation of all Chancellor's Office required reports, including any interim reports, the Annual Performance Report, and the Final Report.

EDUCATION AND EXPERIENCE:

Master's degree and at least 2 years administrative experience, preferably in grant-funded project/program management at the federal and/or state level. Experience managing large and complex projects/programs and/or federal contracts (including budgets and reporting) in higher education setting. Title III or Title V experience preferred. Excellent communicator with awareness of issues related to community college teaching and learning issues.

Must have sensitivity to, and understanding of, diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Oral and written communication skills.

Principles and practices of supervision and training.

Applicable laws, codes and regulations, policies, and procedures.

Interpersonal skills using tact, patience, and courtesy.

Operation of a computer and appropriate software.

Organizational, operational, and structural functions of postsecondary institutions.

ABILITY TO:

Demonstrate sensitivity to and understanding of multi-cultural, diverse environments and college students from diverse academic, socioeconomic, and cultural, and ethnic backgrounds.

Supervise and evaluate the performance of assigned staff.

Communicate effectively both orally and in writing.

Interpret, apply, and explain rules, regulations, policies, and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and appropriate office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and timelines.

Work independently with little direction.

Plan and organize work.

LICENSE AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

Will be required to drive to offsite locations periodically.

Move from one work area to another.

Hand, wrist, and finger dexterity to operate various office machines.

Multicultural, diverse work environment.

Lift up to 25 pounds.

Administrator Salary Schedule Range 11

Board Approved:

Agenda for the El Camino Community College District Board of Trustees
from
The Office of The President and Board of Trustees
Thomas M. Fallo, Superintendent/President

Page No.

A. Absence of a Board Member..... P/B 2

A. ABSENCE OF A BOARD MEMBER

It is recommended that the Board excuse Trustee Combs from the January 15, 2015 Board Meeting with no loss of salary due to illness.

Committee of the Whole

A. Public Comment.....Page CW 2

B. Superintendent/President Search/Selection Process.....Page CW 2

A. PUBLIC COMMENT

B. SUPERINTENDENT/PRESIDENT SEARCH/SELECTION PROCESS



Conducting a Successful CEO Search

The following information describes the steps boards should consider when designing the CEO search process. Please contact Judy Centlivre, jcentlivre@cleague.org, for a list of search consultants and a list of districts that have recently conducted CEO searches.

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Conducting a Successful CEO Search

Selecting the district's chief executive officer is one of the board's most important responsibilities. The CEO occupies the central role in a community college district. As the agent of the board and the embodiment of its authority, she or he is the most powerful and influential individual in the campus community, as well as the representative in the community of the district's values and mission.

Because the outcome of the selection process is so important, it should never be taken lightly or conducted in haste. The entire district—and particularly the board—will benefit from a comprehensive and thoughtful process that involves the appropriate constituencies of the institution and community and clarifies goals and priorities. Such a process allows the board to select a person it can support fully and establishes a foundation that enables the new leader to be effective.

The responsibility for the search process lies solely with the district board. The following material is provided to assist boards in conducting a search that best suits the individual needs, culture, and circumstances of the district.

The information describes the search for a chancellor or superintendent/president. Searching for a college president in a multi-college district is discussed at the end of the document.

The Process

Laying a strong foundation for an excellent search begins by thoroughly planning the process to be used and exploring the type of leadership needed by the district. The search process should be designed to hire the person who can best meet the particular needs of the district. The most common mistake boards make during a CEO search is acting too quickly and not giving adequate thought to what the district needs in a new leader. Boards should allow six to nine months for the entire process.

The following are important to address in developing the process:

- The process is acted on and controlled by the board. It includes broad and meaningful representation from interested constituencies.
- The timeline for the process is clearly communicated and allows for a comprehensive search and selection.
- All stakeholders are knowledgeable about the steps in the process and the responsibilities and authority of the board, consultant, and search committee.
- The search results in a broad, diverse pool of candidates.
- All candidates are treated graciously and fairly.

- The newly appointed chief executive has the opportunity to begin with a strong base of support.

The Timeline

The timeline for the process should allow for sufficient time to recruit a substantive pool of applicants and assess candidates. However, after people are invited for interviews, time is of the essence. Decisions must be made quickly to protect the candidates and the district's interests. Lengthy intervals between interviews and decisions may result in the withdrawal of excellent candidates.

The process can take six to nine months, although the length of the search may vary considerably from district to district. Rough estimates of the times it may take to do different tasks are listed below. The tasks may overlap and are not necessarily sequential.

- Find and appoint an interim (if necessary): 2 – 6 weeks
- Hire a consultant: 4 – 6 weeks
- Design the process: 2 – 4 weeks
- Assess district needs and develop the job description: 4 – 6 weeks
- Appoint a search committee: 2 – 4 weeks
- Advertise and recruit: 6 – 12 weeks
- Screen applications: 2 – 3 weeks
- Determine who to invite for further review: 2 – 4 weeks
- Conduct first round of interviews and other assessments: 1 – 2 weeks
- Check references: 1 – 3 weeks
- Conduct final round of interviews and other assessments: 1 - 2 weeks
- Make the selection: 1 – 2 weeks
- Negotiate the contract: 1 – 2 weeks
- Notify other candidates: 1 – 2 weeks
- Welcome, orient, and support the new CEO: ongoing

Cost and Budget

The cost of the search should be viewed as an investment in the success of the college. Consultant fees generally range from \$20,000 to \$35,000. Some consultants charge a fixed price, where others have a sliding scale depending on the financial resources of the institution.

