



Academic Senate of El Camino College 2016-17

April 18, 2017

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Kristie Daniel-DiGregorio	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Russell Serr
VP Compton Center	Paul Flor	Curriculum Chair	Allison Carr
VP Educational Policies	Chris Gold	Secretary	Traci Granger
VP Faculty Development	Stacey Allen	Parliamentarian	Pete Marcoux

Adjunct (One-year terms)

Dustin Black (BSS)	16/17
Karl Striepe (BSS)	16/17

Fine Arts

Ali Ahmadpour	18/19
Daniel Berney	17/18
Diana Crossman	18/19
Russell McMillin	18/19

Mathematical Sciences

Megan Granich*	16/17
Matthew Mata	17/18
Jasmine Ng*	16/17
Benjamin Mitchell	16/17
Catherine Schult-Roman	18/19

Behavioral & Social Sciences

Stacey Allen	16/17
Kristie Daniel-DiGregorio	17/18
Chris Gold	16/17
Renee Galbavy	17/18
Michael Wynne*	17/18

Health Sciences & Athletics/Nursing

Andy Al Villar*	16/17
Traci Granger	16/17
Yuko Kawasaki	18/19
Colleen McFaul	17/18
Russell Serr	17/18

Natural Sciences

Mohamad Abbani	16/17
Sara Di Fiori*	18/19
Troy Moore	18/19
Ryan Turner	16/17
Anne Valle	18/19

Business

Kurt Hull	18/19
Phillip Lau*	18/19
Nic McGrue	16/17
Josh Troesh	18/19

Humanities

Rose Ann Cerofeci	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Christina Nagao	18/19
Adrienne Sharp	18/19

Academic Affairs & SCA

Jean Shankweiler
Jeanie Nishime
Linda Clowers

Compton Educational Center

Paul Flor	16/17
Chris Halligan	16/17

Associated Students Organization

Patrick McDermott

President/ Superintendent

Dena Maloney

Division Personnel

Randal Davis

Ex-officio positions

Chris Jeffries ECCFT

Carolee Vakil-Jessop ECCFT

Institutional Research

Irene Graff

Carolyn Pineda

Counseling

Anna Brochet	18/19
Yamonte Cooper	17/18
Rene Lozano*	16/17

Industry & Technology

Ross Durand	18/19
Mark Fields	18/19
Lee MacPherson*	18/19
Jack Selph	18/19
Charlene Brewer-Smith	16/17

Library Learning Resources

Mary McMillan	18/19
Noreth Men	18/19
Claudia Striepe*	18/19

Dates after names indicate the last academic year of the senator's three year term, for example 16/17 = 2016/2017.

*Denotes senator from the division who has served on Senate the longest (i.e., the "senior senator"). 1 of 56

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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.”

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays [*unless otherwise noted], 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2016: September 6 & 20, October 4 & 18, November 1 & 15, December 6.

SPRING 2017: February 21, March 9* & 21, April 4 & 18, May 2, 16, & 30 (tentative).

CEC ACADEMIC SENATE MEETINGS:

Thursdays following ECC Senate meetings [*unless otherwise noted], 1-2 p.m., Compton Center Board Room.

FALL 2016: September 8 & 22, October 6 & 22, November 3 & 17, December 1* & 15*.

SPRING 2017: February 2 & 16, March 7* & 16, April 6 & 20, May 4.

SENATE COMMITTEES:

Academic Technology. Chairs: Pete Marcoux & Virginia Rapp. Meetings arranged as needed.

Assessment of Learning. Chairs: Russell Serr & Jenny Simon. Fall: 2nd Mondays & 11/28, 2:30-4, Admin 131.

Academic Program Review. Chairs: Russell Serr & Linda Clowers. Thursdays (Fall only), 12:30-2, Admin 127.

College Curriculum. Chair: Allison Carr. 2nd & 4th Tuesdays, 2:30-4:30, Admin 131.

Educational Policies. Chair: Chris Gold. 2nd & 4th Tuesdays, 1-2, Social Sciences 123.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jeanie Nishime. Senate Reps: Claudia Striepe, Kevin Degnan. Meetings as needed.

Board of Trustees. Chair: Kenneth Brown. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, East Dining Room/Alondra.

Calendar. Chair: Jeanie Nishime. Senate Reps: Vince Palacios, Vacant. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Admin 131.

College Technology Committee. Chair: Art Leible. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

Council of Deans. Chair: Jean Shankweiler. Senate Rep: K. Daniel-DiGregorio, 2nd & 4th Thursdays, 8:30-10, Admin 131.

Distance Education Advisory Committee (DEAC). Chair: Howard Story. Meetings as needed.

Enrollment Management. Chairs: J. Shankweiler & J. Nishime. Senate reps: Sara Di Fiori & Chris Jeffries, 4th Thurs., 1-2, LIB 202.

Facilities Steering Committee. Chair: Dena Maloney. Senate Rep: Claudia Striepe, 9/20, 11/7, 3/6, 5/1, 2:30-4, Admin 131.

Planning & Budgeting (PBC). Chair: Rory Natividad. Senate reps: Josh Troesh and vacant, 1st & 3rd Thurs, 1-2, Library 202.

Process Improvement. Chair: Dena Maloney. Senate rep: K. Daniel-DiGregorio.

Student Success Advisory. Chair: Idania Reyes. Faculty reps: Cynthia Mosqueda & Janice Pon-Ishikawa, 2nd Thurs., 1-2, LIB 202.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2016-2017 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

- Arrange faculty representation on campus committees and periodic updates,
- Recruit and elect executive and committee chairs according to Senate by-laws,
- Ensure divisions have required number of senators and that elections are held accordingly,
- Review and begin revising Faculty Handbook,
- Maintain communication and effective collaboration with ECC Federation of Teachers.

2. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

- Provide an orientation at the start of the academic year,
- Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and Senate Committees,
- Encourage greater participation of senators in meetings and other activities of Senate,
- Execute Senate Office relocation while maintaining a strong physical presence on campus,
- Establish initiatives to recognize faculty who achieve tenure.

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

- Support Enrollment Management initiatives through ongoing communication and faculty involvement,
- Support Compton Center's efforts to re-establish independent accreditation through regular Senate/Faculty Council communication and collaboration with faculty leaders,
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CEC	Compton Educational Center (El Camino College Compton Center)
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms from the spring 2016 Planning Summit.



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Agenda and Table of Contents: Tuesday April 18th, 2017 in Distance Education Room 166

Agenda Item	Page Numbers
A. Call to Order	
B. Approval of Minutes	6-12
C. Officer Reports	
a. President – Kristie Daniel-DiGregorio	
b. VP Compton Educational Center – Paul Flor	
c. Chair, Curriculum – Allison Carr	
d. VP Educational Policies – Chris Gold	
e. VP Faculty Development – Stacey Allen	13-14
f. VP Finance – Josh Troesh	15-16
g. VP Academic Technology – Pete Marcoux	
h. VP Instructional Effectiveness/ALC & SLOs Update – Russell Serr	
D. Special Committee Reports	
a. ECC VP of Academic Affairs – Jean Shankweiler	17-18
b. ECC VP of Student & Community Advancement – Jeanie Nishime	
E. Unfinished Business:	
a. Officer Elections – Chris Wells	
F. New Business	
a. BP/AP 4230 Grading and Academic Symbols: 1 st Reading – Chris Gold	19-29
b. Cooperative Work Experience Education Plan: 1 st Reading – Jean Shankweiler	30-56
G. Information Items – Discussion	
a. Multiple Measures Assessment Project -- Lars Kjeseth	
b. California Guided Pathways Project -- Jean Shankweiler	
H. Future Agenda Items:	
a. Ed Policies: BP4115/AP4222 Remedial Coursework, AP 5500 Student Code of Conduct	
b. Student Success Initiatives (SSSP, SEP, BSI, BSSOT, etc.)	
c. Strong Workforce Program	
d. Program Viability Task Force: Horticulture	
e. Distance Ed Advisory Committee (DEAC) Updates	
f. Student Success Scorecard and IEPI Indicators	
g. PRIDE: ECC's Leadership Academy	
I. Public Comment	
J. Adjourn	

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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 a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.

ACADEMIC SENATE MINUTES

April 4, 2017

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

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the fourth Academic Senate meeting of the spring 2017 semester to order on April 4, 2017 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-12 of packet for minutes from the March 21st, meeting. There was unanimous approval of minutes. C. Wells moved, C. Striepe seconded.

Because we have recently been running out of time for some of our speakers, the executive board recommends that we flip the order of our meeting for today. Officer Reports will come after New Business. All voted to amend the order of the agenda order to insure sufficient time for guest speakers. C. Wells motioned, C. Brewer-Smith seconded.

KDD introduced Associate Dean of Fine Arts, Walter Cox. Walter informed us that he has been around El Camino for a while. I have been the Associate Dean since fall 2015. I first attended ECC after finishing high school in 1986. I have been here on and off as a student for a number of years. I went away for a while, and came back in about 1993 after earning my bachelors. Took more classes, then completed my masters. I served as an adjunct here at ECC for 8 years.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Dr. Shankweiler couldn't make the meeting, as she is in interviews.

Dr. Jeanie Nishime - VP of Student and Community Advancement

Dr. Nishime couldn't make the meeting, as she is on vacation.

