



OFFICERS & EXECUTIVE COMMITTEE

President	Pete Marcoux	VP Faculty Development	David Vakil
VP Compton Educational Center	Saul Panski	VP Finance and Special Projects	Lance Widman
Curriculum Chair	Janet Young	VP Legislative Action	Chris Wells
VP Educational Policies	Evelyn Uyemura	Secretary	Claudia Striepe

Senate Mailing List

<u>Adjunct</u>		<u>Humanities</u>		<u>Academic Affairs</u>
Kate McLaughlin (Hum)	08/09	Lyman Hong	6/07	Quajuana Chapman
Jeremy Estrella (Fine Arts)	08/09	Peter Marcoux	6/08	Dr. Francisco Arce
<u>Behavior & Social Sciences</u>		Evelyn Uyemura	6/08	<u>Associated Students Org.</u>
Christina Gold		Adrienne Sharp	09/10	Megan McLean
Lance Widman	8/09	Matt Kline	09/10	Joe Udeochu
Michael Wynne	7/08	<u>Industry & Technology</u>		<u>Board of Trustee, Area 5</u>
Janet Young		Patty Gebert		Miss Maureen O'Donnell
<u>Business</u>		Ed Hofmann	6/07	<u>President/Superintendent</u>
Dagmar Halamka		Douglas Marston		Dr. Thomas Fallo
Jay Siddiqui	09/10	George Rodriguez	6/07	<u>The Union</u>
Philip Lau		Lee Macpherson		
<u>Compton Educational Center</u>		<u>LRC</u>		Editor
Saul Panski	08/09	Claudia Striepe	6/08	<u>Dean of Math</u>
Estina Pratt	08/09	Moon Ichinaga		Don Goldberg
Tom Norton	08/09	<u>Mathematical Sciences</u>		<u>Counseling</u>
Jerome Evans	08/09	John Boerger	6/11	Ken Key
Darwin Smith	08/09	Greg Fry	6/11	
<u>Counseling</u>		Marc Glucksman	6/10	
Kate Beley		Greg Scott	6/09	
Christina Pajo		Paul Yun	6/11	
Brenda Jackson		<u>Natural Sciences</u>		
Chris Jeffries		Chas Cowell	6/06	
Linda Gallucci		Chuck Herzig	6/11	
<u>Fine Arts</u>		Teresa Palos	6/08	
Ali Ahmadpour	6/09	David Vakil	6/08	
Dan Berney				
Jason Davidson	6/09			
Chris Wells	6/09			
Mark Crossman	09/10			
<u>Health Science & Athletics</u>				
Tom Hazell	09/10			
Pat McGinley				
Tory Orton				
Corey Stanbury				
Mary Moon				
Guenever Parsely				



SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the “Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
- (1) Curriculum, including establishing prerequisites and placing courses within disciplines
 - (2) Degree and certificate requirements
 - (3) Grading policies
 - (4) Educational program development
 - (5) Standards and policies regarding student preparation and success
 - (6) District and college governance structures, as related to faculty roles
 - (7) Faculty roles and involvement in accreditation process, including self-study and annual reports
 - (8) Policies for faculty professional development activities
 - (9) Processes for program review
 - (10) Processes for institutional planning and budget development, and
 - (11) Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”
- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS

<u>FALL 2008</u>	Student Act. Center	<u>SPRING 2009</u>	Student Act. Center
September 2	West Lounge	March 3	Alondra Room
September 16	Alondra Room	March 17	Alondra Room
October 7	Alondra Room	April 7	Alondra Room
October 21	Alondra Room	April 21	Alondra Room
November 4	Alondra Room	May 5	Alondra Room
November 18	Alondra Room	May 19	Alondra Room
December 2	Alondra Room	June 2	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

<u>FALL 2008</u>		<u>SPRING 2009</u>	
September 4	Board Room	February 19	Board Room
September 18	Board Room	March 5	Board Room
October 9	Board Room	March 19	Board Room
October 22	Board Room	April 9	Board Room
November 5	Board Room	April 23	Board Room
November 20	Board Room	May 7	Board Room
December 4	Board Room	May 21	Board Room
		June 4	



