Academic Senate of El Camino College 2015-2016

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

Officers & Executive Committee

Co –Presidents	**Chris Jeffries/ Claudia Striepe**	VP Finance & Special Projects	**Lance Widman**
VP Compton Educ'l Center	**Paul Flor**	VP Academic Technology	**Pete Marcoux**
Curriculum Chair	**Allison Carr**	VPs Faculty Development	**Kristie Daniel-DiGregorio**
VP Educational Policies	**Chris Gold**	VP Instructional Effectiveness	**Russell Serr**
Secretary	**Sara Di Fiori**		

Adjunct (1yr term)

Dustin Black (BSS)	15/16
Karl Striepe (BSS)	15/16

Behavior & Social Sciences

Christina Gold	16/17
Kristie Daniel-DiGregorio	17/18
Daniel Walker	16/17
Lance Widman*	17/18
Michael Wynne	17/18

Business

Phillip Lau*	15/16
Nic McGrue	16/17
Josh Troesh	15/16

Compton Educational Center

Chris Halligan	14/15
Paul Flor	14/15

Counseling

Yamonte Cooper	17/18
Chris Jeffries*	15/16
Rene Lozano	16/17

Learning Resource Unit

Moon Ichinaga	15/16
Claudia Striepe*	15/16

Fine Arts

Ali Ahmadpour	14/15
Chris Wells*	14/15
Russell McMillin	14/15
Vince Palacios	14/15
Daniel Berney	17/18

Health Sciences & Athletics/ Nursing

Russell Serr	17/18
Robert Uphoff*	15/16
Colleen McFaul	17/18
Andy Alvillar	16/17
Traci Granger	16/17

Humanities

Rose Ann Cerofeci	15/16
Peter Marcoux*	15/16
Christina Nagao	15/16
Barbara Jaffe	15/16
Ashley Gallagher	15/16

Industry & Technology

Patty Gebert	15/16
Ross Durand	15/16
Mark Fields	15/16
Tim Muckey	15/16
Merriel Winfree	15/16
Lee MacPherson*	15/16

Mathematical Sciences

Zachary Marks	15/16
Jasmine Ng	16/17
Megan Granich	16/17
Matthew Mata	17/18
Benjamin Mitchell	16/17

Natural Sciences

Sara Di Fiori	15/16
Miguel Jimenez*	15/16
Anne Valle	15/16
Mohhamed Abbani	16/17
Ryan Turner	16/17

Academic Affairs & SCA

Jean Shankweiler

Jeanie Nishime

Linda Clowers

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Division Personnel

Amy Grant

Ex-officio positions

Ken Key	ECCFT
Nina Velasquez	ECCFT

Institutional Research

Irene Graff

Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 15/16 = 2015/2016
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")

Academic Senate of El Camino College 2015-2016

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SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

C. Strategic Initiative C - COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays/12:30-2pm)

FALL 2015		SPRING 2016	
September 1	Alondra Room	February 2	Alondra Room
September 15	DE166	February 16	Alondra Room
October 6	DE166	March 1	Alondra Room
October 20	DE166	March 22	Stadium Room
November 3	Alondra Room	April 5	Alondra Room
November 17	Alondra Room	April 19	Alondra Room
December 1	Alondra Room	May 3	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate/1-2pm)

FALL 2015		SPRING 2016	
September 3	Board Room	January 21 (if needed)	Board Room
September 17	Board Room		
October 8	Board Room	February 4	Board Room
October 22	Board Room	February 18	Board Room
November 5	Board Room	March 3	Board Room
December 3	Board Room	March 24	Board Room
		April 7	Board Room
		April 21	
		May 5	

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			Alonda Room
Assessment of Learning Comm.	Jenny Simon Russell Serr	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Russell Serr, Linda Clowers, Co-Chairs	Most Thursdays	12:30-2:00	Admin 131
Compton Academic Senate	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Paul Flor	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Allison Carr, Chair	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Chris Gold	2nd & 4th Tues	1:00-2:00	Admin 127
Faculty Development Comm.	Kristie Daniel-DiGregorio	2nd & 4th Tues	1:00-2:00	West. Library Basement

Committees

CAMPUS COMMITTEES	Chair	Senate / Faculty Representative/s	Day	Time	Location
Accreditation	Jeanie Nishime	Matt Cheung, Holly Schumacher			
Basic Skills Advisory Group	Arturo Martinez	Jason Suarez			
Board of Trustees	Ken Brown	Chris Jeffries, Claudia Striepe	3rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios Alice Martinez			
Campus Technology Comm	Virginia Rapp	Pete Marcoux		12:30-2;00	Stadium Room
College Council	Dena Maloney	Chris Jeffries, Claudia Striepe	Mondays	1-2:00	Admin 127
Dean's Council	Jean Shankweiler	Chris Jeffries, Claudia Striepe	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	John Ayala				
Facilities Steering Comm.	Dena Maloney	Chris Jeffries, Claudia Striepe			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alternate)	1st & 3rd Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Dipte Patel & Mary Beth Barrios	Chris Jeffries, Cynthia Mosqueda, Janice Pon-Ishikawa	2nd Thursday	1-2:00	Library 202
Enrollment Management Committee	Jean Shankweiler/ Jeanie Nishime	Chris Jeffries Sara Di Fioria	4th Thursday	1-2	Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you

AGENDA & TABLE OF CONTENTS

		Pages
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B. APPROVAL OF MINUTES		**6-10**
C. OFFICER REPORTS	**A. President – Chris Jeffries/Claudia Striepe**	**11-13**
	B. VP – Compton Education Center – Paul Flor	
	C. Chair – Curriculum – Allison Carr	**14-17**
	D. VP – Educational Policies – Chris Gold	**18**
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	F. VP – Finance – Lance Widman	**26-28**
	G. VP – Academic Technology – Pete Marcoux – Discussion regarding Canvas/Etudes	**29-34**
	H. VP – Instructional Effectiveness/Assessment of Learning Committee & SLOs Update – Russell Serr	**35**
D. SPECIAL COMMITTEE REPORTS	**A. ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Jean Shankweiler and Jeanie Nishime**	
E. UNFINISHED BUSINESS	**A. BP/AP 3710 – Securing of Copyright – Chris Gold** BP/AP 3710 were tabled at the 3/1/16 meeting due to questions regarding intellectual property and other issues. C. Gold has consulted with J. Troesh and those changes have been forward to Dean's Council. It will be brought back at the 4/5/16 meeting.	
F. NEW BUSINESS	. **A. BP/AP 5050 – Student Success Support Program – C. Jeffries –** This board policy revises the old Matriculation policy. The procedure is new, but was designed to replace BP 5506 – ECC Student Rights & Responsibilities. All three have been included in the packet as an information item only. A Senate vote is not required.	**36-40**

G. INFORMATION ITEMS – DISCUSSION	**A. Linda Gallucci & Yun Chu – update on Hobson's Early Alert (Starfish)**	
H. FUTURE AGENDA ITEM **I. PUBLIC COMMENT** **J. ADJOURN**	**A. Bill Mulrooney – discussion regarding census, no-show and attendance reports; possibly looking at +/- grades** **B. William Garcia – possible loss of BOG Fee Waiver for students on probation** **C. Tawyna Cole & Maribel Hernandez – New Student Welcome Day**	

Senate Goals

- Ensure full Division representation on Senate. *Measure: ensure Divisions have required number of Senate members and that elections are held accordingly.*
- Ensure Executive and Committee Chairs are in place. *Measure: Recruit and elect according to Senate by-laws.*
- Build campus morale. *Measure: Arrange for "positive" presentations showcasing success, General faculty survey of perception.*
- Enhance communication with all groups and partners. *Measure: ask Senators to post meeting minutes in Division areas, will begin posting Senate PowerPoints to all faculty, General faculty survey of Senate effectiveness*
- Assert Faculty voice and leadership on campus. *Measure: General faculty survey of Senate effectiveness*
- To foster awareness and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention, and completion. *Measure: monitor faculty participation*

ACADEMIC SENATE ATTENDANCE
March 1, 2016

Adjunct (1 year)
Dustin Black XX
Karl Streipe XX

Behavioral & Social Sciences
Daniel Walker XX
Christina Gold XX
Kristie Daniel-DiGregorio XX
Lance Widman XX
Michael Wynn XX

Business
Phillip Lau XX
Josh Troesh XX
Nic McGrue XX
Kurt Hull XX

Counseling
Yamonte Cooper
Chris Jeffiries XX
Rene Lozano XX

Fine Arts
Ali Ahmadpour XX
Chris Wells
Russell McMillin XX
Vince Palacios XX
Daniel Berney XX

Health Sciences & Athletics
Russell Serr
Robert Uphoff
Andrew Alvillar XX
Tracy Granger XX
Colleen McFaul

Humanities
Rose Ann Cerofeci XX
Christina Nagao XX
Barbara Jaffe XX
Ashley Gallagher XX
Pete Marcoux XX

Industry & Technology
Patty Gebert XX
Ross Durand XX
Mark Fields XX
Tim Muckey XX
Merriel Winfree
Lee MacPherson XX
Jack Selph XX
Ed Matykiewicz

Learning Resources Unit
Moon Ichinaga
Claudia Striepe XX

Mathematical Sciences
Zachary Marks XX
Jasmine Ng XX
Megan Granich XX
Matthew Mata XX
Ben Mitchell

Natural Sciences
Sara Di Fiori XX
Miguel Jimenez
Anne Valle XX
Mohamad Abbani
Ryan Turner exc

Academic Affairs & SCA
Jean Shankweiler XX
Karen Lam
Jeanie Nishime XX
Karen Whitney

Assoc. Students Org.
Brianna Thomas
Stephanie Pedrahita

Compton Education Center
Estina Pratt
Chris Halligan XX
Essie French-Preston
Paul Flor XX
Vacant

Division Personnel
Connie Fitzsimons

Ex-Officio Positions
Ken Key (ECCFT)
Nina Velasquez (ECCFT)

Curriculum Chair
Allison Carr XX

Deans' Reps.; Guests/Other Officers:
Walter Cox
Carolyn Pineda

ACADEMIC SENATE MINUTES
March 1, 2016

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

1. CALL TO ORDER Senate Co-Presidents Jeffries (CJ) and Striepe (CS) called the first Academic Senate meeting of the Spring 2016 semester to order on February 2, 2016 at 12:38 p.m.