In addition to consultant costs, expenditures may include advertising, candidates' interview expenses, and visits to candidates' home bases. Because the emphasis

should be placed on securing the right person for the job, the board should be willing to allocate whatever expenditures are considered reasonable and necessary.

Appointing an Interim CEO

There are a number of circumstances where it is necessary or preferable to appoint an interim CEO to serve between the time that the current CEO leaves and a new, permanent CEO begins. The most common circumstance is when the departure date of the incumbent CEO does not allow enough time to do a careful search. Many CEOs are able to announce their retirement or plan to leave for a new position well in advance of their actual departure date; however, it is not usual for vacancies to occur relatively quickly, creating a time gap between the incumbent's departure and the new CEO's starting date.

Even when there is sufficient time between an announcement and the departure date, there may be circumstances that cause a board to appoint an interim CEO as a transitional leader. Having an interim CEO may be appropriate when the incumbent CEO has been a very strong and/or long time leader. There may need to be a significant period of time without a permanent CEO to allow the district to explore the culture and needs of the district and to avoid having the past leadership styles and the incumbent CEO overly influence the job description for the next leader. An interim CEO may provide a neutral environment in which the college community and board can define what type of leadership they need and conduct a search for that person.

Although interim CEO appointments may be made relatively quickly the process should comply with Title 5, Section 53021. Other basic questions to be considered are:

- What skills should the interim chief executive possess? What role will he or she play?
- How long should the interim be expected to serve? Should the board appoint an interim for a year or so who is asked to achieve certain goals, or should the interim be appointed just until the search can be completed?
- Should the interim CEO be appointed from within or hired from outside the institution? If from the outside, should a firm that specializes in providing interim executives be used?
- Should the board require the candidates for the interim position to disavow interest in the permanent position?

CEO search firms will assist boards to identify an interim CEO. Most observers of the process believe it wise not to appoint a person who could possibly be a candidate for the permanent position. By doing so the board may subject itself to criticism that the search and selection process for the new CEO was never truly open and fair. Many interims are retired CEOs with successful track records or senior administrators with no interest in the top job at that district.

The Consultant

The complex and highly structured process involved in seeking a new chief executive requires that it is managed by someone who has the necessary time, expertise, and knowledge of potential candidates. The decision whether to employ a consultant or to rely on district staff is best made at the very onset of the search. If the board decides to use a consultant, the person chosen can assist the board in parts or all of the phases of the search.

Pros and Cons of Using a Consultant

Should a district hire a consultant to help the board and others with the search? Arguments against using a consultant include:

- Districts with good reputations will have the ability to attract a broad pool through their own recruiting efforts.
- The cost of a consultant may create negative reactions in the community and in the district.
- Strong consultants may “take over” the search process.
- An unethical consultant can manipulate the process so as to advance the consultant’s friends or professional cronies, or to eliminate others.
- Over-dependence on consultant may lessen committee and board involvement in final choice.
- A consultant may not have necessary understanding of the history and culture of an institution.
- It may be difficult to oversee the work of the consultant and to assure that work is being done.
- Unethical consultants may recruit people that may not be viable candidates for a particular district in order to have a sufficient number and a broad demographic mix of finalists.

The benefits of hiring a consultant include the professionalism, experience and contacts that good consultants bring to the process, thereby relieving district personnel, who are already very busy and are likely inexperienced in executive search, from this major and important responsibility. A well-connected consultant can often provide important information to decision-makers on the strengths and weaknesses of candidates not normally found on an application or uncovered in an interview. The help of a respected consultant with national and statewide contacts to recruit outstanding candidates is often particularly important for a district with a troubled image.

Consultants can:

- Help clarify and verify realistic institutional priorities and leadership needs.

- Help bring people together and lessen conflicts if the environment is politicized.
- Identify and recruit candidates who might not otherwise be applicants.
- Identify and avoid mistakes and problems.
- Conduct rigorous, extensive and consistent background checks.
- Offer support and reassurance to the search committee and board throughout the process.
- Save time in narrowing applicants to a manageable number for committee/board review.
- Monitor the process to ensure a high level of confidentiality.

Recruiting and Selecting a Consultant

Recruiting a consulting firm usually involves requesting firms to submit proposals for doing the search. The request for proposals should outline the services the consultant is expected to perform, which may include such tasks as:

- Study, institution and determine college leadership needs and institution priorities.
- Assist in development of characteristics and qualifications needed in the next president.
- Advise on type of selection process to use.
- Prepare advertisements and brochure.
- Provide guidance in establishing appropriate internal and external communications.
- Provide clerical assistance for receipt of applications and letters to applicants.
- Screen applications.
- Recruit candidates to supplement the pool.
- Investigate and evaluate candidates.
- Work with board and/or screening committee during discussions of candidates.
- Assist board and/or screening committee in preparing for interviews and campus visits.
- Conduct reference checks and report information.
- Be available for general consultation by phone.
- Advise the board on contract issues, assist with the final selection, and help the board establish expectations between board and president.