E. UNFINISHED BUSINESS

BP/AP 3710 Intellectual Property and Securing of Copyright, Second Reading – Chris Gold (pgs. 26-31)

C. Gold: This is our second reading, so to have discussion, we need a motion. C. Wells moved, C. Striepe seconded. We have been looking at this for a very long time. This is securing of copyright, not use of copyright. This is who owns the copyright, who gets it under what conditions. Most of this is from our contract. There is some expansion to classified staff. What applies to us and our contract extends to classified staff. Their union is fine with it. We had some questions last time and I sought answers. Who makes decisions and resolves disputes about securing copyright? I asked people who had a long institutional memory and they all said that Alice Grigsby was the long-time expert. That would then mean these issues will go to Rebecca Russell (Director of Library Learning Resources). C. Gold: The difficulty I had in finding out who deals with these things tells you how often it comes up; very rarely. The second question was about sabbatical and copyright. Our contract doesn't say specifically what happens with our sabbatical work. In our contract, Article 24 (e), there is reference to our sabbatical work being "work for hire"; then I believe the district has rights to it. If it isn't a "work for hire", then we aren't being paid for it, and then it would be ours. We do need some clarification on how this relates to sabbatical work. The union may need to negotiate this. C. Wells said it is like a pre-nuptial agreement. Maybe it should be in a sabbatical request. We need to ask for clarification. It would be like an individual MOU; we are allowed to make separate agreements. J. Troesh: If that is the direction we want to go, it would be beneficial to ask the union to create a standard document that everyone reviews, checks the boxes, and fills in the blanks to protect the faculty. The union would probably do that for us. C. Gold: The next question came up about exceptionally expensive district equipment. Maybe a similar request for the union, to come up with a separate form for this type of equipment. There are examples in the contract. We should ask for further clarification. Maybe the union can ask for special notation if you are checking out that type of equipment. J. Troesh: The union should create a form that creates a separate agreement for the

use of this type of equipment. C. Gold: The last question was what the state-wide senate had on this topic. Not much and it is old, it is from the late 1990's. It mainly pertains to the Internet, so it wasn't very useful. And questions or concerns? C. Brewer-Smith asked what constitutes expensive equipment from other divisions? Suggestions were microscopes, kilns; maybe we need a list. All were in favor, motion passes. C. Gold asked for a motion to request clarification from the union that faculty be provided with more info about sabbatical work and expensive equipment. A. Carr moved, C. Wells seconded. The BP/AP were approved by the Senate.

Resolution Supporting Excellent, Comprehensive Educational Programs for All Students, Second Reading – Kristie Daniel-DiGregorio

Please look at the document you have on the table, it has been making its way through the consultation process. We did get the most up-to-date version yesterday. Based on feedback from the Senate, College Council and ASO, some of the "whereas" statements were combined. We reduced from nine to seven. Another change was there was a "resolved" that talked about advocacy on the part of students. There were concerns about what that meant, it was vague. For the most part, it should look very similar from what you saw the last time. We have had about 35 districts that have issued statements or resolutions. This was drafted in collaboration between the Senate and Dr. Maloney. It was reviewed twice by College Council, twice or more by legal counsel, and ASO. Our goal is to present the resolution at the BOT April 17th meeting. Dipte Patel, our Dean of Counseling, may present on the activities of the Dreamers Task Force at the 4/17 BOT meeting. This would provide an overview of the variety of student-support initiatives happening on campus. Chief Trevis will be invited to the meeting so he can answer any questions that may arise.

Next week's Spring Plenary of the ASCCC includes a resolution asking for guidance for Academic Senates on issuing statements of support like this also affirming the Chancellors statement of support for students; which is very much woven into our resolution. It encourages senates to engage in dialogue across campus. As well, the resolutions advocate for guidance to local Senates considering passing resolutions, and support for the continuation of DACA. More information about Spring Plenary and resolutions can be found at www.asccc.org. C. Wells: My understanding is that this is going to be passed by the BOT. If we vote, are we supporting the BOT, or are we signing on it that we've approved it? KDD: The intent is that this document is being developed on behalf of the board to present as a recommendation. To invite them to endorse this statement. C. Wells: If we vote for this, and they don't, are we passing this as a Senate regardless of what they do? KDD: No. We would endorse the principles expressed in the resolution, not the resolution itself as it may be revised by the Board of Trustees. J. Troesh motioned to endorse the principles and recommend this document be passed by the Board of Trustees. C. Wells, seconded. KDD: Any other discussions or comments? A. Ahmadpour asked if this is anything new that we were advocating for? KDD noted that this is giving the college the opportunity to respond to some of the concerns that have been raised by our students. The Senate has appealed to the BOT recommending that they issue a resolution as many other colleges have. The BOG has issued a statement and the Chancellors office has issued a statement, but those don't necessarily reach our student population. We want it known that El Camino is taking a stand on these particular issues. This resolution reaffirms the mission, values, and vision of the college; it also reminds the reader that the state of California, the Chancellors Office, the UC's & Cal States's have made statements of support. Chief Trevis is involved in discussions about the resolution. We hope that it gets publicized widely that ECC is taking a stance on these issues. M. Abbani noted that it does reaffirm what we have been doing, but it sends a powerful message. There was much discussion about whether we need to provide more specific actions. Others pointed out that it isn't the board's role to prescribe particular actions. Questions arose regarding whether the statement from the CCCO suggesting that individuals not be detained based solely on immigration status may tie the hands of campus police officers. Others countered that the CCCO would have vetted their statement thoroughly before distributing it, the resolution only expresses support for the recommendation, and the resolution's primary goal is to reaffirm current practices (which is sometimes needed when practice doesn't align with what's legal). R. Lozano noted that if we are going by legal terms, this is a statement that we are making as a college. It hasn't always happened like that. M. Fields filled us in on protocol in arrests from his past experiences and who has jurisdiction (state or feds). Much of this confusion came about after 9/11. KDD: Chief Trevis is being consulted about the wording of this. There was much discussion about whether this language was/wasn't specific enough. C. Striepe: Are we accepting this as written; what if the BOT wants to change some of it? C. Wells: We are supporting the intent. KDD: Any other comments or questions? All in favor of supporting the principles expressed in the resolution and recommending that the BOT pass this resolution? The motion passed with 1 abstention: M. Fields.

F. NEW BUSINESS

Officer Elections: Call for Nominations – Chris Wells

KDD: This brings us to our elections; Chris Wells has agreed to serve as our chair. C. Wells: Until we have candidates, we can't do anything. (This brought out quite a bit of laughter from the group). KDD: Nominations have been forwarded to me. We have four different positions and four nominees; Educational Policies (nominee: Chris Gold), Faculty Development (nominee: Stacey Allen), Finance and Special Projects (nominee: Josh Troesh), and Academic Technology (nominee: Pete Marcoux). C. Wells: As of right now, we have no position with more than one nominee. It seems relatively simple to me. KDD: This meeting is our official call for nominations. We may have nominations from the floor. Nominees need to be members of the Senate. Our elections will be after spring break on April 18th. C. Wells: Are there any other nominations? It will be an exciting election on the 18th. A. Ahmadpour noted that it would be healthier to have some change in these positions. We need some changes with these life-long seats and he requested more time to recruit additional candidates. J. Troesch noted he would be glad to have someone take over for him as the VP of Finance. At the very least, we still need an alternate who can take over at some point. And we don't need to vote on that; lobby away! I would love to have someone join me. KDD: Unfortunately Ali, you missed the last meeting, when we announced that the call for nominations would occur today. It was also in our agenda which was published to the whole campus via the listserv and posted in hard copy. It's important for us to hold elections as soon as possible so planning can begin for the upcoming year. Thank you, Chris, for serving!

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio (pgs. 13-18)

KDD: In your packets, you have information about Certificates and Associate Degrees. There is a Task Force that is currently working on this and they will report to us in May. We need to increase our certificates to 660 by 2020. You may want to share this information with your students. It is based on Salary Surfer Data and shows income for graduates with degrees. Associate degree grads double their pre-degree income after 2 years in the workplace. With a certificate, grads double their pre-certificate earnings after 5 years in the workplace. Have your students look at this data to see what an impact it is. Especially if they are going to transfer. Those links will be on the power points when I send those.
<http://salarysurfer.cccco.edu/SalarySurfer.aspx>

The Student Development Department has extended the deadline for you to get your paperwork in to participate in Commencement. You have until Thursday, April 6th. It is a great way to support our students.

Making Decisions at El Camino document has been updated and we will be using that in the fall. It will soon be posted to the ECC website. Stay tuned for more details.

b. VP – Compton Education Center – Paul Flor

VP Paul Flor was unable to attend the meeting. C. Halligan will give the report for Compton Center. Our accreditation visit went very well. It turned into a learning process for us and elevated the college. There were areas that need work. Connecting our program review to actual dollars. There were tears, emotions, and they realize we have really awesome students. Some of our students have been failed by their secondary education. They are dealing with socio-economic issues. They come to us and they are so grateful, they are really moved by that. Facilities are going well. We have new portables. The new education building should be started during the summer. Our theatre is completely redone, that was part of Phase 2. During the summer, that will start Phase 3. It will be refreshing to have some new buildings. We have been working to establish our independence from ECC. We have been trying to create our own documents. We have been working on our Curriculum handbook, it mirrors yours. It is meeting Title 5 requirements. Things are going well.

c. Chair – Curriculum – Allison Carr (pgs. 19-21)

Our last meeting was Tuesday, March 28th. Here is a list of courses for full review: CHIN 3, EDEV 32, ENG 43, ENG 44, FREN 1, FREN 2, NURS 151, PSYCH 9A, PSYCH 9B, SOC 109A
New Courses: ESL 07A, ESL 07B, ESL 07C, ESL 08, SOCS 109B
CTE 2-Year Review: NURS 153

Consent Agenda Proposals

CTE 2-Year Review:

ATEC 81 Automotive Air Conditioning,
BUS 25 Introduction to Business
CIS 13 Computer Information Systems

Course Review:

DANC 105 Music for Dance
ENGL 1A Reading and Composition
PE 60ABC Women's Intercollegiate Soccer Team
POLI 5 Ethnicity in the American Political Process
PSYC 10 African American Psychology

Program Revision:

Psychology A.A. Degree for Transfer (AA-T)

Just because curriculum gets approved, it doesn't mean that there is a magic button that gets pressed and "poof" everything gets put where it is supposed to go. Everything is manual entry. Please put the word out and ask your colleagues to be patient with the process.

d. VP – Educational Policies –Chris Gold (pgs. 22-23)

We spent a lot of time at the last meeting talking about 2 issues. Children on campus and the Min Quals. We had an information item that we got a lot of suggestions on regarding children on campus. There was a state-wide senate paper about minors on campus.....we made some recommendations for changes. This will come to the Senate at a later date. The committee was asking the deans about notifying their faculty if they have a minor in the classroom. Other campuses have a notification on their rosters. That also means you are a mandated reporter for child abuse if you have a minor in the classroom. We need some training about that, because most of us don't know what that means. A website for faculty and parents would be useful. Currently, the information provided for parents is limited. We don't really provide a lot of information to parents about what it means to send their child to an adult campus.