AGENDA & TABLE OF CONTENTS

		Page
A. CALL TO ORDER		
B. APPROVAL OF MINUTES		1-8
C. REPORTS OF OFFICERS		
	A. President	9-10
	B. VP- Compton Center	
	C. Chair- Curriculum	
	D. VP- Educational Policies	11
	E. VP- Faculty Development	
	F. VP- Finance	
	G. VP- Legislative Action	
D. REPORTS OF SPECIAL COMMITTEES		
	A. SLO (Kjeseth)	
	B. Program Review (Vakil)	41-42
E. UNFINISHED BUSINESS (1:00pm)		
	A. BP 4270 (2nd Reading)	12
	B. BP 4312 ((2nd Reading)	13
	C. BP 4320 (2nd Reading)	14
	D. BP 4400 (2nd Reading)	15-17
E. NEW BUSINESS	A. BP & AP 4260 (1st Reading)	18-40
F. AGENDA ITEMS FOR FUTURE MEETINGS		
G. PUBLIC COMMENT		
H. ADJOURN		



Committees

<u>Senate</u>	<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
ASSESSMENT OF LEARNING		Lars Kjeseth Jenny Simon			
COMPTON FACULTY COUNCIL		Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM		Janet Young	2 nd & 4 th Tues.		Board Room
EDUCATION POLICIES		Evelyn Uyemura	1 st & 3 rd Thur	12:45-1:45	H
PLANNING & BUDGETING		Arvid Spor, ???	1 st & 3 rd Thur	1:00 – 2:30	Alondra
FACULTY DEVELOPMENT		Dave Vakil	2 nd & 4 th Tues	12:45 – 2:00	ADM 127
LEGISLATIVE ACTION		Chris Wells	1 st Thursday	12:45 – 1:30	Varies
CALENDAR					
ACADEMIC TECHNOLOGY		Jim Noyes, Virginia Rapp			
<u>Campus</u>					
ACCREDITATION		Arvid Spor, Susie Dever			
BOARD OF TRUSTEES		Mary Combs	Mondays	4:00	Board Room
COLLEGE COUNCIL		Tom Fallo	Mondays	1:00-2:00	Adm. 127
DEAN'S COUNCIL		Francisco Arce	Thursdays		
CAMPUS TECHNOLOGY		John Wagstaff	3 rd Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT		Arvid Spor	Thursdays	9-10:00 am	
SLOs		Jenny Simon, Lars Kjeseth			

ACADEMIC SENATE ATTENDANCE & MINUTES

April 21st, 2009

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

Behavioral & Social Sciences

<u>Gold, Chris</u>	<u>X</u>
<u>Widman, Lance</u>	<u>EXC</u>
<u>Wynne, Michael</u>	<u>X</u>

Business

<u>Halamka, Dagmar</u>	
<u>Saddiqui, Junaid</u>	<u>X</u>
<u>Lau, Philip S</u>	

Counseling

<u>Beley, Kate</u>	<u>X</u>
<u>Jackson, Brenda</u>	<u>X</u>
<u>Jeffries, Chris</u>	<u>X</u>
<u>Key, Ken</u>	

Fine Arts

<u>Ahmadpour, Ali</u>	<u>X</u>
<u>Davidson, Jason</u>	
<u>Wells, Chris</u>	<u>X</u>
<u>Crossman, Mark</u>	<u>X</u>
<u>Berney, Daniel</u>	<u>X</u>

Health Sciences & Athletics

<u>Hazell, Tom</u>	<u>EXC</u>
<u>Orton, Tory/Victoria (sharing)</u>	
<u>Stanbury, Corey</u>	
<u>McGinley, Pat</u>	<u>X</u>
<u>Moon, Mary (sharing)</u>	
<u>Parsley, Guenever</u>	

Humanities

<u>Hong, Lyman</u>	<u>X</u>
<u>Marcoux, Pete</u>	<u>X</u>
<u>Uyemura, Evelyn</u>	<u>X</u>
<u>Kline, Matt</u>	<u>X</u>
<u>Adrienne Sharp</u>	<u>EXC</u>