The request for proposal should require firms to provide evidence of their "track record" in doing searches. The proposal may also include the background the board expects of the consultant, including criteria such as experience working with higher

education, community colleges in general, and/or community colleges in California and/or that are similar in size and location. Additional preferences or requirements may include having worked with business and industry, being knowledgeable about state system and local colleges, or having been a chief executive officer.

The request for proposals should be mailed to firms that are likely to meet the criteria (see Appendix A). Once proposals have been received, the board reviews them and may ask consultants to make a presentation on how they would handle the search. Ideally, a board will have a list of questions and criteria that will enable the trustees to assess the experience, services and operating methods of the firms. Boards will want to know the success rate of prior CEO searches and explore the reasons for both the successes and those searches that had to be extended, where the candidate did not accept the offer, or where the new CEO left after a short period of time. The board should also:

- Meet the person who will be assisting this district, not just a representative of the firm.
- Discuss ground rules, operating procedures, and costs.
- Talk to people at other institutions where the consultant has worked.
- Ask about the extent of the consultant's contacts and networks.
- Learn about the consultant's track record in developing a diverse pool of qualified candidates.
- Know how many other searches the consultant and the firm will be handling simultaneously.

Once the board is comfortable that the consultant will be able to understand the district's needs and work well with the board and others involved in the search, the board should review the proposed contract and ensure that its expectations, the costs, and the timeline are clear.

Assessing the District

As one of the first stages of the executive search, governing boards must conduct an institutional review in order to answer the most important question they face – what kind of CEO do we need? Many districts make the mistake of defining the qualifications for the chief executive without explicitly considering the needs of the institution and its future direction. The result can be a mismatch of talents, skills, experiences, needs and commitments.

A related question is “what kind of CEO can we attract?” Districts with major financial problems, a divided board, negative employee relations or disgruntled faculty groups, or other challenges and problems will have a more difficult time attracting high quality candidates. Boards in districts with major problems will need to emphasize the positive opportunities in the district and discuss strategies to address the problems. They may consider hiring an interim CEO to deal with major

issues. If the board is dysfunctional, it should consider engaging in board development to increase its effectiveness: good CEOs do not want to work for dysfunctional boards.

An institutional review does not need to be time consuming or elaborate. What is important is that trustees discuss the past, present and future among themselves and with campus and community leaders. Strategic plans and accreditation self-studies also provide much information about the direction and needs of the district. The assumptions and expectations that trustees and stakeholders have about the position should be clearly defined and potential "mixed messages" from the board clarified.

The following list of questions may assist boards in conducting an institutional review:

1. Why does the vacancy exist?
2. What are the long-range institutional goals for students and the community? Is a change in direction wanted or needed to improve programs for students and meet community needs?
3. What are the strengths and weaknesses of the institution's academic and student services programs? How effectively is the institution performing its mission?
4. What are the college's enrollment prospects for the future? How successful are its students? Should steps be taken to improve recruitment and retention efforts?
5. How strong are the administration, faculty, and staff in performing their responsibilities? Does there need to be increased attention to professional development?
6. What are the strengths and weaknesses of the institution's fiscal condition? Are changes either wanted or needed? Does the new CEO need to be involved in resource development?
7. Is the current district environment conducive to faculty, administration and staff productivity and participatory decision-making?
8. How adequate are the facilities? What alternatives are available to meet the needs of the institution in the future?
9. Does the district have the whole-hearted support of the community or does the its reputation need refurbishing?
10. How well has the present governance and management structure operated? Has the board provided clear, consistent and forward thinking leadership? If not, why not? What role will the CEO play in helping the board govern better in the future?
11. What kind of relationship does the board wish to have with the CEO?
12. What leadership style does the board expect from the new CEO to meet institutional needs? (Note: boards should avoid a common mistake made in

identifying preferred leadership styles, which is to base preferences on what they liked and disliked in the prior CEO, rather than objectively assessing what the institution needs).

The district needs assessment results in statements that define specific challenges, issues, and opportunities that are facing the district in the next few years. Districts may need more attention to certain areas and less to others: assessments often identify strengths and challenges in institutional effectiveness, planning, fiscal management, resource development, academic programs, student services, community relations, facilities, human resources, economic development, and the like. For instance, the board may wish the district to establish new directions or work with the community or constituency groups in new and different ways.

Identifying the Leadership Needed

The next step is to identify the particular professional qualifications, qualities, and special competencies that will ensure the district has the leadership it needs. It is tempting to develop an ideal, all-encompassing list of expectations; however, no one person "has it all." The above process identifies the most important tasks facing the district and through this, the board establishes its priorities for the new CEO. These priorities and expectations influence the way the job is described in the announcement, and are what makes each CEO position unique.