In terms of Minimum Quals, we are looking to clean things up. The current Min Quals list doesn't list all disciplines, it is not posted online, and it is grossly outdated. It is at least 10 years old. We need to update the contract, post it online, and make sure all the disciplines are on the list. We need the legally required AP 7211. We are looking forward to having Barbara Perez (acting VP of Human Resources) and Carolee Vakil-Jessop (Executive Director of the Federation) to come to an upcoming Ed Policies Committee meeting to help us begin to make progress.

e. VP – Faculty Development – Stacey Allen (pgs. 24-25)

Another announcement for our Informed and Inspired: Claudia Striepe and Briita Halonen have been working very hard with Dr. Victoria Kwon, from the Student Health Center. They have put together a great presentation about working with students with Autism. April is Autism Awareness Month. One in 68 children are diagnosed with autism. 10-14 % of college students are on the autism spectrum. Our next Faculty Development Series is on Thursday, April 6th from 1 – 2 pm in the Library, West Basement.

f. VP – Finance – Josh Troesh (pgs. 2)

We finished planning and just starting budgeting, there is no report.

g. VP – Academic Technology – Pete Marcoux

Pete was unable to make the meeting today.

h. VP – Instructional Effectiveness/Assessment of Learning Committee/SLO's Update – R. Serr

Next time I will have an update.....we are trying for 100% and we are getting close!

G. INFORMATION ITEMS –DISCUSSION

Dual Enrollment: Michelle Arthur & Linda Clowers

KDD: We have two guest speakers here today, Michelle Arthur and Linda Clowers, who are going to give us some information about Dual Enrollment. Maybe this metaphor is appropriate; we are building the ship as we sail it on Dual Enrollment. They may not have the answers to all our questions, but we want to get everyone's input so you know what is happening. Michelle Arthur: Hi, I am the Director of Dual Enrollment. Dr. Clowers is our Associate Dean of Academic Affairs. I have been at ECC for a little over 10 years. In a lot of different capacities: Student Grievances, Student Conduct Officer, Financial Aid, all the really "fun" things. I have transitioned to academic affairs to help with Dual Enrollment and the Expansion of Enrollment, which is basically happening at the high schools on their campuses. Dual Enrollment and Concurrent Enrollment; I know the 2 terms are used interchangeably. Dual Enrollment specifically means those classes, or students, who are enrolled at the high school. At their campus; those courses are taught by our faculty, using our course outline. The students receive both high school credit and college credit. The high schools are responsible for rewarding whatever type of credit they think is appropriate, and we reward the appropriate college-level credit. How does this all come about? Linda and I meet with the high schools who have expressed interest in having these courses at their campus. The College and Career Access Pathways (Assembly Bill 288), is the piece of legislation that passed in 2015. This got the ball rolling. This has really been going on for about 20 years. But it was formalized by this piece of legislation which says; that we can offer these courses on campus, they are closed to the public, we receive apportionment, our faculty are involved in the process and we are involved in discussions on what type of courses and who can teach these courses. There is a provision in AB 288 that says, high school faculty, provided they meet the minimum qualifications, after review by the Dean and the Department Chair, can also teach these courses. There is no watering-down of the curriculum. We are adhering to the standards of rigor. L. Clowers: Higher education has been offering dual enrollment at the high schools for the past 10 – 15 years. The difference with AB 288 is that the courses would be closed for the high schools. Some of the school districts have been hesitant to come on board. Why? They weren't sure if they wanted their students sitting right next to someone who came in off the street, to take this course at their high school. These were open enrollment courses, technically. It does provide more opportunity to allow these high school students to take college level courses at their high school. M. Arthur: Pre-AB 288, students who were undocumented and were attempting to be a concurrently-enrolled student, could take these classes, but then they would receive a bill. Regular students, who were CA residents, didn't pay, those fees were waved under a piece of legislation in the Ed Code. Under AB 288, undocumented students can take these courses and they won't receive a bill. Are there any questions so far? C. Wells: Who makes the decision on what courses are offered? M. Arthur: Initially, it is a request form the high school, it is an interactive process. The requests are brought to the divisions and the deans. We let them know what the high schools are interested in and ask if we have the administrative capacities to offer this course. We need to look for an adjunct or a full-time faculty who might be interested in teaching this class. C. Wells: My concern is if the administrator would have the class offered and the faculty thought it was an inappropriate class for the high school. L. Clowers: The requests get brought to the division, and the dean makes that decision along with the faculty. You need to identify a pathway that is specific and lead to a degree or certificate. They don't want students just taking a lot of classes that don't lead them anywhere. We had to come up with classes that lead to a degree or a certificate. Initially, I was meeting with the deans to identify what classes would work for the high school students. We made sure we got feedback from the faculty so we knew what should be offered that might lead to a pathway. (It doesn't seem like all divisions had the same process). M. Arthur: These courses don't replace what is offered at the high school. It is more of an enrichment or advanced class. L. Clowers: All dual enrollment is supposed to offer something that the high school can't. These courses may pick up where AP courses leave off. Legislature was very sensitive to students having access to units at the high school and college level. They were sensitive to collective bargaining units from the high schools and colleges. No college faculty or high school instructor was going to be displaced with these courses. C. Gold: In some states there is a huge problem with this issue. In Texas they are assigning high school teachers to teach these classes and they aren't doing any monitoring. In Indiana, it is drawing students from college enrollment. It seems in CA we have regulations in place to deal with some of these issues. It seems we need to be diligent with these regulations. I'm concerned with rigor, content, and critical thinking in a high school environment. It is important that our faculty are going into the high school, sticking to the outline, SLO's. Monitoring is the issue and making sure our faculty are evaluating them like our faculty are teaching. Success rates are so much higher at a high school than ours are. The effort is in being rigorous and maintaining our standards with evaluation, and sticking with the outline of record. L. Clowers: You make a good point and it will come down to how we execute this. We have language in place in terms of the legislation and practices in

place. We have to be conscious and mindful of the language with the agreements and how we manage this. Yes, evaluations and done on site and assessments are being done to see if the students are learning. We will use this data and it will help with our decisions moving forward. If the students are not successful, then we need to make some changes. We will not do something if the data is telling us it isn't successful. R. Lozano: Some students and parents don't realize what these classes mean toward their degree in the long run. M. Arthur: In orientation it is important to talk about taking these courses, because they do have an effect if you are planning on becoming an ECC student. If you are applying for financial aid, these classes you took at high school count toward your record of performance. C. Striepe: Is there a stipend or professional development hours for visiting a site or evaluating a site? D. Berney: This is why we need department chairs! L. Clowers: Faculty being asked to evaluate or assess off-campus at high schools should be offered flex credit for reimbursement, including mileage.

Minimum Qualifications – Mark Fields

KDD: No, you don't need to get out your driver's license and vehicle registration, Professor Mark Fields, an Administration of Justice instructor, is here to talk to us about minimum qualifications. M. Fields: I am an AJ instructor as well as the CTE rep to the state-wide AS. This is two, eight-hour days of training I am compressing into 10 minutes. Has anyone sat on a hearing committee? Did you have any Min Qual questions? Did you have any training beforehand? Exactly! What the AS is looking at is Min Quals. The Chancellors office determines min-quals for faculty at Community Colleges. Many times, the degree is a terminal degree; and it may be an Associate's Degree. We may hire you with an Associate's Degree and a certain numbers of years of working in that field. One of the things they are looking at is Equivalency is not close enough, it has to be equal. They look at core areas, competency in reading, college composition, and 18 units in whatever specific discipline they are teaching. Another way you could look at it is Eminence. Eminence is superior knowledge and skill in comparison to generally accepted standards of achievement in the field. The AS said eminence should not be used as the sole-criteria. When they look at Min Quals, they look at achievement outside the academic setting. They are trying to expand the applicant pool. For a recent welding recruitment, we ran an ad. We had 4 applicants, one didn't meet Min Quals, one didn't show up, we had 2 tests, so we sent one to the President. She was disappointed that we sent just one candidate. That is why we are having this conversation, it mainly applies to CTE stuff and the trades. Our ECC form gives no direction in what equivalency means. The hiring committee makes the determination as to whether they meet Min Quals. Eventually, we will have a board policy and procedure in dealing with this. What is supposed to happen, is the applicant applies. It goes to a sub-committee to see if they meet Min Quals. There will be discipline input. Ideally, come colleges are putting these resources on their HR websites..... telling them how to meet minimum quals. When you are doing recruiting, you need to refer these applicants to the resources and maybe you can find a way to see if they meet the Min Quals. KDD: any questions? C. Wells, we can make them higher? M. Fields: We can make them higher. There are questions....is it to exclude people or get better quality candidates? Maybe if you raise it you get better applicants. If you expand the pool, you get a more diverse pool. R. McMillin: Usually HR deals with all that on the committees I've been on. M. Fields: HR does the initial screening and provides the documentation but committees are where the faculty have to decide whether the applicant meets Min Quals.

H. FUTURE AGENDA ITEMS

Ed Policies: BP/AP 4230 Grading and Academic Symbols, BP 4115/AP 4222 Remedial Coursework, AP 5500 Student Code of Conduct
Student Success Initiatives (SSSP, SEP, BSI, BSSOT, MMA, etc.)
Strong Workforce Program
Program Viability Task Force: Horticulture
Distance Ed Advisory Committee (DEAC) Updates
California Guided Pathways Project

I. PUBLIC COMMENT

J. ADJOURN

C. Brewer-Smith motioned, R. Galbavy seconded. The meeting adjourned at 1:53 pm
TG/ECC Spring 2017

Adjunct (1 Year)

- Dustin Black
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Christina Gold
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Nic McGrue
- Josh Troesh

Counseling

- Anna Brochet
- Yamonte Cooper
- Rene Lozano

Fine Arts

- Ali Ahmadpour
- Daniel Berney
- Diana Crossman
- Russell McMillin
- Chris Wells

Health Sciences & Athletics

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

Humanities

- Rose Ann Cerofeci
- Ashley Gallagher
- Pete Marcoux
- Christina Nagao
- Adrienne Sharp

Industry & Technology

- Ross Durand
- Mark Fields
- Lee MacPherson
- Jack Selph
- Charlene Brewer-Smith

Library Learning Resources

- Mary McMillan
- Noreth Men
- Claudia Striepe

Mathematical Sciences

- Megan Granich
- Matthew Mata
- Ben Mitchell
- Jasmine Ng
- Catherine Schult-Roman

Natural Sciences

- Mohamad Abbani
- Sara Di Fiori
- Troy Moore
- Ryan Turner
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Jeanie Nishime
- Jean Shankweiler

Assoc. Students Org.