2. APPROVAL OF MINUTES
See pgs. 6-11 of packet for minutes of the February 16 meeting. Minutes approved as amended.

3. OFFICER REPORTS

A. Co-Presidents – Chris Jeffries (CJ) and Claudia Striepe (CS) (pgs. 12-19)

CS: Friday was our annual technology fair. The MIT team is trying to record student discipline Title IX issues. The team wants faculty to look over it. We especially want Compton representation. CS. If you're a senior senator please arrange elections, and check accuracy of number of senators. CJ: It's based on FTET, and the maximum is five. Industry and Technology have several. Counseling has also grown. If your term has expired please let us know.

B. VP – Compton Education Center – Paul Flor

Last Friday we had a strategic planning summit meeting. We're continuing this series of meetings until our plans are lined up. We had a standards meeting. Were on the second draft of our narrative. We hope to have a final draft in April that I will share with you. This month IEPI, who is working with us on issues we identified, is visiting us. There is enthusiasm. Also, we request that we are included in the Canvas vs. Etudes issue.

C. Chair – Curriculum – Allison Carr (pgs. 20-26)

All division reps must consult with Compton counterparts on courses, so that courses are not deactivated. We want a Compton Center representative on the Standard Review subcommittee.

D. VP – Educational Policies –Chris Gold (pg. 27 - 28)

Second readings today. The committee is working on independents study and attendance, and minimum qualifications.

E. VP – Faculty Development – Kristie Daniel –DiGregorio (KDD)

No report.

F. VP – Finance – Lance Widman

No report.

G. VP – Academic Technology – Pete Marcoux

The Tech conference attendance was good, with sixty-four attendees. We had two Microsoft presentations. SWAY is a big program. Lisa Mednick told us that Microsoft will come in for training. We had Etudes and Canvas presentations from the LMS task force. We also had a support services talk, including Art Lieble, CTO of the district who mentioned an RFP for campus wide WIFI, which will blanket the entire campus, even the parking lots. He hopes for the end of the year. The help desk has extended their hours from 7:15 a.m. to 9:00 p.m. The last thing is the LMS task force. Chris and I set up and organizational meeting for a small group this Thursday. We will have a rubric to decide. We are switching from Cisco to Aruba. D. Black: Regarding the canvas issue, at an early info session someone asked about an app for migration from Etudes to Canvas. Chris Gold: It's in use. It migrates 80% of material. H. Storey said that fifty-four campuses have adopted canvas. P. Marcoux: Eight of those were Etudes campuses. We hope to talk to them. K. Hull (from business): I migrated from blackboard to canvas, and it was a step down. C. Gold: If your campus is supporting canvas the support is good. P. Marcoux: Etudes is closed and canvas is open source. K. Hull: Has the school considered Moodle. P. Marcoux: Not now. CS: Motion to move ahead? P. Marcoux: So moved. C. Gold: Seconded.

H. VP – Instructional Effectiveness/ Assessment of Learning Committee and SLO's Update – Russell Serr

No Report

4. SPECIAL COMMITTEE REPORTS

Dr. Shankweiler: Regarding our eligibility for the Aspen prize, our application is due Friday. Ten colleges are picked initially, and one of those will be selected. It's a million dollar prize, and a lot of work. We've been bugging people for data. I'm meeting with deans for their final plans for unit plans from your departments. Dr. Nishime: Aspen had four categories to which we had to respond. We struggled with data collection, even though we're doing good things, such as Mesa Stem grants, scholarships, etc. We don't know or track outcomes of awardees. The labor market part was especially difficult. The Chancellor's Office grant gave 197 laptops to STEM students but we didn't follow the students. Dr. Nishime: Make a request with IR to track projects so we can justify institutionalizing the effective ones. At the Multiple Measures presentation last week, a mass of state-wide data. Pete: should we have them here? Dr. Nishime: We're getting the data. CJ: Is it to move away from standardized testing? Dr. Nishime: A dual platform maybe, some standardized testing, some GPA. Dr. Nishime: You can close equity gaps with multiple measures.

5.UNFINISHED BUSINESS

A. BP/AP 3710 – Securing of Copyright and BP/AP 3750- Use of Copyrighted Materials – Chris Gold (pgs. 29 - 40)

BP/AP 3710 is a new BP and AP and this is a 2nd reading from 11/17/15. BP/AP 3750 is a revised BP and AP and also is a 2nd reading from 11/17/15. Both went through consultation with Dean's Council.

The CCL templates have been included for your review. This represents a lot of work from your colleagues. Securing of copyright: who holds it? The second issue is use of copyrighted materials. The first one (3710) came out of a copyright committee, comprised of librarians. They looked at sample procedures and other campuses, and local faculty contracts. This is a new policy.

The AP (next page) describes the contract. Don Brown worked on this one. It reflects our contract language on p. 30. What you create belongs to you unless the district provided a specific amount of financial support. P. Marcoux: So moved. L. Widman: Seconded. C. Gold: Any questions or concerns? CJ: The templates are included. This had gone through Deans' Council. We looked at this in November. There were questions, so we consulted and brought it back. CS: In the preamble to procedure, we don't mention student work thoroughly. J. Troesh: Copyright is a restrictive term. It's a sub- category of intellectual property law. It only applies to works. Inventions are separate, patents too. The policy seems to want to handle intellectual property, but it's limiting to just call it copyright. CJ: In the template it only deals with copyright of works; it's not spelled out. Is it needed? J. Troesh: It wouldn't cover a trademark on a logo. A. Ahmadpour: It's exclusively for things produced at El Camino. P. Marcoux: Your syllabus could be sold. A. Ahmadpour: Do we need a comprehensive code, or policy? P. Marcoux: It's protecting our rights, not the college's rights. A. Ahmadpour: That's good, but intellectual property is a double-edged sword, you have to be careful. C. Gold: The drafts I saw were longer. R. McMillan: Under number two, (indirect costs to the district) is that referring to anything that you are doing while you are employed? P. Marcoux: It refers to stipends. C. Gold: If I got paid to make a handbook they would own the copyright. CJ: It's under negotiations. C. Gold: We can talk to the union. P. Marcoux: Procedures are easy to change. R. Cerofeci: What about a grant from outside monies? P. Marcoux: It's excluded. N. McGrue: It includes things that aren't copyright, like inventions. J. Troesh: In court they would ignore intentions. C. Gold: Is your concern with "invention"? J. Troesh: It limits the district for patenting. K. Hull: Change the title of AP to intellectual property. N. McGrue: You can't copyright an invention. K. Hull: Isn't the title securing and protecting property rights? P. Marcoux: Move to amend to include new title. J. Troesh: Seconded. (Discussion Followed.)

CS: The policy refers to a governing board, but a superintendent is listed too. Are they the same? Dr. Shankweiler: Are you changing both? It should be looked at one more time for consistency. J. Troesh: I'll review it before it goes back to the deans. P. Marcoux: Motion to table. A. Ahmadpour: Seconded.

The senate voted unanimously in favor.

(BP/AP 3750- Use of Copyrighted Materials discussion) Our concern in Ed policies is on pg. 38, regarding the Copy Center copyright form. We ask that it only be required for copyrighted materials. P. Marcoux: So moved. L. Widman: Seconded. C. Gold: Are there questions on 3750? A. Ahmadpour: Copyright and fair use are used interchangeably. What's the difference? C. Gold: Fair use allows us to use copyrighted materials under restricted conditions. You cannot make copies of an LA Times article over an over. A. Ahmadpour: Tut they are mixed up. CS: This is for faculty, not students, right? In the procedure, students are included. Should we remove them? C. Gold. You're right. It should fall under plagiarism. Dr. Shankweiler: Students may give class presentations, but that is not plagiarism. CJ: Any questions on policy? Let's focus on procedures. CJ: All in favor of approving?