The professional qualifications expected generally address educational achievements and the type of experience the person has. Expectations may be listed as "required" or "preferred." Expectations for educational achievements and experience may be defined broadly or narrowly. The board should discuss the following types of questions

- Is a doctorate required or desired? Does it matter what field the degree is in?
- How much administrative experience is required? Must it be "senior-level" experience (e.g., vice president or college president?) May the experience be at any level of education, including K-12 and universities? Should it be in public education? Does it need to be in community colleges, and specifically in California community colleges? What about executive experience in business, government, or industry?
- Should candidates have experience in teaching and/or student services? At what educational level?
- Are there specific areas in which experience is required or preferred, such as instruction, fiscal management, facilities construction, community relations, fundraising, or collective bargaining?

How a board defines its expectations determines, in part, how big the pool of applicants will be. A broad pool provides boards with the opportunity to consider a wide variety of skills, backgrounds, and experiences. Narrowing the expectations

may result in fewer applicants, but those applicants will be more likely to have the background the board has determined is necessary to lead the institution.

Those involved in the assessment also explore more specific qualities required to provide the necessary leadership. Some of these might include: being student-centered; focusing on student learning; conflict resolution skills; ability to facilitate communications among various college constituencies; commitment to institutional research and program improvement; active in the community and in building community partnerships; advocacy skills and support for professional growth of faculty and staff; knowledge about educational trends in technology, etc.

The board drafts a description of what is expected and the duties, responsibilities, and qualifications. The description becomes the basis for the search committee's evaluation of candidates.

Setting Search Parameters

Contract Provisions. Early in a CEO search process, boards should discuss possible contract provisions and engage in discussions with the search consultant and legal counsel about trends in contracts and what the board can do to ensure that the position is attractive to potential applicants. An attractive contract becomes a recruiting tool.

While the final contract will not be settled until the board and finalists discuss their expectations and needs, the board should set general parameters for salary, benefits, contract length, moving allowance and other contract provisions. Boards in areas where housing costs are high may wish to explore alternatives to ensure that excellent candidates will be able to accept the position.

Having a general idea of the parameters for the position provides important information for the consultant and potential candidates. Potential candidates will be able to learn if they can "afford" to apply. The final negotiations with the successful candidate can be conducted with clear understandings on both sides.

The Candidate Pool and Finalists. The board may set criteria for how widely the position is advertised and to what groups. It may wish to set parameters for the number and quality of applications that must be received before screening starts. Most boards reserve the right to extend the deadline date and/or to consider nominations and applications up until the time that the position is filled, which allows for additional recruiting if the initial pool is not adequate.

Boards should also establish a minimum number of finalists that the committee should recommend for board consideration. The "ideal" number varies depending on the district circumstances, but pools of three to eight names are common. Setting a low number can limit the board's ability to evaluate a variety of finalists; setting too high a number could result in candidates being included who may not be competitive. Boards also often retain the right to consider one or more semi-finalists whose names may not have been forwarded to the board, and that right should be

clearly established and communicated to the search committee at the beginning of the process.

Equal Opportunity Employment. As equal opportunity employers, districts want interested applicants to have full and fair opportunity to compete for positions. Ensuring equal employment opportunity involves creating an environment that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. Boards may wish to affirm their commitment to equal opportunity and set parameters that require recruitment and selection practices to be quite inclusive and open. Diverse pools of applicants ensure that search committees and boards have the opportunity to identify semi-finalists and finalists who represent the richness of California's population.

The Search Committee

Common practice in community colleges is that the board appoints a search committee to advise the board and conduct the initial phases of the search. The average committee is composed of 10-14 people, and may include faculty, administrators, classified staff, students and representatives from the community. The board should set some criteria for the skills and knowledge of those on the committee, including awareness about the demands of the position and needs of the district. Recommendations for representatives from different constituency groups usually come from the groups themselves; however, boards may reserve the right to request additional recommendations that better meet the criteria.

When making committee appointments, boards should consider the knowledge the members will bring, as well as the importance of having a well-balanced committee that represents various perspectives and backgrounds. The committee should consist of people who are committed to seeking candidates who will provide the best leadership possible for the district and meet the priorities set by the board.

There are different points of view on whether trustees should be members of the district search committee. On one hand, having one or two trustees as members provides oversight and a link between the search committee and the board and ensures a trustee perspective throughout the process. On the other hand, since trustees have the final say as members of the board, they play a dual and potentially conflicting role by being on the search committee. It is very difficult for individual trustees to avoid being perceived as representing board opinion even when they are acting as individuals.

Boards can avoid the potential conflicts role by clearly defining the leadership they are seeking as well as the parameters for the process, and then delegating responsibility for initial screening and assessment to the consultant and committee. If the direction from the board to the committee is clear, there is little need to have trustees on the selection committee.

The role, responsibilities and authority of the search committee and consultant (if any) are established by the board and clearly communicated to the committee. The

chair of the search committee may be appointed by the board or selected by the committee itself.