- Patrick McDermott

Compton Education Center

- Paul Flor
- Chris Halligan

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Allison Carr

Dean's Reps.; Guests/Other Officers:

-
-
-

Excused: K. Striepe, Y. Cooper, D. Berney

Faculty Development Committee Meeting
Agenda for Tuesday, March 28, 2017
Library West Basement 1-1:50 pm

Mission Statement: *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

<u>Name</u>	<u>Abbreviation</u>	<u>Division</u>
Stacey Allen* (Present)	(SA)	Behavioral & Social Sciences
Dustin Black (Present)	(DB)	Behavioral & Social Sciences
Ross Durand (excused)	(RD)	Industry & Technology
Briita Halonen (Present)	(BH)	Humanities
Carolee Vakil-Jessop (Present)	(CVJ)	Federation
Sheryl Kunisaki (Present)	(SK)	Library & Learning Resources
Sumino Otsuji (Present)	(SO)	Humanities
Margaret Steinberg (excused)	(MS)	Natural Sciences
Claudia Striepe (Present)	(CS)	Library & Learning Resources
Lisa Mednick Takami (Present)	(LMT)	Professional Development
Evelyn Uyemura (Present)	(EU)	Humanities
Andree Valdry (Present)	(AV)	Learning Resources/Compton Center

*Committee Chair

Spring 2017 Meetings: February 14, February 28, March 14 & 28, April 25, May 9 & 23, June 6 (if needed).

1. Faculty Book Club

(SO) reported that the FBC is reading *For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education* by Christopher Emdin this semester. The book was well received and generated a lively discussion among the 14 in attendance on 3/24. Math instructors are finding the book to be especially enlightening. (SO) noted that faculty have recognized that they may not be as equity-minded in their teaching as they thought they were. She reported that Idania Reyes has suggested that perhaps stipends could be available for the creation of learning teams. (LMT) recommended that FBC participants conduct a breakout session on Fall PD Day. The FBC will meet again on 5/5 and 6/2; 12:30-2:00; Library West Basement.

2. Informed and Inspired: Lunchtime Faculty Development Series

(SA) reported that the March series, "RISE & Shine: Learn about the RISE Center & resources available to our students" presented by Julieta Ortiz, RISE Center Coordinator, was a success. Attendees expressed gratitude for the new series and suggested other topics for future meetings including: SRC – Students with verified disabilities, financial aid issues, and campus tours.

(CS) and (BH) provided an update for the April sessions. Dr. Victoria Kwon (Student Health Center Psychologist) will speak about Autism Spectrum Disorder on April 6th and a follow-up roundtable discussion will take place on April 20th. (BH) is pleased at how well the plans are falling into place and expressed gratitude for Pete Marcoux's recommendation to invite Dr. Kwon to speak on ASD.

While (BH) noted that attendance may be low just before spring break, (EU) suggested faculty who need flex credit may be inclined to attend, especially after spring break.

(LMT) indicated that Nailah Lee has sent reminders to faculty alerting them of flex obligations. Reporting is due to the Chancellor's Office by June 1st. (LMT) noted that last year there was high demand for flex opportunities at the end of the spring semester. In addition, she reported that due to issues with PD Reporter, more user-friendly reporting systems are being vetted and will be presented to the FDC for review in the fall.

(SO) and (SK) provided an update for the May sessions. (SK) confirmed that the Reading Success Center, KEAS, LRC, Math Center and Writing Center will participate. A tour of these centers will take place on May 4th and the May 18th meeting will include a panel presentation.

3. Recording in the Classroom – Syllabus Statement

The FDC reviewed a sample syllabus statement provided by Chris Gold concerning recording in the classroom. (CVJ) noted that because California is a “two-party” state, students and faculty must give permission to be recorded in the classroom. The committee made a number of suggestions regarding the sample syllabus statement which will be forwarded to C. Gold.

4. Fall Professional Development Day

(SA) reported that Dr. Jean Twenge is available on August 24th; however, she charges \$3,000 for speaking engagements. (LMT) noted that last year's speaker was paid \$500. (CVJ) recently heard Twenge speak at a conference and agreed that she would be an excellent PD Day speaker. She suggested that perhaps the Federation could provide additional funding to cover costs. Inviting Twenge to sell her books and speak during a breakout session was also discussed. (CVJ) suggested that Twenge's books could be used by the Faculty Book Club next year. (LMT) referenced survey results from Spring PD Day, noting that faculty are most interested in hearing about practical information that is useful in the classroom. The committee agreed that faculty appreciate a motivational keynote speaker that is familiar with teaching at a community college followed by practical breakout sessions.

Meeting adjourned at 1:50 p.m.

SA/4.13.17

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: March 16, 2017

MEMBERS PRESENT

- | | |
|---|---|
| <input checked="" type="checkbox"/> William Garcia– Student & Comm Adv. | <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) |
| <input checked="" type="checkbox"/> Amy Grant – Academic Affairs | <input checked="" type="checkbox"/> Cheryl Shenefield–Administrative Services |
| <input checked="" type="checkbox"/> Ken Key - ECCFT | <input checked="" type="checkbox"/> Jackie Sims -Management/Supervisors |
| <input checked="" type="checkbox"/> Araceli Rodriguez – ASO, Student Rep. | <input type="checkbox"/> Dean Starkey – Campus Police |
| <input checked="" type="checkbox"/> David Mussaw – ECCE | <input checked="" type="checkbox"/> Josh Troesh - Academic Senate |

Other Attendees: Members:

Support: B. Atane, I. Graff, J. Higdon, J. Nishime, R. Russell, J. Shankweiler

Guest: G. Toya

The meeting was called to order at 1:02 p.m.

An ASO update by A. Rodriguez was added to the agenda.

Approval of the March 2, 2017 Minutes

1. Page 2, Annual Calendar, #1, **correct:** May 15 **to:** April 15.
#2, **correct:** Area Plan **to:** College Plan.

College Planning Update – I. Graff (link)

1. It was noted the Unit Plans were due on March 15 and a lot of the plans were successfully submitted. The next step will be moving on to the Area Plans which will be due May 15.
2. The Comprehensive Master Plan, which will be presented to the Board for approval next Monday, was presented to the committee. After the plan is approved by the Board, individual copies will be distributed to the committee. It was noted the implementation is what will be different about this planning process than in previous ones. Actions will be taken and planned out over a five-year period.
3. The Planning Summit which kicks off the Comprehensive Master Plan is scheduled for April 21. The members of the PBC are invited to the summit and are encouraged to participate.
4. There is a phase II coming up which will be taking the master planning down to the program level. For the most part it will take program review and meeting the Educational Master Plan to create some alignments and strategic directions over the next five years for every program on campus. A program is defined as a unit which has a program review. With all the various changes being made, the anticipated date for completion of phase II should be fall 2017.
5. I. Graff thanked the committee for all of their assistance in the working on and reviewing this plan.

Compton Accreditation Update – I. Graff (link)

1. The accreditation team visit for Compton went well. It was noted while the accreditation team was reviewing the evidence they were touch by the impact the institution has had on the community. During the exit interview, they gave everyone a standing ovation.
2. The accreditation team did lay out some recommendations for improving institutional effectiveness. This was noted as only being something minor. The Commission will review the committee's final report in June. The results should be communicated to us by the end of June or beginning of July.

3. W. Garcia was recognized for the work he did in handling all of Compton's Student Services Program Reviews.

VP Area update, SCA – J. Nishime

1. The committee was informed that W. Garcia will be leaving El Camino College. He has accepted the position of Vice President of Student Services at Las Positas Community College. He will be with El Camino until the end of this April. W. Garcia was thanked for the work he has done with the PBC. Greg Toya has shown interest in filling in for W. Garcia's position on the PBC.
2. The accreditation mid-term report for El Camino was due but we ironically received a corrected letter from the Commission was due October 15, 2017. The report will be put on the Commission's agenda for June and our visits will continue in the fall.
3. Last fall we had a consultant do a process improvement review of our intake through the registration process. There were five major recommendations that resulted from this review as well as 50 other recommendations which came from the data review. From all of the information received, an action plan has been developed to remedy those areas where we are not servicing of students well.
4. One of the items noted was that we had no mechanism in tracking our students. ITS has made it a priority to purchase a CRN constituency relation system. This would enable us to track someone from the time they are a prospect throughout the intake process. One other finding noted from the consultant was that our financial aid should be moved up in the process. This often is a determining factor a student looks at in going to a particular college. In the future our steps to enroll will include a financial aid application. Another item noted was the process is not very welcoming as there is not a lot of human touch in the process. More personal emails could assist in this process instead of just the boiler-plate documents. Other processes will be reviewed to see if they can become more user friendly for the students.
5. A Gradfest is being planned for May 2. Vendors will be selling commencement merchandise. The Gradfest will help make the merchandise more visible to the students. The Bookstore is working on planning this event.
6. The implementation of Starfish and degree planner. The Counseling and IT departments have been meeting frequently for a long time on this project. The beta test was done for Starfish Early Alert in the fall. The beta test will end this upcoming May and a debriefing will be done to review the results. Degree planer is currently being tested by the counselors.

ASO Update – A. Rodriguez / G. Toya

1. A. Rodriguez gave an update of her trip to Washington. The bill she was encouraging support for was the Homeless Student Act of 2017. She noted it was an amazing experience to be able to communicate with legislative staff and senators. The other students who also went on the trip were able to see the legislative process in action and do some lobbying for all students.

Annual Planning/Budgeting Calendar – R. Natividad (handouts)

1. Additional discussion took place about the dates and timing of the program plan, unit plan and area plan since there is now the addition of the college plan. Program plans will be moved forward to an earlier due date of November 1 to allow for proper discussion and prioritization. Unit plans for 2018/19 will be moved to March 1 and Unit plans to April 1. The final prioritization of plans will be placed in the College plan by May 1. The timing should allow program to be informed of their allocations during the summer and before the next planning cycle.