Abstentions: R. McMillan
All else present voted in favor.

B. BP/AP 4250 Probation, Dismissal, and Readmission –Chris Gold - (pgs. 41 - 49)
This is a 2nd reading of a revised BP and AP. CCLC templates are included.

L. Widman: So moved. P. Marcoux: Seconded. CJ: We talked about the changes at the last meeting. It's well vetted. See the changes in the policy to allow students to show improvement. KDD: On p. 48, do we need to determine student's progress? CJ: The appeals committee decides this. CS: All those in favor?

Unanimously approved.

C. A/P 5530 – Student Rights and Grievances – Chris Gold – (pgs. 50 - 64)
This a third reading held over from 2/16/16. There is no corresponding board policy. At the first reading in October 2015, the senate body requested consultation with the union. This is a revised version that reflects consultation with the union and consultation with William Garcia, Dean of Student Support Services. C. Gold: This is a third reading. We added in "any party" to appeals process of grievances. We made it more inclusive including. We've had several readings. Let's take a motion. P. Marcoux: So Moved. L. Widman: Seconded. I commend Chris and Ed Policies and William Garcia for wading through this. I was a grievance officer, and this proposed policy is a quantum leap in the direction of due process. But on page 64, please add where the grievance is to be filed. (Chris Gold and William Garcia agreed to this change.) A. Ahmadpour: Do other campuses have rights for students? William Garcia: Yes, but not all in one document. Dr. Nishime: Next month the SSSP policy lays out student rights and responsibilities. They are also on BP5506, which is coming up for deletion because of redundancy. It has some faculty obligations u might not like.

KDD: Could you provide a clarification on pg. 68, n. 5. If a student appeals the decision would the respondent know? C. Gold. Yes. KDD: On page 60, does representation mean legal representation? William Garcia: We want to limit it, so it could refer to a dean, federation representative, or attorney. We left if open on purpose. L. Widman: The district has to be aware of it. KDD: Can students have legal representation? W. Garcia: They have to let us know. C. Gold: At the formal level they can have representation. W. Garcia: Faculty should have representation if they want it. C. Gold: This is on p. 66, second paragraph. CJ: Why do they have a lawyer in the informal hearing? W. Garcia: A student may have a parent who is a lawyer. R. McMillan: Even informal statements could be incriminating. W. Garcia: Yes. C. Gold: Any other issues? Let's amend the motion to reflect your concerns. (C. Gold listed grammatical changes, and clarifications.) P. Marcoux: Move to approve as amended. L. Widman: Seconded. (CJ Called for a vote for approving)

The Senate voted unanimously in favor.

6. NEW BUSINESS

7. INFORMATION ITEMS –DISCUSSION

8. FUTURE AGENDA ITEMS

9. PUBLIC COMMENT

10. ADJOURN
The meeting adjourned at 1:50 p.m.
SD/ECC Spring16

FINAL

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – February 22, 2016

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Ann Garten, Jo Ann Higdon, Chris Jeffries, Irene Graff, President Maloney, Jeanie Nishime, Susan Pickens, Susana Prieto, Jean Shankweiler, Luukia Smith.
Alternate Present: David Mc Patchell.

1. Minutes – February 17, 2016 minutes were approved as amended.
2. BP 3900 (Speech, Time, Place, and Manner) – Revised policy was reviewed and no additional changes were recommended.
3. AP 3900 (Speech, Time, Place, and Manner) – New procedure was reviewed. The following changes were recommended:
   a) Paragraph # 2, sentence #1: Number the areas as # 1 and # 2. Change the cut off area of area # 1 to "Sidewalk at Canary Pines."
   b) A dated map of areas will be included in the procedure.
   c) Paragraph # 8 will be deleted.

   Revisions to AP 3900 will be brought back to College Council next week for final review.
4. BP 5050 (~~Matriculation~~ Student Success and Support Program) – Revised policy was reviewed and no additional changes were recommended. It was noted that this policy will replace BP 5506 (El Camino College Student Rights and Responsibilities). After further discussion it was decided that College Council will review BP 5506 to ensure all items in the policy are covered in another policy before it is eliminated.
5. AP 5050 (Student Success and Support Program) – New procedure was reviewed and approved with the addition of a comma in #2.f : "Follow-up services and required counseling or advisement for students who are enrolled in remedial courses who have not declared an educational objective as required, or who are on academic probation."
6. Policies and Procedures Inventory/Status Report was reviewed. This report will be expanded to include the following information:

   a) A listing of ECC P&P's which have a CCLC template. The College Council will review the list of ECC policies which do not have a corresponding CCLC template, and discuss the continued need for these policies.
   b) A listing of P&P's that CCLC states are legally required.
   c) A listing of P&P's that CCLC states are legally advised.

FINAL

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – February 29, 2016

College Council Purpose Statement: To facilitate communication and serve as a forum to exchange information that affects the college community.

Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

Members Present: Linda Beam, Ann Garten, Irene Graff, Vishu Gupta, Jeanie Nishime, Susan Pickens, Luukia Smith, Claudia Striepe.

Alternates Present: David Mc Patchell, Virginia Rapp, Michael Trevis.

1. Minutes – February 22, 2016 minutes were approved as presented.
2. BP 3530 (Weapons on Campus) – Was presented for review only with no recommended changes. This is policy ready to go to the Board.
3. AP 3350 (Weapons on Campus) – New procedure was reviewed and no changes to content were recommended. Ann Garten noted there were commas needed and that she would provide those changes to Jo Ann. With those changes this procedure is ready to go to the Board.
4. Campus Safety – It was reported that faculty are concerned about campus/classroom safety. It was noted that there are on-going discussions on how to ensure safety for the campus community. There was a request for a campus communication to be sent out that would outline safety measures that are currently in progress and or/being proposed.
5. AP 3900 (Speech: Time, Place, and Manner) – The revisions recommended by College Council were made and presented again for review. This procedure is ready to go to the Board.
6. BP 5506 (El Camino College Student Rights and Responsibilities) – This policy will be deleted with the adoption of BP 5050 (Student Success and Support Program). It was noted that all items in the policy are covered in other policies and publications and can be deleted when BP 5050 is adopted.
7. AP 5050 (Student Success and Support Program) – Was reviewed and one additional change recommended: Last paragraph/sentence will read: "The district shall not use any assessment instrument except one those specifically authorized by the Board of Governors of the California Community Colleges." With this change this procedure is ready to go to the Board.

8. BP/AP 3505 (Emergency Response Plan) – There was a request to fast-track this policy and procedure due to the recent concerns about campus safety. It was agreed that drafts will be presented to College Council in two weeks.
9. Policies and Procedures CCLC Template Comparison Listing – It was determined that policies and procedures deemed by CCLC as "legally required" will be our first

priority. Once those are completed the policies and procedures deemed "legally advised" will be processed.

10. College Council Orientation Document – Revised document was reviewed and additional changes were recommended as follows:
    a) Delete duplicate "are" from sentence #1 in paragraph 8: "Minutes from College

Council meetings

published on the El Camino College website at:"

are are

    b) Membership Table – List members in alphabetical order and add student name.

    With these changes the College Council Orientation document is approved.

11. El Camino College Annual Planning and Budgeting Process Diagram – The diagram was reviewed and there was one recommended change. It was recommended to add an additional box to indicate that prioritized list of faculty position requests go to the President for final prioritization before going to the Academic Senate and the PBC.

ion will be brought back to College Council in two weeks.

ion will be brought back to College Council in two weeks.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
February 9, 2016

CALL TO ORDER

Meeting called to order at 2:35 p.m. by Chair Carr.

Members:

Present: S. Bartiromo,W. Brownlee, T. Bui, A. Carr, M. Chaban, A. Cornelio, E. French-Preston, A. Hockman, L. Houske, K. Iino, V. Nemie, S. Rodriguez, A. Sharp, J. Shankweiler
Absent: S. Bosfield

Ex-Officio Members:

Present: Q. Chapman, L. Clowers, P. McDermott, P. Pelayo
Absent: M. Lipe, A. Osanyinpeju, L. Suekawa, L. Young

Guests: W. Cox, R. Davis, C. Fitzsimons, L. Linka, D. Maloney, P. Sorunke

APPROVAL OF MINUTES

The committee approved the minutes of the College Curriculum Committee of December 1, 2015.