Members of search committees are assuming an important responsibility and must agree to conduct themselves with integrity. They must be willing to maintain the confidentiality of the process. Orienting and training the committee includes thoroughly communicating its responsibilities, ensuring that it understands the search process and principles, educating the members about the board's expectations of the chief executive and the qualities that are needed in the role, and discussing how to evaluate applications and conduct interviews. Committee members may be required to sign a memo of understanding regarding their responsibilities, and may be removed if they violate confidentiality or otherwise fail to perform their duties.

The functions of the committee may include:

- Participating in the assessment of district leadership needs;
- Making suggestions to the board on the job announcement and recruiting process;
- Reviewing applications and narrowing the field of candidates to those who they wish to consider further;
- Assessing the semi-finalists (generally through interviews), and recommending to the board the finalists.

The names that the committee forwards for board consideration are those whom the committee believes best meet the qualifications and could serve as the chief executive for the district. The committee may forward their comments on the candidates, but the candidates should not be ranked.

The Job Announcement

The job announcement is the statement of the district expectations and qualifications and talents candidates should possess. Since it is the primary resource in recruitment activities and assessing candidates, care should be taken to ensure the job announcement effectively communicates these qualifications and expectations. Boards may wish to review some examples of job announcements prior to finalizing their own.

Job announcements often include the following:

The Position. Briefly describes the position and its primary functions, such as educational leader responsible for all district operations and assuring that the district is administered in accordance with board policy. Describes the chief executive officer's relationship with the board of trustees and her or his authority within the district.

Information on the District and College(s). Provides potential applicants with basic information about the district and may include history, size, campus locations, mission, values, and notable accomplishments.

Region and Communities. Provides highlights of the area served by the college, including the cities and communities, population, recreation and cultural opportunities, and other important characteristics.

Challenges, Issues, and Opportunities. Highlights the major issues that the district will be facing in the foreseeable future. Candidates should be aware of the district's special goals and needs. For example, a major planning effort may be needed in order to develop partnerships with business and industry.

Duties and Responsibilities. Includes the general duties required of all chief executives in planning, finance, policy formulation, community involvement, etc., and may include specific duties related to specific issues, when appropriate.

Professional Qualifications. Includes the educational background and experience that is required and preferred. Describes the most important qualities the new CEO is expected to have to address the challenges, issues, and opportunities.

Application Process. Applicants are generally expected to submit a letter of application that includes how they would address the challenges and opportunities identified in the job and how they meet the preferred professional and personal qualifications. They are also asked to include their resume and the names of people who will serve as references. The date when the review process will begin is included, as well as any notice that applications will be considered until the position is filled.

Compensation. Includes the benefits, but generally does not contain salary information. Job announcements usually state that the compensation is competitive and negotiated with the board.

Recruiting Candidates

No matter what the reputation of the district is, successful boards recognize that even their marvelous institutions have to actively recruit for candidates. The board should make clear to the consultant or staff member who is managing the recruitment process that great potential candidates should be contacted and encouraged to apply. Recruitment is more than sending out the job announcement and waiting for applications.

The quest for an outstanding chief executive begins with identifying a pool of outstanding candidates. The consultant or person charged with the responsibility for managing the search will use a number of approaches to create a talented pool of applications.

Announcement

A simple, attractive brochure supplies the pertinent information about the state, district, community, and position that candidates need to determine whether they are both qualified and interested. The brochure should be widely distributed to other community colleges, universities, and associations, as well as key educational

leaders in universities and associations, and individuals who are identified as particularly capable.

Advertising

Advertisements describing the opportunity are placed in newspapers and magazines read by candidates the institution wants to apply. Advertising need not be limited to publications that target community college and higher education personnel if the board wishes to consider leaders in government, business, and industry.

Personal Contacts

While advertising in periodicals and distributing brochures will attract applicants, many excellent candidates are functioning successfully in their present positions and may need to be encouraged to apply for the position.

Nominations should be sought through personal contact from knowledgeable persons who understand the institution and its needs. Successful administrators at similar institutions should be encouraged to apply. Chief executives known to have good personnel development practices should be contacted for names of employees or former employees who might apply. Finally, strong prospects who initially decline invitations to apply should not be disregarded but vigorously pursued.

Trustees should not actively recruit candidates. They should provide the names of potential candidates to the search consultant or responsible staff members, and may encourage excellent candidates to apply. However, they should stop short of advocating for specific candidates in the recruitment phase. Active recruitment or advocacy can be interpreted as favoritism and can taint the process.

Confidentiality

Confidentiality is crucial throughout the search process. This is particularly true in making direct contact with personnel at other districts.

- Allow only the consultant, designated manager of the process or search committee chair and his or her staff to receive and respond to inquiries and applications. Individual board members and search committee members should never ask candidates to send an application directly to their home or office.
- No member of the committee should seek information on a candidate unless specifically directed by the consultant or staff member managing the process. One of the most common breaches of confidentiality occurs when committee members call their counterparts at the home base of the candidate, thus invariably alerting the candidate's campus or employer.

Narrowing the Field of Candidates

After receiving applications, one of the first tasks is to identify and set aside those candidates who do not meet the minimum qualifications listed on the position announcement. This may be done by the consultant, the district staff member

responsible for the search, or the committee (or a subcommittee). In addition, the pool is evaluated to ensure that it has an adequate number of applications. If not, the search may be extended and more applications sought.