Adjournment – R. Natividad

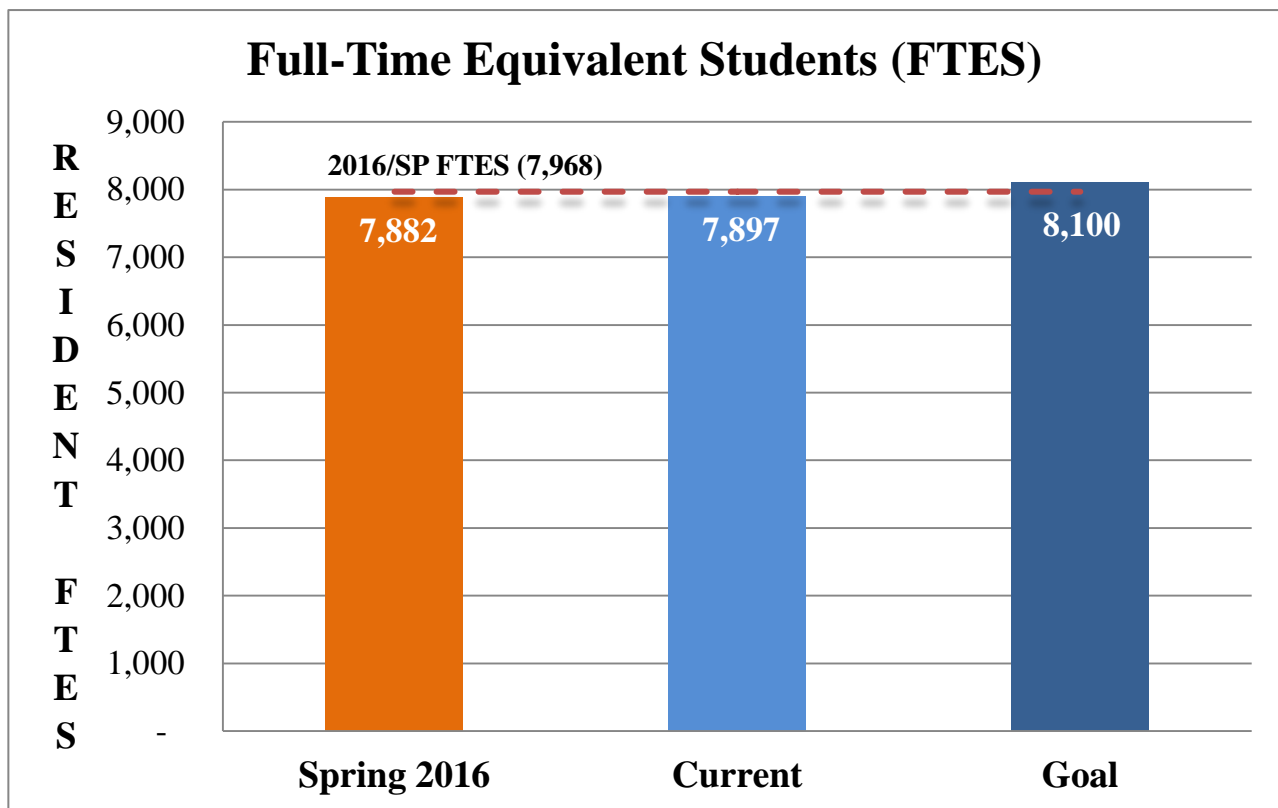
1. The meeting adjourned at 1:45p.m. The next meeting will be held on **April 6, 2017** in Library 202.

RKN/lmo

Term: 2017/SP
Reporting Date: 3/30/2017
Location: El Camino College

Enrollment to Date: Resident Students

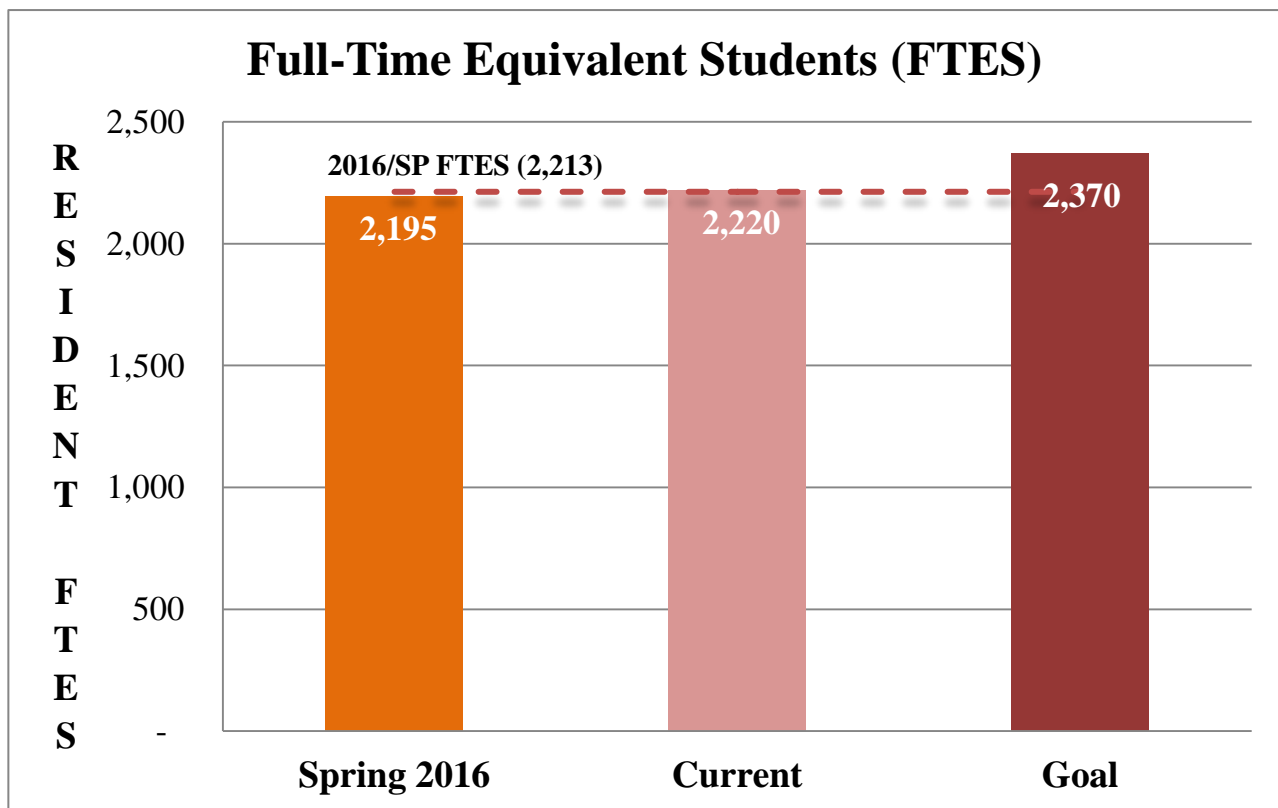
32 Days after Census Day	Spring 2016 (03/03/16)	Current	Goal	Current away from goal
Sections	2,067	2,082	-	-
Seats Filled	56,507	56,586	-	-
Sections Fill Rate	82%	82%	90%	-8%
Projected FTES	7,882	7,897	8,100	(203)



Term: 2017/SP
Reporting Date: 3/30/2017
Location: Compton Center

Enrollment to Date: Resident Students

32 Days after Census Day	Spring 2016 (03/03/16)	Current	Goal	Current away from goal
Sections	610	609	-	-
Seats Filled	15,549	15,110	-	-
Sections Fill Rate	76%	74%	80%	-6%
Projected FTES	2,195	2,220	2,370	(150)



REVISED BOARD POLICY

BOARD POLICY 4230

Grading and Academic Record Symbols

Courses shall be graded using the grading system established by Title 5 section 55023. The grading system shall be published in the college catalog and made available to students.

Commented [CG1]: The procedure has been removed from the policy and is in a new Administrative Procedure. This first paragraph is directly from the CCLC template.

Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.

Semester Unit of Credit

~~College work at El Camino College is measured in terms of semester units. One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.~~

Grades, Grade Points, and Grade Point Average

~~Grade points are numerical values which indicate the scholarship level of letter grades. Grade point average equals total grade points divided by total units attempted for credit courses in which letter grades have been assigned. Grade points are assigned according to the following scale:-~~

~~A-Excellent 4 points for each unit~~

~~B-Good 3 points for each unit~~

~~C-Satisfactory 2 points for each unit~~

~~D-Passing, less than satisfactory 1 point for each unit~~

~~F-Failing 0 points for each unit~~

~~P-Pass (at least satisfactory—units See Note 1-
awarded not counted in grade point
average)~~

~~NP—No Pass (less than satisfactory, or See Note 1-
Failing—units not counted in grade
Point average)~~

~~I-Incomplete See Note 2-~~

~~IP-In Progress See Note 3-~~

~~W-Withdrawal See Note 4-~~

~~MW-Military Withdrawal See Note 5-~~

~~Notes:-~~

~~1- Pass No Pass (formerly Cr/NC for Credit/No Credit) A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending~~

on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree applicable. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to probation or dismissal regulations.

2. I Incomplete

A student may receive a notation of "I" (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, or IF. Collectively, these grades will be referred to as an "I" grade. The written record containing the conditions for removal of the "I" will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the "I" will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP In Progress

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open entry, open exit" course is assigned an "IP" at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P or NP) to be recorded on the student's permanent record for the course.

4. W Withdrawal

It is the student's responsibility to process a withdrawal. A student may also be dropped by the instructor if the student has excessive absences. Withdrawal from classes is authorized through the 12th week of instruction in a 16-week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a "W." Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a "W" on the student's record.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in probation and dismissal procedures.

5. MW Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

Notes:-

—The Grade Change process is now covered by BP 4231. Adopted by Board 12/17/07.

—The Probation and Dismissal portion of this policy is now covered by BP 4250. Recommended for adoption 6/09.

—The Course Repetition portion of this policy is now covered by BP 4225. Adopted by the Board 7/17/06.

—The Academic Renewal portion of this policy is now covered by BP 4240. Adopted by Board 8/21/06.