CURRICULUM REVIEW

A. Full Program Review

The committee reviewed the following program proposals, which are ready for final action:

1. Communication Studies AA-T Degree
2. Music AA-T Degree

The committee reviewed the following program inactivation proposals, which are ready for final action:

1. Digital Arts: Web Design Certificate of Achievement
2. Entertainment Lighting Technology Certificate of Achievement

B. Full Course Review

The committee reviewed the following courses, which are ready for final action:

1. Architecture 158 (ARCH 158)
2. Art 142 (ART 142)
3. Automotive Technology 21 (ATEC 21)
4. Automotive Technology 22A (ATEC 22A)
5. Automotive Technology 22B (ATEC 22B)
6. Automotive Technology 25 (ATEC 25)
7. Automotive Technology 43 (ATEC 43)
8. Automotive Technology 45 (ATEC 45)
9. Business 36 (BUS 36)

10. Dance 265 (DANC 265)
11. Fire and Emergency Technology 3 (FTEC 3)
12. Fire and Emergency Technology 11 (FTEC 11)
13. Fire and Emergency Technology 19 (FTEC 19)
14. Law 11 (LAW 11)
15. Law 15 (LAW 15)
16. Music 112H (MUSI 112H)
17. Music 190A (MUSI 190A)
18. Music 190B (MUSI 190B)
19. Music 190C (MUSI 190C)
20. Music 190D (MUSI 190D)
21. Music 290 (MUSI 290)
22. Theatre 104 (THEA 104)

C. Standard Review/Consent Agenda Proposals

The committee reviewed the following course inactivation proposal, which is ready for final action:

1. Music 190abcd (MUSI 190abcd)

CURRICULUM DISCUSSION

A. Full Program Review

Fine Arts Division

Music A.A. Degree was tabled.

It was moved by S. Bartiromo, seconded by K. Iino, that the committee approve program proposals for the Fine Arts Division. Motion carried.

B. Full Course Review

Business Division

Computer Information Systems 118 was tabled for further discussion.

Law 11 – Introduction to Legal Research

Edit *Course Summary* in the Course Checklist: Replace beginning sentence "This class will give the paralegal a general introduction…" with "This course will give the paralegal a general introduction…"

It was moved by W. Brownlee, seconded by V. Nemie, that the committee approve course proposals for the Business Division. Motion carried.

Fine Arts Division

Art 142 – Digital Photography Fundamentals

Edit *Conditions of Enrollment* in the Course Checklist: Add Photography 150 as a recommended preparation.

Dance 265 – Intermediate African Dance

Edit *Outline of Subject Matter* in the Course Checklist: Delete action verbs in major topic #2.

It was moved by K. Iino, seconded by A. Hockman, that the committee approve course proposals for the Fine Arts Division. Motion carried.

Health Sciences and Athletics Division

Physical Education 120abc was tabled for further discussion.

Industry and Technology Division

Fire and Emergency Technology 2 and 9 were tabled for further discussion.

Automotive Technology 21 – Introduction to Engine Performance and Tune-Up
Edit *Course Summary* in the Course Checklist: Delete the words "and Tune-Up" in the descriptive title.

Automotive Technology 22B – Advanced Engine Performance, Electrical and Fuel Systems
Edit *Course Summary* and *Evaluation Methods and Assignments* in the Course Checklist: Replace "OBD" acronym with "On Board Diagnostics" in the catalog description and college-level critical thinking assignment #2.

Automotive Technology 43 – Introduction to Engine Repair
Edit *Outline of Subject Matter* in the Course Checklist: Topics XI and XII need to be placed in outline format.

It was moved by E. French-Preston, seconded by W. Brownlee, that the committee approve course proposals for the Industry and Technology Division. Motion carried.

C. Standard Review/Consent Agenda Proposals

It was moved by S. Bartiromo, seconded by K. Iino, that the committee approve standard review/consent agenda proposal to inactivate Music 190abcd. Motion carried.

VICE PRESIDENT'S REPORT

Vice President Academic Affairs – Dr. Shankweiler

Dr. Shankweiler thanked the committee for the number of proposals coming through for review.

CHAIR'S REPORT

CCC Chair – A. Carr

The three-year term for 7 of the 14 members serving on the College Curriculum Committee will expire at the end of the spring term. The Chair will send an email to the division deans for a

faculty appointment. Current members may support the committee for another term. A chair pro tempore is needed to preside over the committee in the event the Chair is not available.

CURRICULUM ADVISOR REPORT

Curriculum Advisor – Q. Chapman – No report

ADJOURNMENT

Chair Carr called a motion to adjourn the meeting. M. Chaban moved, T. Bui seconded, and the motion carried. The meeting adjourned at 3:40 p.m.

ACADEMIC SENATE EDUCATIONAL POLICIES COMMITTEE

AGENDA
Tuesday, March 8
1:00-1:50 Admin 127

Spring Meetings on the 2nd and 4th Tuesdays from 1-1:50 pm in Admin 127

January 26
February 9 ~~and 23~~
March 8 ~~and 22~~ (cancelled – Senate meeting on 3/22)
April 12 and 26 (April 12 meeting in the Board Room)

Members: Christina Gold (Chair), Mark Fields, Connie Fitzsimons, Vanessa Haynes, Chris Jeffries, Alice Martinez (absent), Karl Striepe, Lori Suekawa, and Susan Taylor (absent).

I) Approval of Minutes – February 9, 2016

- The minutes were improved with minor spelling and grammar corrections.

II) Reviewed To Do List

III) BP/AP 4228 (4101) Independent Study

- The EPC reviewed Independent Study policies and procedures from Cerritos, Chaffey and Santa Barbara. The EPC especially liked the Chaffey example.
- The EPC also reviewed the form used to evaluate proposed Independent Study projects.
- Changes were made to bring the procedure into closer alignment with the CCLC template and to clarify our process.
- Chris G. will make the changes and send them out to the committee for review via email. No changes were made to the BP. Once they are reviewed via email, they are ready to go to Deans Council for review.

Materials

1. Agenda
2. Draft Minutes – Feb. 9, 2016
3. 4228 BP (4101) Independent Study (mark-up)
4. 4228 AP (4101) Independent Study (clean revisions)
5. 4228 AP (4101) Independent Study (original)
6. 4228 AP (4101) Independent Study (mark-up)
7. 4101 AP CCLC Template (there is no BP 4101 template)
8. Independent study description on ECC website
9. Fine Arts Independent Study Form
10. Industry and Technology Independent Study Form

Faculty Development Committee Meeting
Agenda for Tuesday, February 23, 2016, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

Name	Abbreviation	Division
Florence Baker (present)	(FB)	Behavioral & Social Sciences
Dustin Black (present)	(DB)	Behavioral & Social Sciences
Kristie Daniel-DiGregorio* (present)	(KDD)	Behavioral & Social Sciences
Ross Durand (absent)	(RD)	Industry & Technology
Briita Halonen (excused)	(BH)	Humanities
Sheryl Kunisaki (present)	(SK)	Learning Resources
Sumino Otsuji (excused)	(SO)	Humanities
Margaret Steinberg (present)	(MS)	Natural Sciences
Lisa Mednick Takami (present)	(LMT)	Professional Development
Evelyn Uyemura (present)	(EU)	Humanities
Andree Valdry (excused)	(AV)	Learning Resources/Compton Center

*Committee Chair

Mission Statement: The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.
Spring 2016 Meetings: ~~January 26~~, February 9 & 23, March 8, April 12 & 26, May 10 (if needed).

AGENDA

1. **Introductions:** (KDD) introduced Professor Stacey Allen (SA), who has been a long-term supporter of FDC initiatives. Professor Allen nominated Mediha Din who received the 2014 Outstanding Adjunct Faculty Award, as well as the Hayward Award, given by the Academic Senate for the California Community Colleges. Professor Allen actively mentors her adjunct colleagues on effective teaching strategies and the job search process. She advises the Sociology Club which is among the most active student organizations on campus. She has arranged a Sociology Club event focused on campus safety this week, a topic which echoes one of the FDC's top priorities for the semester. (KDD) has asked Professor Allen to consider being appointed to succeed her as Vice President for Faculty Development.
2. **Campus Safety: Spring PD Day Follow-Up**. (KDD) reported that the Academic Senate co-presidents have effectively communicated the concerns that arose at the last FDC meeting. They have discussed campus safety concerns with the Dean's Council and College Council and they invited (KDD) to address the topic at the most recent Academic Senate meeting, in which Dr. Maloney was in attendance. (KDD) has also discussed concerns with members of the AIMS team and with the union. The three key concerns are:
    a. The urgent need for faculty to be able to physically secure their classrooms.
    b. The need for faculty to have access to reliable communication in their classrooms.
    c. The need for expanded emergency preparedness training, campus-wide.

    Nina Velasquez confirmed by email that the union will address campus safety in the next round of negotiations, using as their theme "Security: Financial and Physical." She indicated that Board Policies would need to be rewritten and/or developed to address the issue of faculty/employee safety. Specific guidelines regarding facilities and procedures will need to be established. (EU), a member of the executive board for the union, explained that contracts are legal documents, must apply across the board, and must be enforceable. Many of the board policies focus on protecting students from harm. It is important for the policies to also address faculty and staff safety. She explained that there are templates for board policies, approved at the state level. It will be important for the college to research how other colleges are addressing this issue.

    (FB) pointed out that if faculty have expressed in a public and official way the problems and concerns regarding campus safety then the college could be liable for negligence if an incident occurs and proper precautions had not been taken. (KDD) affirmed that campus safety resources such as those from the Alice Training Institute (http://www.alicetraining.com/wp-content/uploads/2016/01/University-Case-Study-12.22.2015.pdf) indicate that higher ed institutions have significant responsibility for the welfare students, faculty and staff on campus.