Applicants who will not be considered further should be notified at this time.

Selecting the Semi-Finalists

Next, the search committee reviews the qualified applications. Using the criteria listed in the job announcement and a system for assessing the applications, the list of candidates is narrowed further to those who, at least on paper, have the experience and skills necessary to succeed in the job.

As the pool is narrowed, care should again be taken to ensure that there are a sufficient number of candidates and that the pool includes a sufficient variety of candidates. If these two conditions are not met, the board should seriously consider extending the search.

Next, the committee should determine the top candidates and identify semi-finalists to be invited to be involved in further consideration. The number of those invited to interview can vary widely, depending on the district and the pool. At this time, calls may be made to the institutions listed on the application to verify experience and education. However, these calls should not violate the confidentiality of the applicant.

Those who are not selected for interviews should be informed in a timely manner and treated with courtesy and respect.

Evaluating the Semifinalists

The purpose of the evaluation is to identify whether or not the person has the skills and qualities required to lead the institution and fulfill the expectations, and to determine the extent of the "fit" between the candidate and the position. The evaluation process is also an opportunity for candidates to learn about the institution, position, and expectations, so that they may make an informed decision about their commitment to the institution.

Committee members are responsible to study the candidates' applications and resumes prior to meeting with the candidates. They then have a solid foundation for their evaluation of the applicants through the process. The committee should receive training on sound interview principles, including practices that assure equal opportunity.

Prior to the interviews, candidates should have access to strategic plans, financial reports, accreditation reports, minutes of board meetings and key college committees, personnel policies and collective bargaining contracts, student newspapers, and other appropriate information. They should have every opportunity to learn about the institution and its specific challenges and opportunities.

Meeting with the Candidates

The primary method of evaluating semi-finalists has been an interview with the search committee. However, many colleges have expanded the evaluation process and include strategies such as a series of interviews with key people on campus, "in-basket" and scenario exercises, and presentations on simulated problems. All of these are designed to assess the skills of the candidates in different situations. The strategies used in the evaluation process should allow candidates to apply creative and critical thinking and express their educational and management philosophy.

Consultants and human resource professionals have many resources to help develop interview questions and exercises. Sample questions are:

- How do you ensure the focus on students and their needs is paramount?
- How do you assure yourself of faculty quality?
- What campus and off-campus activities have provided your greatest source of satisfaction?
- What is more important: for the college to enhance the individual student or serve the broader needs of society?
- How do you define "leadership"?
- Who determines the objectives of the college and how they are evaluated?
- How can the college best meet the needs of the local community while at the same time being accountable to state interests?

Sample exercises may include:

- Make a presentation on your accomplishments as chief executive as if it were two years from now.
- Give the outline of the speech you would make at the first all-district meeting.
- Participate in an "in-basket" exercise in which a series of situations and scenarios are presented and the candidate is asked to respond as if he or she were going through the "in-basket." The situations may be based on ones that are likely to happen at an institution and should be varied enough to assess skills in community relations, handling crises, responding to employees, dealing with personnel problems, planning, and the like.

All candidates should go through the same evaluation process. The processes used and questions asked must be related to the position. If there are concerns that a question or strategy may be "too personal" or somehow inappropriate, consult with human resource specialists or legal counsel.

Reference Checks

Checking references and obtaining additional information about the candidate are very important parts of the process. They enable the committee and the board to gain further insight into the candidate's experience, strengths, and qualifications.

References may be called prior to potential semi-finalists being invited for interviews. If problems are identified through the reference checks, the person may not be invited for further consideration. While this practice prevents wasted time and costs, it may be difficult to maintain confidentiality and prevent rumors about why a person was not invited.

References may be called after the invitation has been extended and prior to the semi-finalist being evaluated. It may be possible to explore questions arising from the reference checks at the interview, although care must be taken to treat all candidates the same.

Generally, most reference checks are conducted after the semi-finalist has been interviewed and gone through other assessments. This allows those doing the checks to follow-up on any questions that came up during the assessment process.

No matter when it is done, contacting the references must occur only after permission from the candidate is obtained. Colleagues who are not listed on the candidate's reference list but who have worked with the candidate may be contacted, but this is always done with care and only with the knowledge and approval of the candidate.

Conducting reference checks is the responsibility of the consultant and others skilled in and designated to do the reference checking. Reference checks require sensitivity and the ability to elicit good information through interviews: people that do them have had training in those skills and are dedicated to maintaining a high level of confidentiality. Search processes have been damaged and districts tainted by committee members, trustees, and others who are not responsible for reference checking secretly calling people at the candidate's home institution or talking to others about semi-finalists.

Reference checkers carefully summarize and share the information they learn with the committee. They elicit important information from the references about the person's qualifications related to the expectations of the position, and will seek clarification on issues that were raised during the candidate's visit.

Information gained from references is used by the committee to assist it in determining the finalists. Each committee member must accept information about the candidates in strict confidence. Only the consultant, fellow committee members and the board of trustees should be briefed on the information communicated by the references.