Previous Board Policy Number: 6130, 5/16/05 and 4220, 7/20/09

References:

Title 5 § 55021 and §55023

Related Policies and Procedures:

BP/AP 4231 Grade Change

BP/AP 4250 Probation, Dismissal and Readmission

BP/AP 4225 Course Repetition

BP/AP 4240 Academic Renewal

El Camino College

Adopted: 4/11/83

Amended: 5/14/84, 1/27/86, 1/26/87, 11/23/87, 3/13/89, 4/10/89, 5/9/91, 6/22/98; 7/20/09

Previous Board Policy Number: 6130 (5/16/05) and 4220 (7/20/09)

2016-17 Revision Consultation

Educational Policies Committee: 11/29/16

Deans Council: 4/13/17

Academic Senate: 4/18/17

Board of Trustees:

NEW ADMINISTRATIVE PROCEDURE

Administrative Procedure 4230

Grading and Academic Record Symbols

Commented [CG1]: The exact language from the policy was moved into the procedure. Strike outs indicate deletions and underlines indicate additions to the existing language that was in the policy.

The grading practices of the El Camino Community College District shall be as follows:

Semester Unit of Credit

College work at El Camino College is measured in terms of semester units. One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.

Grade Records

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures, as per the Instructor Position Description. Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

Commented [CG2]: This sentence puts a decades long practice into the procedure. It was required by the 1987 Faculty Handbook and this statement is adapted from the handbook. We are revising the Faculty Handbook this year and are ensuring that the handbook does not dictate policy or procedure, but instead just describes and refers to it.

Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the following scale in the chart below and shall be published in the college catalog.

Evaluative Symbols

A	Excellent	4 points for each unit
B	Good	3 points for each unit
C	Satisfactory	2 points for each unit
D	Passing, less than satisfactory	1 point for each unit
F	Failing	0 points for each unit
P	Pass, at least satisfactory (formerly C for Credit)	See Note 1
NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1

Non-Evaluative Symbols

I	Incomplete	See Note 2
IP	In Progress	See Note 3
W	Withdrawal	See Note 4
MW	Military Withdrawal	See Note 5
RD	Report Delayed	See Note 6

Commented [CG3]: We had been using this but it wasn't in our Board policy/academic procedure.

- A Excellent 4 points for each unit
- B Good 3 points for each unit
- C Satisfactory 2 points for each unit
- D Passing, less than satisfactory 1 point for each unit
- F Failing 0 points for each unit
- P Pass (at least satisfactory units See Note 1 awarded not counted in grade point average)
- NP No Pass (less than satisfactory, or See Note 1 Failing units not counted in grade Point average)
- I Incomplete See Note 2
- IP In Progress See Note 3
- W Withdrawal See Note 4
- MW Military Withdrawal See Note 5

Commented [CG4]: The description of grading symbols was moved into a chart form and divided into evaluative symbols and non-evaluative symbols as defined by Title 5 § 55023.

Notes:

1. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)

A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations.

Commented [CG5]: At our Ed Policies Committee meeting we agreed to recommend that P/NP be an option for noncredit courses. We did not, however, agree to add the use of "SP" (satisfactory progress) for noncredit courses, which is newly allowed by Title 5 § 55023. There are unanswered questions about the use of SP and the intersection of the use of P/NP and SP. If a noncredit course that typically issues no grade begins using "SP," will a student have a notation if they don't receive an SP? How will this translate to the student transcript? Would the course appear on some students' transcripts (those with an SP) but not others' (those without an SP)? Will SP be an option for noncredit courses or automatic? How does the use of SP relate to P/NP? Will they be used all together in a course, in addition to the lack of any grade? We interpreted an SP like a pat on the back to recognize progress in the course, whereas a P indicates mastery of the course content and skills.

2. I - Incomplete

A student may receive a notation of "I" (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, or IF. Collectively, these grades will be referred to as an "I" grade. The written record containing the conditions for removal of the "I" will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the

Commented [CG6]: Title 5 requires that we give students a record of what s/he needs to complete to replace the "I" with a grade. Title 5 § 55023 says, "The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I" and the grade assigned in lieu of its removal. **This record must be given to the student** with a copy on file with the registrar until the "I" is made up or the time limit has passed." We need to make sure that we are giving students a record of what they need to do to resolve the "I".

required work by the end of the sixth week, the “I” will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP - In Progress

The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade-A through F, P or NP, or SP) to be recorded on the student’s permanent record for the course.

4. W - Withdrawal

It is the student’s responsibility to process a withdrawal. It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has ~~excessive absences~~ been absent for more that 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P or NP, or SP) or an “I” (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a “W.” Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

Commented [CG7]: The edits in these sentences bring this into alignment with the language in the new Attendance procedure and Title 5.

No notation (“W” or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a “W” on the student’s record.

The “W” shall not be used in calculating grade point averages, but excessive “W’s” shall be used as factors in course repetition and probation and dismissal procedures.

5. MW – Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned “MW.” Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

6. RD – Report Delayed

Commented [CG8]: The language used to describe RD is directly from Title 5 §55023.

The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

References:

Title 5 §55021 and §55023

Instructor Position Description. Appendix A. Agreement between El Camino Community College District and El Camino College Federation of Teachers.

Related Policies and Procedures:

BP/AP 4225 Course Repetition

BP/AP 4231 Grade Change

BP/AP 4240 Academic Renewal

BP/AP 4250 Probation, Dismissal and Readmission

El Camino College

Adopted:

2016-17 Revision Consultation

Educational Policies Committee: 11/29/16

Deans Council: 4/13/17

Academic Senate: 4/18/17

Board of Trustees:

§ 55021. Grading Policies.

(a) The governing board of each community college district shall establish a uniform grading policy for all colleges within the district. The policy shall be based on sound academic principles and be consistent with the requirements of this chapter.

(b) The grading policy shall require that all work in all degree-applicable and nondegree-applicable credit courses shall be graded in accordance with a grading system adopted by the governing board consistent with section 55023.

(c) The grading policy may provide for award of grades in noncredit courses, including courses which are part of a high school diploma program or may be accepted for high school credit by a high school.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

This database is current through 11/11/16 Register 2016, No. 46

§ 55023. Academic Record Symbols and Grade Point Average.

(a) Except as provided in subdivisions (b) and (c), grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

<i>Symbol</i>	<i>Definition</i>	<i>Grade Point</i>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than satisfactory	1
F	Failing	0
P	Passing (At least satisfactory - units awarded not counted in GPA. Has the same meaning as "CR" as that symbol was defined prior to June 30, 2007.)	
NP	No Pass (Less than satisfactory, or failing - units not counted in GPA. NP has the same meaning as "NC" 2007.)	
SP	Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)	

(b) The governing board of a community college district may use "plus" and "minus" designations in combination with letter grades, except that the grade of C minus shall not be used. If pluses and minuses are used, the grade point value of a plus shall be computed by adding 0.3 to the value assigned to the letter grade with which it is combined, and the grade point value of a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade with which it is combined, except that no grade point value shall be less than 0 or greater than 4.0.

(c) Regardless of whether the governing board elects to use plus and minus grading, it may provide for the use of the "FW" grade symbol to indicate that a student has both ceased participating in a course some time after the last day to officially withdraw from the course without having achieved a final passing grade, and that the student has not received district authorization to withdraw from the course under extenuating circumstances. The "FW" symbol may not be used if a student has qualified for and been granted military withdrawal. If "FW" is used, its grade point value shall be zero (0).

(d) The governing board of each community college district shall publish the point equivalencies for the grades used in subdivision (a), or, subdivisions (a) and (b) (if pluses and minuses are used) in the catalog or catalogs of each college in the district as a part of its grading policies. In the event the governing board chooses to use the "FW" described in subdivision (c), it shall be included in the grading system and point equivalencies published in the catalog.

(e) The governing board of each community college district may authorize the use, under controls and conditions specified below, of only the following nonevaluative symbols:

<i>Symbol</i>	<i>Definition</i>
I	Incomplete: Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an “I” symbol being entered in the student’s record. The condition for the removal of the “I” shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the “I” and the grade assigned in lieu of its removal. This record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.
	The “I” may be made up no later than one year following the end of the term in which it was assigned.
	The “I” symbol shall not be used in calculating units attempted nor for grade points. The governing board shall provide a process whereby a student may petition for a time extension due to unusual circumstances.
IP	In progress: The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of a term and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluative symbol (grade) in accordance with subdivision (a) or (a) and (b) if plus and minus grading is used) to be recorded on the student’s permanent record for the course.
RD	Report Delayed: The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.
W	Withdrawal: The “W” symbol may be used to denote withdrawal in accordance with the requirements of section 55024.
MW	Military Withdrawal: The “MW” symbol may be used to denote military withdrawal in accordance with section 55024.

(f) In calculating students' degree-applicable grade point averages, grades earned in nondegree-applicable credit courses shall not be included.

(g) The governing board of each district shall adopt rules and regulations governing the inclusion or exclusion of units in which a student did not receive a grade or “pass-no pass” or from which the student withdrew in accordance with rules adopted by the district.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. New subsection (g) and amendment of Note filed 12-27-2012; operative 1-26-2013. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2013, No. 1).

3. Amendment of subsection (a) - Table filed 9-28-2016; operative 10-28-2016. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2016, No. 41).

This database is current through 11/11/16 Register 2016, No. 46
5 CCR § 55023

**California Community College District
Cooperative Work Experience Education Plan**

**PART I CONTACT
INFORMATION**

DISTRICT/College(s)

If you are a multiple college district, please indicate all colleges covered. Individual variations with plan details should be delineated in the appropriate sections of the plan.

El Camino Community College District		
El Camino College, Compton Educational Center		

Contact information for clarification any questions, such as name/contact information for person who prepared the plan, the Chief Instructional Officer, or other individual(s) designated by District.

Please include Name, Title, District, Email, and Telephone

Name: Dr. Jean Shankweiler

Title: Vice President Academic Affairs

District: El Camino College District

Email: jshankweiler@elcamino.edu

Phone: (310)660-3593 ext. 3119

**California Community College District
Cooperative Work Experience Education Plan**

**PART II
RESPONSES TO PLAN REQUIREMENTS**

This and following sections set forth a Title 5-required element, background information as appropriate, and prompts the district's required and/or optional response.

- (1) A statement that the district has officially adopted the plan, subject to approval by the State Chancellor**
(§55251)

Date plan approved by local board: _____ (*Please also attach Board minutes or other documentation.*)

Optional comments, if any, on process for Plan development (i.e., local Academic Senate review, curriculum committee deliberations, other deliberations).

**California Community College District
Cooperative Work Experience Education Plan**

(2) Specific description of (§55251):

(a) District responsibilities (§55251):

Background: Title 5 criteria and requirements

District Services. (§55255). (6.4)

(a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:

- (1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.
- (2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.
- (3) Consultation with students in person to discuss students' educational growth on the job.