Agencies such as the US Department of Education and the US Department of Homeland Security make it clear that campuses are expected to take a proactive approach to developing comprehensive safeguards and policies.

(MS) asked if the FDC should develop a resolution to submit to the Academic Senate. (KDD) noted that this suggestion was made at the previous FDC meeting and she consulted with the Academic Senate co-presidents. They felt that raising the issue in a variety of campus forums (e.g., Dean's Council, College Council, Academic Senate) would be a more effective first step.

(LMT) reported that her consultation with colleagues on other campuses suggests ECC is in the "middle of the road" in our approach to campus safety and security. Some campuses have taken a more comprehensive and thorough approach while others have done less than our college. A facilities expert at Coast College referred her to a $10 mechanism that would secure doors in an emergency. She will provide more details at the next meeting.

The team discussed the purposes of AIMS (Assessment, Intervention and Management of Safety) and the ERC, the Emergency Response Committee. AIMS focuses more on psychological issues while ERC would focus on physical safety. (LMT) indicated that the ERC will soon be revived by Rocky Bonura, who chairs the committee.

(MS) spoke with Rocky Bonura recently and asked whether he received her message six weeks ago at the in which she suggested that the college consider purchasing Barracuda Door Locks, produced by Bilco. He wasn't certain whether or not he received the email so (MS) will resend it. (MS) mentioned that she is enrolled in the training program for CERT (Community Emergency Response Team). She suggested that encouraging faculty and staff to complete the CERT training can increase confidence in our level of preparedness as a college.

(KDD) noted that some of the safety issues are beyond the purview of the FDC, such as door locks and classroom phones. Certainly, the FDC and Senate will continue to advocate for these improvements. At the same time, it can be useful to consider what learning opportunities the FDC can provide to faculty. She proposed a number of ideas to address concerns raised at the previous FDC meeting. The suggestions included:

- Nixle trainings: guidance on set-up, strategies for encouraging students to subscribe
- Workshops to develop strategies for addressing safety in class: use of active shooter video, discussion questions, presentations by campus police.
    - (KDD) provided a brief synopsis of the video and discussion questions from (FB), which is included.
- Mental Health First Aid Training: Tentatively scheduled April 1st, 8 hours of flex credit, maximum 25 attendees.
    - Team members were provided with materials about the program and referred to the website: www.mentalhealthfirstaid.org.
- Listserv "newsletter" with links and resources (e.g., active shooter video, Nixle, AIMS resources).

(LMT) indicated her office is working with (KDD) on the Mental Health First Aid Training and that her team could assist with one additional event this semester. (MS) indicated that CERT has provided online resources which could be useful to share with faculty and staff. (KDD) suggested that faculty be offered a menu of opportunities ranging from those requiring short-term to long-term time commitments.

(DB) indicated that offering options could encourage faculty to feel a sense of agency. The team concurred that a newsletter or newsletter series that offer select resources and links would be appreciated by faculty. Some possible resources to highlight:

- Information on CERT Training and links online resources on the website.
- An invitation to enroll in the Mental Health First Aid Training.
- Links and strategies for utilizing the active shooter video shown at PD Day: https://www.youtube.com/watch?v=9Z9zkU--FLQ&feature=youtu.be

- Information about Kognito which provides online simulations of interactions with students.
- Online resources or courses which faculty could take over the summer.
- A reminder that Jan Caldwell and her colleagues at Campus Police are available to make classroom visits.

(FB) advocated for clear directives for what to do and who to contact in the case of an emergency. She indicated that when faculty are addressing a crisis, they won't have time to consult websites or trainings. Not all faculty are equipped to manage a crisis situation so they need to have one number they can call to refer the student to the appropriate professional(s). (SK) noted that she has 63 student workers, whom she trains extensively. Still, it's hard to provide them with a clear directive because so many of the situations are different. Despite the volume of problematic behaviors (SK) has addressed over the years, she continues to encounter novel situations. (FB) offered the analogy that we don't want faculty trying to diffuse a bomb. They are not equipped to do so. (EU) agreed, noting that much of the training focuses on helping faculty understand how to tell the difference between a bomb and a backpack.

(SA) agreed that it can be very reassuring for faculty to know that trainings are ongoing and the level of preparedness is improving. (EU) commented that some may know of the variety of offerings but that most faculty aren't aware of the many initiatives underway on our campus.

(SK) suggested a workshop, with specific strategies that faculty can use, would be very helpful. Campus Police provided training for library staff and it was very useful. (KDD) suggested that case studies would be especially helpful by allowing faculty to prepare for a variety of scenarios.

(EU) emphasized the importance of incorporating active learning opportunities. For example, with CPR training, trainees often have a false sense of confidence when they view a demonstration. When they must apply what they've observed, it quickly becomes clear where the gaps are in understanding.

(KDD) will reach out to Campus Police about planning an event and will begin drafting a newsletter for faculty. She will report back at the next meeting.

3. **Additional FDC/PD Initiatives, Spring 2016:** (KDD) highlighted some of the ongoing projects for the FDC and the campus as a whole.

   <u>FDC/PD Initiatives, Spring 2016:</u>
   - Summer 2016 Great Teachers Recruitment and Registration
   - Workshop on Faculty Engagement on Campus: Strategies for New Faculty
   - Pilot Faculty Professional Development Plans
   - Review Faculty Needs Assessment, Spring PD Day Evaluations, IGD Evaluations
   - Plan Fall Professional Development Day
   - Plan Fall Faculty Book Club

   <u>Additional ECC Initiatives for Spring 2016</u>
   - Technology Conference & Vendor Fair (Friday, February 26th)
   - 3csn: Threshold Concepts (Sponsored by Behavioral and Social Science, Friday, March 25th)

Meeting adjourned at 1:55 p.m.

KDD/2.24.16

Surviving an Active Shooter: (Ohio State University)
https://www.youtube.com/watch?v=9Z9zkU--FLQ&feature=youtu.be

Video Summary:
A key message is that you can survive an active shooter. There are three steps to remember:

1. Run. If you receive a notice that there's an active shooter, evacuate the building, scatter and call 911 once you are safe.

2. Hide. If you hear gunshots, barricade yourself in a room, turning off lights, locking doors, an silencing cell phones.

3. Fight. This is a last resort if you're unable to run or hide. Keep in mind that emergency personnel typically arrive within five minutes of the start of an emergency. So you only need to fight until emergency personnel arrive on the scene.

General suggestions:

- Know your surroundings, including exits.
- Become familiar with multiple ways to enter and exit buildings.
- Look around for possible hiding spots or possible weapons.

Possible Discussion Questions:

- What would you do if you were walking along the quad and heard something that sounded like gunshots or saw a person with a gun?
- What would you do if you heard something that sounded like gunshots or saw a person with a gun in the hallway?
- What would you do if a person with a gun entered the classroom (we have two doors)?
- What would you do if a person with a gun entered the classroom and you could not run away?

Faculty Development Committee Meeting
Minutes for Tuesday, March 8, 2016, in Teaching and Learning Center,
Library Basement, 1-1:50 pm

Name	Abbreviation	Division
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AGENDA

1. **Campus Safety: Spring PD Day Follow-Up:** (KDD) provided a progress update on the variety of initiatives on which the FDC is working, in response to concerns raised by ECC faculty. The concerns and progress are listed below.
    a. Concern: The urgent need for faculty to be able to lock their classrooms from inside the class. The college is investigating a mechanism that will address this concern. (LMT) provided information on Lock Blok, a low-cost solution available at www.doorblok.com. (MS) previously provided information regarding Barracuda locks, available from Bilco.
    b. Concern: The need for faculty to have access to reliable communication in their classrooms. A newsletter, designed to raise awareness of safety and security resources and trainings, will include a link with instructions for enrolling in Nixle. Faculty will be encouraged to suggest that their students enroll in the program. Further efforts are needed to ensure that all faculty have reliable access to communication in their classrooms, e.g., by improving cell coverage, wi-fi, and/or installing classroom phones.
    c. Concern: The need for campus-wide emergency training exercises. (KDD) reported on a very productive meeting with Chief of Police, Michael Trevis, who identified key questions to consider before implementing a campus-wide training exercise. Notes from the meeting were provided to the FDC team.

    First, a scenario would need to be chosen for the training, for example, active shooter, power outage, local emergencies (e.g., at the Standard Oil plant), or a local environmental emergency. (EU) suggested that a realistic, comprehensive earthquake drill should also be considered. The team concurred that the annual earthquake drill is essentially a building evacuation drill but that a substantial earthquake would present much more complex issues.

    Second, Chief Trevis noted the campus will need to determine the level of realism for a training exercise. Realistic trainings can generate anxiety; less realistic trainings may not prepare the campus as effectively. (KDD) reported that development of BP/AP 3505, Emergency Response Plan, is being fast-tracked and that Chief Trevis has been asked to help develop the policy, in collaboration with Rocky Bonura. Templates for BP/AP 3505 outline legally required preparations the college needs to make (including training exercises) as well as legally advised preparations. The FDC will continue to advocate

for expanded, campus-wide emergency training. In the meantime, three FDC-sponsored events are designed to respond to faculty requests for additional training:

i. Mental Health First Aid Training, scheduled for Friday, April 1st.
ii. Workshop with Chief Michael Trevis, focused on emergency training.
iii. Newsletter, highlighting training opportunities and campus initiatives underway which address campus readiness.