Selection of the Finalists

The criteria used to select the finalists are based on the needs of the institution defined in the early stages of the search process. The finalists should be selected as soon as possible after the visits with the semifinalists. Every effort should be made to reach a consensus among committee members on which of the candidates would have the best chance of success if appointed CEO.

The number of finalists depends on direction from the board, but there are at least three and maybe up to eight. Finalists are not ranked when they are forwarded to the board.

The Final Evaluation

The board should meet with the chair of the search committee and consultant to hear a detailed presentation on the search process, general information on the candidate pool, descriptions of those who were considered as semifinalists, and the list of recommended finalists. This meeting is a closed session allowed by the Brown Act.

This report is valuable for a number of reasons. Trustees learn from the search effort the types of educational leaders interested in working for their district. The search committee completes its work with the sense that its effort was appreciated and its recommendations carefully considered. And finally, the board needs information on all semifinalists if it retained the authority to interview one or more semifinalists whose names may not have been forwarded by the committee.

(The board should exercise caution in considering for final interviews those candidates originally rejected by the search committee. While committees can miss good candidates, such a step risks alienating members of the committee with whom the board and new CEO must work.)

After having received the report and accepted or developed a list of finalists, the board should establish a schedule for its evaluation and selection. The board should allow sufficient time for thoughtful consideration, but should ensure that the process moves along in an efficient manner. Board evaluation usually includes further reference checks and interviews with the candidates, and may include other activities such as finalists' visits with campus and community leaders, presentations to the campus community, and/ or site visits to the candidate's place of employment. If necessary, the purposes of and information sought from each activity should again be reviewed, clarified and discussed by the board and its consultant.

Final Interviews

The final interview should be carefully planned. The finalists have met the committee's high standards—now the board must determine which of the qualified finalists has the leadership skills that best meet the needs of the institution. The board interview focuses on qualities and skills that the board requires of its institutional leader, including the ability to work closely with the board.

Trustees should be thoroughly prepared for the interviews, having reviewed all application materials, background information, and reference reports. They may wish to keep their own notes on each of the candidates.

Interviews should be limited to one or two a day and be conducted in an informal atmosphere. While the board should work from a list of questions to ensure that all

areas of concern are covered, trustees and candidates are encouraged to ask questions about areas of individual concern.

College and Community Meetings

The finalists also may be invited to meet individually or with groups of key institutional and community leaders. Assessments from these meetings can be added to the information considered by the board.

A few districts have asked all finalists to make a presentation to the college community. This provides an opportunity to view the finalists "in action" in front of a group; however, there is a downside to this practice. Members of the college community may favor a person that the board does not select, thereby creating potential dissatisfaction.

Site Visits

A visit to the candidate's current work site can provide the board and others with a better understanding of the candidate's experience, particularly if the candidate's home institution is quite different than the board's district. Site visits generally do not provide substantively more information about a person's skills and qualities than do thorough reference checks. Therefore, they may not be worth the time and cost involved, unless there are specific reasons for a visit.

Making the Choice

Voting to make a contract offer to a candidate should not be taken until all board members believe there has been ample opportunity for full expression of their opinions. One approach is to eliminate quickly those candidates with no support among trustees and concentrate discussion on those remaining. The vote to offer a contract is confidential as it is part of contract negotiations.

It is best, of course, if trustees can come to a unanimous decision. The position of chief executive is difficult at best, and the successful candidate will need the full support of the board in the years ahead. Trustees should keep in mind that the ultimate goal is not for the board to select "my candidate," but to hire the best candidate for the entire institution and to ensure that the person is successful.

If a board has one or more members in firm opposition to a majority choice, it may have to proceed without consensus. However, every effort should be made to make a job offer only after all board members have agreed to support the new CEO. If there are differences, the candidate should be informed when offered the position.

To avoid possible embarrassment and wasted time, it is suggested that once the board has made its choice, the chair should ask the successful candidate whether he or she would accept an invitation to be chief executive, assuming agreement on a contract.

If the answer is "no," the board must reconsider the list of finalists. If "yes", the board has two options. First, to agree immediately on a starting date, draw up a contract, and sign it. Or, second, schedule a final meeting with the candidate in two or three days to give the candidate and board time to reflect on any expressed concerns or questions before a contract is signed.

After the candidate agrees to enter into a contract, the board votes in closed session to appoint the new CEO. This vote, including the salary and benefits, is then announced at a public session of the board.

The Contract

A well-crafted contract ensures clear communication, expresses the institution's values, may serve as a recruiting tool, and is evidence of the board's desire to support a good CEO. Contracts protect the district's and the CEO's interests: they are accountability tools to assure the public that district resources are wisely used.

Boards should ensure that the contract and employment practices are among the positive factors that attract and retain a good CEO. Boards should not risk losing a good CEO (or discouraging potential candidates) because of non-competitive contracts and practices.

The board and the candidate or their legal representatives negotiate the final terms of the contract. The board develops a proposed contract, using advice from the district's attorney and the consultant. Often, the candidate relies on an attorney to review the contract and may request adjustments to the board's proposed contract.