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

District will comply with these requirements.

Optional: Additional comments or narrative on District Services, if any.

Responsibilities of the College, Employer, Student and District (6.0)

6.1 Responsibilities of the College are to:

6.1.1 Register students in the appropriate CWEE program. The prerequisite for a specific CWEE program is as written in the College catalogs.

6.1.2 Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:

6.1.2.1 Develop contacts with business, industry and governmental agencies for potential job learning stations;

6.1.2.2 Maintain good public relations by speaking to civic, educational, governmental, and service organizations;

- 6.1.2.3 Introduce CWEE instructors to key personnel within business, industry and governmental agencies;
- 6.1.2.4 Work closely with the college counseling/career center staff;
- 6.1.2.5 Maintain liaison with the faculty and administration;
- 6.1.2.6 Handle student and instructor appeals related to CWEE;
- 6.1.2.7 Administer the CWEE budget;
- 6.1.2.8 Participate in college advisory committees;
- 6.1.2.9 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;
- 6.1.2.10 Evaluate student program applications to determine eligibility for entrance into the program;
- 6.1.2.11 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;
- 6.1.2.12 Provide a weekly CWEE class (orientation);
- 6.1.2.13 Provide referral to counseling, career center, and other student services staff as needed;
- 6.1.2.14 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;
 - 6.1.2.14.1 Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form.
- 6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.
 - 6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/instructor and student.

**California Community College District
Cooperative Work Experience Education Plan**

6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

6.1.2.16.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

6.1.2.16.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE instructor will submit completed and signed El Camino Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE instructors.

6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations

6.1.3 Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

6.2 Responsibilities of the student are to: **(6.2)**

6.2.1 Attend required weekly orientation, group seminars, and/or individual conferences called by the CWEE instructor;

6.2.2 Notify the CWEE instructor of any changes of job, supervisor, or work hours;

6.2.3 Return completed and signed El Camino Community College District waiver form and required documents to the CWEE instructor including an application form, learning objective agreement form, performance evaluation forms, timesheet, and when applicable an unpaid internship agreement form;

6.2.3.1 Complete and sign the El Camino Community College District Waiver/Assumption of Risk form at the beginning of the enrollment term and prior to the start of the student's work participation at the job learning station.

6.2.3.2 Complete and sign, if applicable, the Self Employment form designating and identifying a qualified supervisor/mentor for the self-employed student.

6.2.4 Report hours worked;

6.2.5 Consult the CWEE Instructor and/or Coordinator concerning job-related problems.

6.3 Responsibilities of the Employer and the Job Learning Stations **(6.3)**

6.3.1 Job learning stations and employer shall meet the following criteria:

6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;

6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term;

6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-job measurable learning objectives;

6.3.1.4 Employers agree to comply with all appropriate federal and state

employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

6.3.2.1 Assist students to define new or expanded measurable on the job learning objectives. The objective will be written by the student on the Learning Objectives form, and approved by the employer and instructor; and

6.3.2.2 Evaluate on the Performance Evaluation form agreed upon learning objectives at midterm and at the end of the work experience activity; and

6.3.2.3 Meet with the instructor at the student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and

6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and

6.3.2.5 Sign the El Camino Community College District Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the CWEE office at the beginning of the enrollment term and prior to the student's start of the unpaid internship; and

6.3.2.6 Verify information on the Application form to establish the location of the student's job learning station, the type of job held, the course identifier, and the number of units in which each student is enrolled.

6.4 Responsibilities of the District are to: **(6.4.4)**

6.4.4 Provide apprenticeship work experience courses when entering into contracts with Joint Apprenticeship Training Committees (JATC). The El Camino Community College District may delegate CWEE coordination/supervision activities to the JATC per Title V of the California Administrative Code.

**California Community College District
Cooperative Work Experience Education Plan**

(a) District responsibilities

Background: Title 5 criteria and requirements

Records. (§55256). **(4.0)**

(a) The district shall maintain records which shall include at least the following:

- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis determining whether the student is qualified for Occupational or General Work Experience.
- (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
- (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
- (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.

(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.

(2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.

(3) Consultation with students in person to discuss students' educational growth on the job.

(b) Records must be maintained which are signed and dated by academic personnel documenting:

(1) Consultation(s) in person with the employer or designated representative.

(2) Personal consultation(s) with the student.

(3) Evaluation of the student's achievement of the on-the-job learning objectives.

(4) The final grade.

District will comply with these requirements.

NOTE: The Chancellor's Office interprets the lack of a plural option under "type ... of Cooperative Work Experience Education..." to prohibit a student from concurrently enrolling in multiple "types" of Cooperative Work Experience Education.

Optional: Additional comments or narrative on Record Keeping, if any.

Records (4.1)

4.1 The Colleges shall maintain student records which shall include at least the following:

4.1.1 The type and units of Cooperative Work Experience Education in which the student is enrolled, where the student is employed, and the type of job held and a statement signed and dated by the CWEE instructor which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.

4.1.2 A record of the work permit issued, if applicable, signed by the designated issuing agent.

4.1.3 New or expanded on-the-job written, measurable, learning objectives which serve as part of the basis for determining the student's grade, signed by the student, employer, and CWEE Coordinator;

**California Community College District
Cooperative Work Experience Education Plan**

4.1.4 The employer's report of student CWEE hours worked and performance evaluations based on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.

4.2 Records must be maintained which are signed and dated by CWEE Instructor/Coordinator, Employer, and student:

4.2.1 Documentation by CWEE Instructor/Coordinator of consultations with the student;

4.2.2 Documentation by CWEE Instructor/Coordinator of consultations with employers in person with the employer or designated representative at the employer's place of business once each semester; unless site meets the alternative "In-Person" options.

4.2.3 Written evaluation by CWEE Instructor/Coordinator of each student, including the final grade.

4.2.4 The El Camino Community College District Unpaid Internship Agreement signed by the CWEE instructor, the employer or designated representative, and the student when applicable.

**California Community College District
Cooperative Work Experience Education Plan**

(b) Student responsibilities (§55251):

Background: Title 5 criteria and requirements

Student Qualifications (§55254). **(3.0)**

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
 - (1) Assist the student in identifying new or expanded on-the-job learning objectives.
 - (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
 - (3) Validate hours worked.

Optional: Additional comments or narrative on Student responsibilities, if any.

Student Qualifications (3.1)

3.1 In order to participate in CWEE students shall meet the following criteria:

3.1.4 One of the following:

3.1.4.1 Be a registered apprentice as defined by Labor Code Section 3077 enrolled in related or supplementary courses required of the apprentice programs. Community college districts may grant units of credit for CWEE consistent with provisions of this regulation; or

3.1.4.2 Be self-employed and meet the following conditions: Identify a person who is approved by the instructor to serve as the designated evaluator representative. This representative shall be an objective individual in the same profession who can provide the student with constructive and professional feedback regarding the student's professional growth. The relationship of the evaluator and student must be professional and not personal in nature and agree to accept in writing the following employer responsibilities:

- a. Assist the student in identifying new or expanded on-the-job meaningful and measurable learning objectives.
- b. Assist in the evaluation of the student's identified learning objectives
- c. Validate hours worked

3.1.4.3 Participate in part-time or full-time paid employment; OR

**California Community College District
Cooperative Work Experience Education Plan**

3.1.4.4 Paid or unpaid internships

3.1.4.4.1 Unpaid internship participants must submit a signed and dated El Camino Community College District Unpaid Internship Agreement form to CWEE Instructor prior to start of unpaid internship; AND

3.1.5 Be enrolled in Occupational Work Experience Education which is supervised employment extending classroom-based occupational learning at an on-the-job learning station relating to the student's educational or occupational goal for which his/her college program has been designed.

**California Community College District
Cooperative Work Experience Education Plan**

(c) Employer responsibilities (§55251):

Background: Title 5 criteria and requirements

Records. (§55256). **(4.0)**

- (a) The district shall maintain records which shall include at least the following:
- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
 - (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
 - (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
 - (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
- (b) Records must be maintained which are signed and dated by academic personnel documenting:
- (1) Consultation(s) in person with the employer or designated representative.
 - (2) Personal consultation(s) with the student.
 - (3) Evaluation of the student's achievement of the on-the-job learning objectives.
 - (4) The final grade.

Job Learning Stations. (§55257) **(6.3)**

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

District will comply with these requirements.

Optional: Additional comments or narrative on Employer responsibilities, if any.

Responsibilities of the Employer and the Job Learning Stations (6.3.1)

6.3.1 Job learning stations and employer shall meet the following criteria:

6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;

6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term.

6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-

job measurable learning objectives;

6.3.1.4 Employers agree to comply with all appropriate federal and state employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

6.3.2.1 Assist students to define new or expanded measurable on-the-job learning objectives. The objectives will be written by the student on the Learning Objectives form, and approved by the employer and instructor on the; and

6.3.2.2 Evaluate learning objectives on the Performance Evaluation form agreed at midterm and at the end of the work experience activity; and

6.3.2.3 Meet with the instructor at the student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and .

6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and

6.3.2.5 Sign the El Camino Community College District Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the CWEE office during an official enrollment term and prior to the student's start of the unpaid internship; and

6.3.2.6 Verify information on the Application form to establish where the student is employed, and the type of job held including the type of course and units in which each student is enrolled.

**California Community College District
Cooperative Work Experience Education Plan**

(c) Employer responsibilities (§55251):

Background: Title 5 criteria and requirements

Consultation(s) in person with the employer. (§55255). **(6.4.2), (6.4.3)**

(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.

(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.

The approved guidelines issued by the Chancellor for Districts to substitute approved alternatives to "in person" consultations are attached.

District will use alternatives to "Consultation(s) in person," as described in Title §55255(c).

District will not use alternatives "Consultation(s) in person," as described in Title §55255(c).

Comments on "Consultation(s) in person," if any, including criteria and limits on alternatives to "Consultation(s) in person."

Alternatives to in-person site visits will be approved on a case-by-case basis by the CWEE Coordinator and documented on the Site Visit form. **(6.1.2.14.1)**

(d) Other cooperating agencies in the operation of the program, if any. (§55251)

Comments on other cooperating agencies in the operation of the program, if any.