(RD) reflected on the extensive level of preparation implemented at Coast College when he was on staff at that institution. All classified staff were required to attend CERT (Community Emergency Response Team) training or the college risked losing state funding. The training was full-action, including training on how to establish an incident command and how to mark search areas. The trainings were quite realistic, for example, including overturned filing cabinets and requiring trainees to triage and tag victims. (RD) noted that classified staff were the focus for the CERT training at Coast College, perhaps because they provide the most consistent presence on a college campus. He added that the Children's Center provided a model for emergency preparedness. Surprise drills were implemented on an ongoing basis, after which the performance of the Center was graded. (KDD) suggested it would be useful to have an outside, third party evaluate the design and implementation of the college's emergency training exercises.

The team reiterated the concern that the annual earthquake drill needs to be expanded to better prepare the campus. At the most recent drill, in October 2015, there was significant confusion that resulted from the simultaneous power outage. While disruptive, a power outage doesn't generate the same level of anxiety or panic that would be expected if a truly dangerous event were to occur. The team suggested that the time between now and October be utilized to review and revise the approach to earthquake drills on campus.

(KDD) asked the team for input regarding which topic Chief Trevis should focus on during an upcoming FDC-sponsored workshop. (MS) expressed that how to respond during an active shooter situation seems to be at the top of people's minds. (EU) agreed, suggesting that confidence levels campus-wide could be improved if this "worst case scenario" was addressed effectively.

(RD) suggested that efforts begin with smaller, more focused trainings such as the FDC-sponsored event with Chief Michael Trevis. Faculty know their own areas and it would be useful to start with division-based trainings. There is a need to address the most basic aspects of emergency preparedness such as having access to working radios. In recent earthquake drills, radios were distributed with dead batteries. On other campuses (RD) has observed, each office has a working, two-way radio in the office at all times.

(KDD) suggested that the workshop with Chief Trevis be hosted in the Humanities Building since recent incidents have centered on Humanities faculty. (BH) agreed, emphasizing the importance of focusing on practical guidelines that faculty can implement in their classrooms. It's essential that the training extend beyond the general guidelines that have been discussed at length since the fall 2014 incident, when the topic of active shooters became especially salient for our campus. Discussion and practice for different scenarios would provide the kind of benefit faculty are seeking in emergency training programs.

The team discussed a role play involving an entire building, such as the Humanities Building. Faculty would serve as students in the scenario. The team suggested it would be useful for Campus Police to see how challenging it can be to maintain communication between multiple floors of a large building. (EU) suggested the use of sound effects, infusing some realism in the training exercise. Access to communication would be tested. Real SWAT teams could be utilized for the training. The training could focus on the Humanities or the MAB buildings and it could be offered during one of the breakout sessions at Fall Professional Development Day. The breakout time slot might focus on campus safety, with a variety of options provided so attendees could choose the program that best fit their comfort level. For example:

- realistic, building-wide drills,
- informal discussion of scenarios, and
- workshops identifying resources and trainings available to students and faculty.

d. Campus Safety and Security Newsletter: Based on concerns and suggestions emerging from previous FDC meetings this semester, (KDD) drafted a newsletter for the faculty listserv. The newsletter highlights a variety of training opportunities and resources, including short-term, self-paced and in-depth programs. She has been working with Chief Trevis (Campus Police), Valerie Wagner (Safety and Health), and Michelle Arthur (AIMS) to compile relevant and updated information. The team expressed support for the newsletter and offered suggestions such as (SK)'s suggestion to include mention of AIMS. (KDD) will work to finalize details for upcoming FDC-sponsored events, including the active shooter workshop with Chief Trevis and Mental Health First Aid Training, and will strive to publish the newsletter by week nine of the semester. (RD) agreed to serve as a co-facilitator with Chief Trevis for the active shooter workshop. (KDD) will organize date, time and location and arrange planning meetings.

(LMT) noted that she has volunteered to serve on the Emergency Response Committee and invited others to consider joining the committee. The first meeting of the reactivated committee will be later in March.

2. Additional FDC/PD Initiatives for Spring 2016 include:

- Update on Master Planning Process
- 2016 Great Teachers Seminar
- Review Faculty Needs Assessment, Spring PD Day Evaluations and Plan Fall PD Day
- Pilot Faculty Professional Development Plans
- Plan Fall Faculty Book Club

Meeting adjourned at 1:50 p.m.

KDD/3.15.16

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: January 21, 2016

MEMBERS PRESENT

☒ Connie Fitzsimons – Academic Affairs
☒ William Garcia– Student & Comm Adv.
☒ Ken Key - ECCFT
☐ Nicole Mardesich – ASO, Student Rep.
☒ David Mussaw – ECCE
☒ Rory K. Natividad – Chair (non-voting)
☒ Cheryl Shenefield–Administrative Services
☐ Jackie Sims -Management/Supervisors
☐ Dean Starkey – Campus Police
☒ Lance Widman - Academic Senate

Other Attendees: Members: A. Grant, A. Sala, E. Rader, C. Vazquez **Support:** L. Beam, I. Graff, J. Higdon, J. Shankweiler
Guests: T. Brown (presenter), C. Preston, J. Troesh, Susana Prieto

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The meeting was called to order at 1:05 p.m.

Approval of the January 7 – Minutes

1. Under Chancellor's Budget Update, #3, after the word Access **add:** (growth). The minutes were approved with the one addition and will be posted to the website.
2. The new Director of Kinesiology and Athletics, Colin Preston, was introduced to the committee.

Facilities Update – T. Brown (Handout)

1. An update on the facilities master plan report was presented to the committee. It was noted that on-going projects are broken down and labeled as projects in design and projects in construction. Currently there are two projects which are in design: the Administration Building and the Pool/Aquatics Building.
2. There are three projects which are already designed and are in DSA (Department State Architect) review. The first is the new Gymnasium which will break ground after this spring's graduation. Also in DSA is the new Student Services Building. This building will be placed where the old Industry and Technology Shops Building was located. The third project is the Parking Structure C which will be located on the north area of the campus near Facilities. The parking structure is out to bid right now and will be awarded in time for the February board meeting.
3. Two other projects which are in construction at this moment are the new Stadium (which will be completed by graduation) and the Channel Parking on the west side of the campus (seismic upgrade). It was noted because of the issue with parking, no construction will be occurring for the first four weeks of school. After the first four weeks of school, a section of the parking will be reclaimed for the continued construction project. This project is in hopes of completed within two years.
4. It was pointed out there is an area noted on the handout listing total project budget. This amount entails everything associated with the project, from start to finish.
5. It was noted the Music and Fine Arts area will eventually be replacing the current Student Services Building. It was also mentioned that Social Sciences and Art and Behavioral Sciences are buildings which are currently split at this time. The plan is to eventually bring them together as one building.

Enrollment Update– J. Shankweiler (Handout)

APPROVED

1. To help out with enrollment it was decided to keep registration open through last Friday evening. This brought 1,000 extra enrolled students into the college.
2. The Enrollment Trends Report showed the enrollment figures for last year and this year and close. This year's figures are a little lower – we are down .6 percent from last spring. This does not take into consideration the growth we are trying to achieve to make our fully funded growth goal. The fill rate is just about where it was last year – 83 percent.
3. A projection was done which showed we were behind and flat – 1,300 in the hole to make our fully funded cap. If the enrollment numbers do not significantly improve, we might have to go into stabilization next year. Stabilization means we do not meet our base (cap) so we get paid only for what we achieve. If the base is not made for the first year, everything is hold harmless for that year. The next step would be to get back up to our base number. Presently, stabilization is only for one year. It was noted some of the numbers that are being seen state wide show we are not alone in our low numbers. The goal is for us to reach growth (20,071). Currently for spring we are 13.1 percent below our target.
4. To help capture more student enrollment some regular 8-week classes and 8-week on-line classes may be added to the spring schedule.
5. Robin Dreizler and others have been working with the South Bay Workforce Investment Board, Centinela Valley Union High School District, Inglewood Unified School District, and California State University, Dominguez Hills, to initiate the South Bay Promise initiative. This year, all high school seniors from Centinela Valley Union High School District were encouraged to apply for admission to El Camino College for fall 2016. Students selected to participate in the South Bay Promise will have their tuition waived and their textbooks paid for during their first year of enrollment as part of their participation in the First Year Experience program. We are serving the second cohort of students and recruiting the third cohort of students for this initiative.
6. It was noted for now we are being paid for each student we have enrolled. It is believed in the future we will be paid on degrees conferred or classes actually completed successfully.