Contracts cover the term of contract, salary, duties and expectations, benefits and other compensation, leaves, and termination. Many contracts also include clauses on the following issues:

- Rollover provisions
- Process for salary increases or negotiations
- Evaluation process
- Other compensation, which may include annuities, deferred compensation, retirement packages, and insurance
- Housing allowance or loan, automobile or expenses, memberships, etc.
- Any rights to faculty or other administrative position should the CEO position end
- Rights to consult and engage in outside activities
- Leaves: vacation, sick leave, and professional development/sabbatical
- Requirement for regular medical exam
- Home/auto office equipment: computers, fax, cell phones, telephone lines
- Separation processes and protections

When negotiating the contract, boards should be flexible within the general parameters set early in the process. Different CEOs have different needs, which may vary depending on where they are in their career. New CEOs may desire housing and moving assistance, support for professional development, and longevity incentives. Those in the last decade of their careers may be interested in packages that boost retirement income, and may wish to roll auto and expense allowances and the like into salaries.

Contracts that show support for and benefit the CEO are not limited to salaries and benefits. Items such as home and travel office equipment (cell phones, computers), annual health exams and health club memberships, and consulting days provide support for the CEO and may make it easier for the person to do the job. Housing loans and allowances have been used in other states, and are recently becoming a consideration for California boards given the high cost of housing in some areas.

Negotiating the contract requires the board to be aware of contract issues that may cause problems. The initial salary should be competitive with other districts, reasonably related to salary levels of other administrators, within the districts' budget, supported by the public, and reflect the community served. The initial salary sets the tone for future salaries; many contracts have clauses in the contract that provide for increases, longevity incentives, and/or bonuses to prevent the need to do a separate "catch up" salary increase.

What to Avoid

A CEO search can be harmed by a variety of problems. Boards are advised to address the following issues if they exist and as soon as they become aware of them.

- A dysfunctional board
- Problems with the preceding president, particular a bad ending to the contract
- Lack of discussion and/or agreement on the leadership needs of the district
- Lack of experience or education in how to do a search
- Inadequate time and resources for the search
- A search consultant that doesn't understand the district
- Failure to respect confidentiality
- Political interference in the search
- A committee that ignores the board's charge to it, or the failure of the board to give an adequate charge to the committee
- Insensitivity to constituent and stakeholder needs
- Poor leadership by the board chair
- Having unclear rules for the process or changing the rules in the middle

- Unclear expectations and mixed messages to candidates by the board, consultant, and committee
- Not supporting the new CEO once hired

The Brown Act

The Brown Act provides that closed sessions of the board may be held to consider the appointment or employment of a person. Closed sessions allow the board and candidates to avoid undue publicity or embarrassment for a candidate and allow full and candid discussion. Therefore, candidate interviews, meetings in which specific candidates are discussed, and contract negotiations should be closed sessions. As discussed above, maintaining confidentiality is essential to protect the candidates and the professional reputation of the district.

However, meetings that are not about specific individuals must be held as open meetings, such as when the board discusses the search process, sets the parameters for compensation, explores the leadership needs of the district, and approves the job description and announcement. After the contract has been offered and accepted, and the board takes action in a closed session, the announcement of the action is made at a public meeting.

After the Selection

Once the selection is made, there are four very important steps to take:

1. Notify the remaining finalists and semi-finalists immediately by phone and then in writing by the board chair. The reputation of the board and district will be enhanced by gracious, thoughtful contacts.
2. Announce the selection and introduce the CEO. News conferences and releases, receptions, and inaugurations are all important events and rituals. Each board member should seize every opportunity possible to introduce and welcome her or him to the community.
3. Hold a planning session for the new CEO and board to affirm the goals and expectations for the first year. This session establishes the foundation for the CEO evaluation process, which should also be developed early on. Informal sessions with the new CEO are also helpful to reach common understandings on how trustee and board questions and concerns should be handled.
4. Appropriate staff should be instructed to destroy all search materials no longer needed and return all confidential papers to the candidates.

College Presidents in Multi-College Districts

Many of the principles and considerations in searching for a chancellor or superintendent apply to searches for college presidents in multi-college districts. However, boards in multi-college districts generally delegate responsibility for the search to the district chancellor; the board plays a more distant role.

Consultants are somewhat less likely to be used to assist in searches for college presidents, although they may be used for portions of the search, such as recruitment and reference checking. The chancellor of the district often assumes responsibility for many of the tasks that a consultant carries out.

The governing board is involved planning the search and assessing the college's leadership needs. It helps develop and approves the position description. However, search committees are comprised of college personnel, and perhaps a representative or two from the immediate community.

Boards vary in the extent of their involvement in the evaluation of the finalists. Some direct the chancellor to forward two or more candidates for board review. Other boards delegate full authority to the chancellor and direct him or her to recommend the president to the board for hire. The approach the board uses depends on the organizational structure, history and culture of the district.

A Final Word

Recruiting, selecting, hiring, and evaluating chief executive officers are among the most important responsibilities of any board of trustees. We encourage boards to take these duties very seriously. The quality and performance of the institution are at stake.

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