(3) Specific description of each type of CWEE (§55251):

Types of Cooperative Work Experience Education (§55252) **(1.0)**

Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:

Check all that will be offered at the district:

- (a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. **(1.1.2)**

California Community College District Cooperative Work Experience Education Plan

- (b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. **(1.1.1)**

- Minor Students in Work Experience
All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses. (§55250.2).

- Work Experience Programs for Students with Developmental Disabilities. (§55250.4)
The governing board of any community college district which establishes and supervises a work experience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.
The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.

- Work Experience Education Involving Apprenticeable Occupations. (§55250.5)
Work-experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council. **(6.4.4)**

(4) A description of **HOW** the district will (§55251)

(a) **Provide guidance services** (§55251):

Describe the specifics on how district will achieve this requirement.

Responsibilities of the College, Employer, Student and District (6.1.2)

6.1.2 Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:

6.1.2.1 Work closely with the college counseling/career center staff;

6.1.2.2 Maintain liaison with the faculty and administration;

6.1.2.3 Handle student and instructor appeals related to CWEE;

6.1.2.4 Administer the CWEE budget;

6.1.2.5 Participate in college advisory committees;

6.1.2.6-Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

6.1.2.7 Evaluate student program applications to determine eligibility for entrance into the program;

6.1.2.8 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

6.1.2.9 Provide referral to counseling, career center, and other student services staff as needed;

6.1.2.10 Obtain written employer evaluations, in addition to completing an

**California Community College District
Cooperative Work Experience Education Plan**

on-site consultation with the employer;

6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.

6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

6.1.2.16.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

6.1.2.16.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE instructor will submit completed and signed El Camino Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE instructors.

**California Community College District
Cooperative Work Experience Education Plan**

6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations

6.1.3 Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, and consult in person with employers at least once each semester;

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(b) Assign a sufficient number of qualified certificated personnel to direct the program (§55251):

Describe the specifics on how district will achieve this requirement. **(6.1.3)**

6.1.3 Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

California Community College District Cooperative Work Experience Education Plan

(1) **Initiate and maintain learning stations** (§55251)

Background: Title 5 criteria and requirements

(§55250) Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the Chancellor.

Work Experience Outside of District. (§55250.6).

The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part-time jobs for students in areas outside the district

Wages and Workers' Compensation. (§55250.7).

The governing board of any community college district providing work-experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.

Job Learning Stations. (§55257) **(6.3)**

Job learning stations shall meet the following criteria:

- (a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.
- (b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.
- (c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.
- (d) Employers agree to comply with all appropriate federal and state employment regulations.

Describe the specifics on how district will achieve this requirement.

Responsibilities of the employer partners and the Job Learning Stations **(6.3)**

6.3.1 Job learning stations and employer shall meet the following criteria:

6.3.1.1 Employers or designated representatives agree with the intent and purposes of CWEE for students and are given a copy of each student's approved on-the-job measurable learning objectives;

6.3.1.2 Provide a reasonable probability of continuous work experience for students during the current Work Experience enrollment term;

6.3.1.3 Employers or designated representatives provide adequate supervision, facilities, equipment and materials at the job learning stations to achieve on-the-job measurable learning objectives;

6.3.1.4 Employers agree to comply with all appropriate federal and state employment regulations; and

6.3.2 Employers agree to sign the following forms and complete the following activities:

6.3.2.1 Assist students to define new or expanded measurable on the job learning objectives. The objectives will be written by the student on the Learning Objectives form, and approved by the employer and instructor; and

6.3.2.2 Evaluate learning objectives on the Performance Evaluation form at midterm and at the end of the work experience activity; and

6.3.2.3 Meet with the instructor at student's job learning station once each semester and complete the Site Visit form documenting the in-person consultation(s) with the employer or designated representative; and

6.3.2.4 Sign and verify the student's hours worked on the Time Sheet form; and

6.3.2.5 Sign the Unpaid Internship Agreement form when applicable. For liability purposes, a signed and dated form must be submitted to the CWEE office during an official enrollment term and prior to the student's start of the unpaid internship; and

6.3.2.6 Verify information on the Application form to establish where the student is employed, and the type of job held including the type of course and units in which each student is enrolled.

(2) Coordinate the program and supervise students (§55251) (6.1.2)

Describe the specifics on how district will achieve this requirement.

6.1.2 Provide CWEE Coordinators/Instructors time to maintain and promote the CWEE program in the following manner:

6.1.2.1 Work closely with the college counseling/career center staff;

6.1.2.2 Maintain liaison with the faculty and administration;

6.1.2.3 Handle student and instructor appeals related to CWEE;

6.1.2.4 Administer the CWEE budget;

6.1.2.5 Participate in college advisory committees;

6.1.2.6-Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;

6.1.2.7 Evaluate student program applications to determine eligibility for entrance into the program;

6.1.2.8 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;

6.1.2.9 Provide a weekly CWEE class (orientation);

6.1.2.10 Provide referral to counseling, career center, and other student services staff as needed;

6.1.2.11 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;

6.1.2.12 Assure that work done by students contributes to their occupational or educational goals.

6.1.2.12.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

6.1.2.12.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.13 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

6.1.2.13.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

6.1.2.13.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.13.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.13.3.1 CWEE instructor will submit completed and signed El Camino Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.14 Evaluate the CWEE Program through the college program review process.

6.1.2.15 Participate in the evaluation process for CWEE instructors.

6.1.2.16 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.17 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations.

**California Community College District
Cooperative Work Experience Education Plan**

(3) Shared supervision with employer to include (at least once each term) (§55251)

(c) Assure on-the-job experiences are documented with written/measurable (§55251) (6.1.2.9)

Describe the specifics on how district will achieve this requirement.

- 6.1.2.9 Provide appropriate and continuous instructional support and supervision for students throughout their enrollment in CWEE;
- 6.1.2.10 Evaluate student program applications to determine eligibility for entrance into the program;
- 6.1.2.11 Discuss and approve student learning objectives and ensure that they are measurable and academically rigorous;
- 6.1.2.12 Provide a weekly CWEE class (orientation);
- 6.1.2.13 Provide referral to counseling, career center, and other student services staff as needed;
- 6.1.2.14 Obtain written employer evaluations, in addition to completing an on-site consultation with the employer;
- 6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.
 - 6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.
 - 6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.
- 6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term.
 - 6.1.2.16.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

**California Community College District
Cooperative Work Experience Education Plan**

6.1.2.16.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE instructor will submit completed and signed El Camino Community College District waiver forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE instructors.

6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations

(d) Evaluate with employer, student's learning experiences (§55251):

Describe the specifics on how district will achieve this requirement. (6.1.2.15)

6.1.2.15 Assure that work done by students contributes to their occupational or educational goals.

6.1.2.15.1 Individual student learning objectives identifying new or expanded learning will be agreed upon by employer, CWEE Coordinator/ instructor and student.

6.1.2.15.2 Performance evaluations on these specific objectives at the end of the enrollment term will assure that work done by students contributes to their occupational or educational goals.

6.1.2.16 Evaluate work done by students and award grade and credit for successful accomplishment each enrollment term

**California Community College District
Cooperative Work Experience Education Plan**

6.1.2.16.1 CWEE Coordinator/ Instructor will consult with employers in person to assess student progress on the job;

6.1.2.16.2 CWEE Coordinator/ Instructor will receive written overall evaluation of students from employers, as well as the rating on specific learning objectives set forth for the semester;

6.1.2.16.3 CWEE Instructor will award student grade and units earned based on evaluations of job site hours, required documents, course assignments, and student performance reviews from employers.

6.1.2.16.3.1 CWEE instructor will submit completed and signed El Camino Community College District forms and required documents including an application form, learning objective agreement, performance evaluation, timesheet; and when applicable, an unpaid internship agreement to the CWEE coordinator by the end of the enrollment term.

6.1.2.17 Evaluate the CWEE Program through the college program review process.

6.1.2.18 Participate in the evaluation process for CWEE instructors.

6.1.2.19 Provide the instructor with CWEE forms for students and employers including the district's liability for unpaid internships.

6.1.2.20 Collect CWEE student records from CWEE instructors and maintain work experience participant records according to Title V regulations

6.1.3 Provide CWEE Instructors with reasonable assigned time in terms of weekly student contact hours to consult with students, consult in person with employers at least once each semester, and teach the orientation class;

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(e) Describe basis for awarding grade and credit (§55251)

California Community College District Cooperative Work Experience Education Plan

Background: Title 5 criteria and requirements

Work Experience Credit. (§55255.5). **(5.0)**

- (a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.
- (b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.
- (c) The following formula will be used to determine the number of units to be awarded:
- (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
 - (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

District will comply with these requirements.

Comments on basis for awarding grade and credit, if any.

5.4 Other conditions required for awarding credit: (5.0)

5.4.1 Work Experience hours must be completed during the term in which they are enrolled.

5.4.2 Students must submit required program forms and assignments during the term in which they are enrolled.

5.4.3 Units earned will be based only on full unit increments of 1-4.

College Credit and Repetition (2.0)

2.1 For the satisfactory completion of all types of Cooperative Work Experience Education (CWEE), students may earn up to a total of 16 semester credit hours, subject to the following limitations:

2.1.1 Occupational Work Experience Education:

2.1.1.1 Students may earn no more than four (4) semester units per enrollment term, with a maximum total of sixteen (16) semester units over the course of four (4) terms, during the student's enrollment in any community college.

2.1.1.2 Students may earn up to eight (8) semester units in any one enrollment term under special circumstances and with prior approval by

**California Community College District
Cooperative Work Experience Education Plan**

CWEE Coordinator and/or department chair or division dean.

2.1.2.3 It is possible that some students will be unable to accumulate the full sixteen (16) semester units of work experience during four (4) terms. Therefore, under special circumstances, with prior approval by the CWEE Coordinator and/or department chair or division dean, students may accumulate the full sixteen (16) semester units of work experience in their occupational or educational goals over the course of five (5) or more terms.

(f) Provide adequate clerical & instructional services (§55251) (6.1.4)

Comments, if any.

6.1.4 Assign adequate clerical support to the CWEE program to maintain records;

6.1.5 Provide financial support to the CWEE program including supplies and equipment; necessary travel expenses for worksite visits required for coordination; and professional development;

(b) If district changes the plan, will submit changes for approval (§55251)

Check to indicate compliance

Yes