Comprehensive Master Plan Update – I. Graff (Handout)

1. It was reported what is being developed now is the Comprehensive Master Plan timeline. Essentially there are five stages of development for the plan:
   The Content Development Period
   The Initial Consultation/Feedback Period
   The Narrative Drafting Period
   The Final Consultation Period
   The Publication and Implementation
   This plan will be implemented for the 2017/2018 fiscal year. In a subsequent meeting more detail will be presented of this timeline and some of the outline of the master plan.
2. The brainstorming group is still being developed but will include the core group of the plan leaders of each consultation group.
3. It was noted the tenure of a master plan is usually five years.

College Planning Process Survey Results – I. Graff (Handouts)

1. A copy of the 2015 survey results were distributed to the committee for their review and discussion. It was noted some nice outcomes resulted but some challenges still remain. There was a slightly higher response rate this time. The most underrepresented group was the classified staff. It was noted one of the strategies may be to see more understanding and participation from the classified staff in the future.
2. Comments were included so suggestions on improvement could be reviewed.
3. An action plan will be brought back to the next meeting and will capture everything the survey recommended.

APPROVED

4. A suggestion was made of creating a goal to try to attain a certain percentage response to the surveys when they are distributed. Maybe it would provide a little more focus for the college culture. It was agreed that for the next time setting goals and measuring them would be a great idea. It was recognized when these surveys are done there is a lack of interest in some people but yet with others they still fee shut out of the process. This was noted as a possible communication and training issue.
5. The committee was encouraged to send I. Graff their comments. A comment was made to offer a choice on the survey of "I don't know" or "Neutral/Not Sure".

Adjournment – R. Natividad

1. The meeting adjourned at 2:02 p.m. The next meeting is scheduled for **February 4, 2016, at 1:00 p.m.,** in Library 202.

RKN/lmo

APROVED

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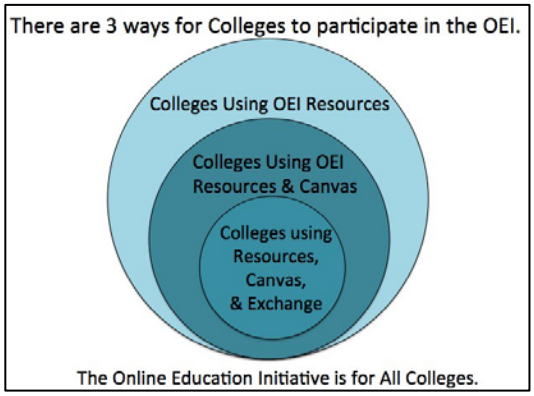
The Online Education Initiative is a project of the California Community Colleges Chancellor's Office.

CALIFORNIA COMMUNITY COLLEGES
ONLINE EDUCATION
INITIATIVE

Access | Success | Completion
http://ccconlineed.edu

OEI Goal: Increase student completion by working together to increase access to quality online courses and support services for students



Faculty Resources:

- Course Design Rubric: http://tinyurl.com/oeiRubric
- Rubric Alignment Training & Course Review
- @ONE Courses:
  - Self-paced and facilitated
    - Online Teaching: Online Education Standards & Practices (OESP-12 wk)
    - Learning Canvas: Introduction to Teaching with Canvas (4 wk)
  - http://onefortraining.org
- Accessibility Support Video Series: http://tinyurl.com/oeiAccess
- In the works: Proctoring and Plagiarism services

Student Resources

- Online Learner Readiness Tutorials:
  - Students learn about how to be successful online learners. Available at no cost to download or link to: http://apps.3cmediasolutions.org/oei/
- Online Tutoring
  - Free Whiteboard for all CCC's to connect on-ground tutors to students online. http://tinyurl.com/oeiTutor
  - 24/7 Vendor based tutoring can be purchased at a discount through the Foundation for the CCC. http://tinyurl.com/24-7Tutor
- Common Course Management System:
  - Canvas by Instructure was selected in February 2015 as the common course management system for the CCC's. For information and assistance in the selection process visit http: http://tinyurl.com/OEIcanvas

OEI Course Exchange Component:

- Will allow students needing courses that are not available at their home college, to seamlessly enroll in those courses, as needed, at other CCCs, thereby, leveling the enrollments in high demand or difficult-to-fill courses.
- Will include access to resources for both colleges and students
- Will improve completion rates across the state.

The Numbers as of 11/5/15

- 24 initial pilot colleges were chosen from 58 applicants to serve in three groups of 8 in July of 2014
- 8438 students have used the tutoring and online learning readiness tools in the pilots (220 sections) and many more via open system use.
- 80 courses have completed 1st level review for the pilot group.
- Over 250 faculty across the state have been trained to align the course design rubric (more every semester).
- Approximately 80 courses will pilot the course exchange (cross college registration) program in Fall of 2016
- Over 70 of the 113 colleges have participated in some way with OEI Activities
- As of Dec. 1, over 31 colleges have signed to adopt Canvas.

Update: As of March 2015 - 65 campuses have adopted or are in the process of adopting Canvas. 7 campuses have migrated from Etudes to Canvas, of which several have used the migration tool

available as of Jan. 2015.

Engaging in Campus Conversations on the Course Management System Selection – a Guide from the OEI Steering Committee

The OEI Steering Committee asserts that technology decisions be heavily dependent on faculty teaching needs. The decision about which CMS a college adopts, should be made by relying primarily on faculty expertise through your academic senate. However, we also know that ease of use by both the teaching community and the students is critical component of successful CMS implementation. Using a CMS can cause challenges for both teachers and learners if the tool used to accomplish the learning is not intuitive and potentially interferes with the educational process. So, we encourage you to engage your students in the selection process as well as the other stakeholders on your campus. As the Canvas folks say on their web site, *it's not worth much if people don't use it*.

You may be wondering how to start the conversation at your college about changing course management systems. It's a big decision and requires input from many stakeholders who will be affected. The concerns and needs of the users vary across a college or district and should be factored into your decision-making processes.

The OEI Steering Committee has made a list of suggested stakeholders and some of the concerns they might have. This list is likely not exhaustive. The culture of your institution will inform the list of stakeholders you develop; however, your academic senate should take a leadership role in this conversation. Stakeholder concerns are important considerations in the decision making process.

Below are some of the stake holders you should involve in the decision making process at your college, and some of what they are concerned about in the approximate order of importance/concern of the stakeholder:

1 Faculty members: Functionality, ease of use, accessibility, mobility, adaptability

2 Students: Ease of use, accessibility, mobility
3 Support Staff: Ease of use, available support resources, accessibility
4 Administration: Effective usage across all courses, cost, compliance
5 Technology Staff: Resources for implementation, ability to populate courses, data portability, ease of use, cost
6 Research Staff: Ability to retrieve useful data, ease of use

Understanding what concerns relate to which stakeholder groups will help in the planning for meetings and product demonstrations as you consider whether or not you wish to change your CMS.

Individual colleges have their own governance processes that would direct the selection processes for this kind of decision. However, the OEI Steering Committee strongly suggests that colleges engage in a college-wide conversation with the conversation with the local Academic Senate in a lead role.

It is important, however, to make sure that you have included the stakeholders mentioned above in the process of evaluating Instructure's Canvas.

Some additional considerations:

- **Migration:** All groups are concerned with the time factor for migrating courses and entire systems. We are working with the @One team who will be providing migration training workshops beginning in Fall 2015 to support the major CMS that are being used by the CCC's now. The time it takes to bring a course into Canvas varies by the original source of the course. Total time to migration can take from three months (really tight!) to 2 years. Most system migrations happen within a year.
- **Cost:** Now that the contract process with Instructure is complete, the OEI project has announcement that we are paying for all of the Canvas subscription and implementation costs through the 2018-19 academic year. While we can't guarantee the ability to do so for longer, we know that the funding from the Chancellor's Office and Legislature is intended to be ongoing money. We hope to

continue funding at a full level but the possibility does exist that we may have to share the cost with colleges after 2018-19.

There are other benefits to being part of the system-wide adoption that include: not having to go out through an RFP process, taking advantage of cost reductions due to economies of scale, and having access to integrated resources. This information is mentioned elsewhere in these pages.

Suggested Steps Towards a Decision:

1. **Meet** — The college president and the academic senate president meet to discuss the opportunity and to review your local decision-making process in order to determine how the recommendation will be made through your participatory governance structure. Because of the central role that your course management system will play in instruction, the OEI Steering Committee strongly suggests that your institution rely primarily on faculty expertise and recommendation of your academic senate.

2. **Lead** — Determine who should lead the conversation on your campus, under the auspices of your academic senate. (DE Coordinator? DE Administrator? Faculty on the DE Committee? The person initiating the conversation may differ by role at each college.)

3. **Review** — The lead person and appropriate workgroup or committee should review all of the material within these pages.

4. **Engage** — Engage the OEI in conversations if there are questions.

5. **Opportunity** — Set an initial meeting of your academic senate and other appropriate governance bodies (such as a College Council) to provide an overview of the opportunity and to review how the local decision-making process will be used to arrive at a final recommendation.

6. **Demo** — Hold cross-campus meetings for demonstration purposes that include students and conduct surveys and/or discussion forums around the demonstrations.

7. **Collect** — Collect feedback.

8. **Engage** — Engage the OEI in conversation for questions or resolution of concerns.

9. **Opportunity** — Reconvene the workgroup or committee tasked with crafting the recommendation.

10. **Decide** — Make a decision through your college governance process.

11. **Date** — If a decision is made to move to Canvas, determine the desired dates to begin and complete the migration. Consider your options — will the move be gradual (i.e. offering courses in Canvas and your current CMS) or will all courses be moved at the same time?

12. **Formal** — Contact the OEI to begin the formal adoption process.

EL CAMINO COLLEGE
Vice President – Academic Affairs

Academic Program Review – 2016

All meetings held in Admin 127, 1 - 2 pm (unless otherwise indicated)

Date of Review by Academic Program Review Committee	Program	Division	Responsible Faculty Member(s)
September 8, 2016	Anthropology	Behavioral and Social Sciences	Angela Mannen Rodolfo Otero
September 15, 2016	Art*	Fine Arts	Russ McMillin Irene Mori
September 22, 2016	Business* *(Accounting, Business Management, Marketing, and Office Administration)*	Business	Josh Troesh
September 29, 2016	CADD*	Industry and Technology	Douglas Glenn
October 6, 2016	Cosmetology*	Industry and Technology	Merriel Winfree
October 13, 2016	English *(Literature, Creative Writing, Pre-collegiate Composition, Transfer-level Composition)*	Humanities	Debbie Breckheimer Rose Ann Cerofeci Scott Kushigemachi
October 20, 2016	Environmental Horticulture*	Natural Sciences	Ron LaFond
October 27, 2016	Kinesiology *(Athletics, Kinesiology Theory, Recreation, Wellness/Fitness)*	Health Sciences and Athletics	Athletics – Dean Lofgren Exercise Science – Danielle Roman
November 3, 2016	Mathematics - Developmental	Mathematical Sciences	Lars Kjeseth
November 10, 2016	Mathematics *(for Engineering, Science & Math students)* CM1	Mathematical Sciences	Greg Fry
November 17, 2016	Photography*	Fine Arts	Darilyn Rowan
December 1, 2016	Political Science	Behavioral and Social Sciences	Laurie Houske Eduardo Munoz
December 8, 2016	Sign Language/Interpreter Training*	Health Sciences and Athletics	Sandy Bartiromo
December 15, 2016	Sociology *(including Women's Studies)*	Behavioral and Social Sciences	Stacey Allen

**** Program Review and CTE Supplemental Questions to be completed***

2016 CTE Review & Supplemental Questions Only

Program	Division	Responsible Faculty Member(s)
Air Conditioning and Refrigeration	Industry and Technology	Tim Muckey
Construction Technology	Industry and Technology	Ross Durand
Nursing	Health Sciences and Athletics	Victoria Orton
Radiological Technology	Health Sciences and Athletics	Dawn Charman
Real Estate	Business	Rob Rooks
Respiratory Care	Health Sciences and Athletics	Roy Mekaru
Welding	Industry and Technology	Renee Newell

Board Policy 5050 ~~**MATRICULATION**~~
Student Success and Support Program

The El Camino Community College District shall provide ~~matriculation~~ Student Success and Support Program services to students for the purpose of furthering equality of educational opportunity and academic success.

The purpose of ~~matriculation~~ Student Success and Support Program services is to bring the student and the District into agreement regarding the student's educational goals through the District's established programs, policies and requirements. The agreement is implemented through the educational planning process.

~~Matriculation is a four-step process to help students obtain academic success and achieve their educational goals. The components of matriculations are: Admission, Orientation, Assessment, and Counseling. In addition, matriculation also provides student follow-up, training and coordination, and institutional research on student success.~~

~~The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives. Matriculation is intended to assist all students in gaining information about themselves and the college, establishing goals, developing their educational plan, helping them prepare to enroll and succeeding in their courses at El Camino College.~~

The Superintendent/President shall establish procedures to assure implementation of Student Success and Support Program services that comply with the Title 5 regulations.

Reference:
Educational Code Section 78210, et seq.
Title 5, Section 55500

~~Replaces Board Policy 6131~~

El Camino College
Adopted: 3/26/84
Amended: March 18, 2002;

College Council Review:
2/22/2016
2/29/2016

Administrative Procedure 5050 Student Success and Support Program

Student Success and Support Program services bring the student and the District into agreement regarding the student's educational goal through the District's established programs, policies, and requirements. The agreement is implemented through the educational planning process.

The Student Success and Support Program (SSSP) is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of students to be successful in their educational endeavors. The goals are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the student success and support program process: admissions, orientation, assessment and testing, counseling, and student follow-up.

Each student entering the College, barring any exemptions, will do all of the following:

1. Complete orientation
2. Participate in assessment to determine appropriate course placement
3. Identify an education and career goal
4. Identify a course of study
5. Participate in the development of an initial one to two semester student educational plan with a counselor
6. Participate in the development of a comprehensive educational plan with a counselor by the end of the third term, but no later than the completion of 15 degree-applicable units
7. Attend class and complete assigned coursework
8. Complete courses and maintain progress toward an educational goal

Student Success and Support Program services include, but are not limited to, all of the following:

1. Orientation on a timely basis covering information concerning campus procedures, academic expectations, financial assistance, and any other appropriate matters
2. Assessment and counseling either prior to or after enrollment, which shall include, but is not limited to, all of the following:
   a. Administration of assessment instruments to determine student competency in computational and language skills
   b. Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses, and career readiness
   c. Evaluation of student study and learning skills
   d. Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance, health services, mental health services, academic support programs, programs that teach English as a second language, tutorial services, and disabled student services
   e. Educational planning, which includes but is not limited to, academic, career, and personal counseling

f. Follow-up services and required counseling or advisement for students who are enrolled in remedial courses who have not declared an educational objective as required, or who are on academic probation.

The District shall not use any assessment instrument except one specifically authorized by the Board of Governors of the California Community Colleges.

References:

Education Code Sections 78210 et seq.;
Title 5 Sections 55500 et seq.

College Council Review:
2/22/2016
2/29/2016

BOARD POLICY 5506 El Camino College Student Rights and Responsibilities

Students have rights and responsibilities as provided for in law, including the State Education Code and the Title V Matriculation regulations; Board policies, including the Student Code of Conduct; and health and safety considerations. The student has the right:

1. To enroll in any course, subject to space availability and for which the student meets the appropriately established prerequisite(s) or corequisite(s);
2. A description of student rights and responsibilities in written form available prior to, or during, enrollment, and included in appropriate publications;
3. A matriculation process which encourages participation in college programs;
4. Due process and grievance procedures that are established and implemented;
5. Reasonable access to and feedback on assignments submitted to instructors;
6. Mutually respectful interaction with staff, faculty and administrators;
7. Access to facilities and resources based upon reasonable student request and assessment of the necessity of such request, which promote and support academic progress and achievement, such as study areas, tutoring, materials used in class in the library reference section, accessible library hours, computers;
8. Accurate information about, or appropriate referral to, student support services, campus activities, services and programs;
9. A safe, clean campus environment;
10. Representation on campus committees and notification of, or input into, changes on campus affecting them as appropriate;
11. Quality education provided by well-trained faculty and administrators.

Along with rights, students have responsibilities as provided in law, the State Education Code, Title V matriculation regulations, Board policies, including the Student Code of Conduct, and health and safety considerations, including the responsibility to:

1. Express at least a broad educational intent upon admission and declare a specific educational goal within a reasonable period after admission, namely the term after which the student has completed 15 semester units;
2. Participate in counseling or advisement to develop an educational plan and understand that failure to do so, or to abide by the educational plan may result in suspension or termination of matriculation services;
3. Strive for and promote academic excellence by obtaining materials for classes and having them as needed or required for the classes, diligently preparing for classes, completing assigned coursework, actively participating in classes, making and keeping copies of work submitted to instructors, and providing feedback to instructors;

4. Exercise punctuality, adhere to established class attendance requirements, and provide valid information regarding absences as appropriate;
5. Complete courses and maintain progress toward an educational goal according to standards established by the district in the Standards of Scholarship;
6. Engage in respectful behavior with other students, staff, faculty and administrators;
7. Protect each others' safety by promoting and adhering to safety and security measures, including the student Code of Conduct and other campus policies and procedures;
8. Use facilities, equipment and campus resources in a responsible manner, and exercise orderliness, neatness and cleanliness while using them;
9. Safeguard or protect others' personal property by taking such property to the Campus Police or an office in the College;
10. Promote and support a positive learning environment, including quiet in study areas, respectful classroom participation, and college-level behavior in all areas of the campus.

The provisions of this Board Policy are subject to change and do not constitute a contract between any student and the District and/or College. Additional provisions pertaining to student rights and responsibilities are provided in other District Board policies, the California Education Code, Title V of the California Code of Regulations and in other state and federal statutes and regulations.

Previous Board Policy Number: 6131.2

College Council Review
2/29/2016

El Camino College
Adopted: 1/16/96
Renumbered: 5/16/05