Industry & Technology

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

Rodriguez, George

Learning Resources Unit

<u>Striepe, Claudia</u>	<u>X</u>
<u>Ichinaga, Moon</u>	<u>X</u>

Mathematical Sciences

<u>Scott, Greg</u>	
<u>Glucksman, Marc</u>	<u>X</u>
<u>Boerger, John</u>	
<u>Fry, Greg</u>	
<u>Yun, Paul</u>	<u>X</u>

Natural Sciences

<u>Cowell, Chas</u>	
<u>Herzig, Chuck</u>	<u>X</u>
<u>Palos Teresa</u>	<u>X</u>
<u>Vakil, David</u>	<u>X</u>

Adjunct Faculty

<u>Kate McLaughlin</u>	<u>X</u>
<u>Jeremy Estrella</u>	

ECC CEC Members

<u>Panski, Saul</u>	<u>EXC</u>
<u>Pratt, Estina</u>	
<u>Smith, Darwin</u>	
<u>Evans, Jerome</u>	
<u>Norton, Tom</u>	

Assoc. Students Org.

Joe Udeochu

Ex Officio Attendees: Francisco Arce, Jeanie Nishime, Janet Young, Barbara Perez
Guests and/Other Officers: Connie Fitzsimons (Dean's Rep), Barbara Jaffe, Arvid Spor, Lars Kjeseth, Susan Taylor, Irene Graf.

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

The fourth Academic Senate meeting of the Spring 2009 semester was called to order at 12:34pm.

Approval of last Minutes:

The minutes [pp. 1-7 of packet] from the last Academic Senate meeting were approved with two corrections: Dr. Nishime noted that it had been incorrectly stated that Live Scan was the company used to verify online signatures, when, in fact, the company name is CCVerify. Live Scan is a finger printing service.

REPORTS OF OFFICERS

President's report – Pete Marcoux (henceforth PM)

PM reported good news on enrollment. We are no longer borrowing against Summer FTES, but are back to normal mode. The projections will be included in the next packet.

The State budget is still a mess. Things may change with the May 19th vote.

PM noted that the campus needs to work on SLOs. See pg. 50 of packet for a breakdown on the work. Progress on SLOs on campus has slowed and PM noted the need for Senators to motivate our colleagues.

The situation is the same for Program Review, and ditto for Accountability. An overview of the Accountability Report for the Community Colleges (AARC) was given to the Board last night.

Compton Education Center - Saul Panski (SP)

No Report.

Curriculum Committee report – Janet Young (JY)

[pp. 10-32 of packet]

The Curriculum Committee is a subdivision of the Academic Senate. JY, as the outgoing Chair, wanted to give a "State of the Curriculum" report.

JY noted that the college is on warning for being behind on the Curriculum Review process.

Also, the Current Curriculum Office Administrative Assistant's last day is April 28th (170 day rule). She won't be returning as she has accepted another job on campus.

The CCC Clerical Assistant is out on medical leave.

A new temporary assistant (Admin 1) will begin May 6, but still needs to be trained.

In the meantime, the number of courses being reviewed is increasing dramatically, and:

- Faculty and staff need training and assistance
- CCC will be reviewing 129 courses on April 28th
 - Revisions for each course monitored and proofread

- CCC Minutes and Board Agenda prepared
- Master Course Files Updated
- Changes for the catalog recorded
- Courses proofed and marked “Official in CurricuWare
- Log sheets updated
- And more . . .

JY also noted that current Chair’s term ends June 12, 2009, and the new Chair’s term begins (two months later) August 29, 2009. In addition, the Curriculum Advisor will be on family leave from July 1 to Sept. 30th and the College will be transitioning to CurricUNET during the summer and fall 2009.

JY made the following recommendations:

- Increase the release time for the CCC chair to a minimum of 66.67% with the ability to temporarily increase it when “emergency situations” arise.
- Change the CCC Chair to a year-round position.
- Provide future “chair elects” with release time in the spring semester to work with current chairs during the transition period. (Lars has been volunteering his services.)
- Provide Lars with a summer stipend AND increase his release time for fall as he will be working on Curriculum Review AND the CurricUNET transition.
- Temporarily offer summer stipends to faculty who serve on the DCC and CCC to continue to review and approve curriculum during the summer. (This has not been formalized yet.)
- Immediately advertise for a Administrative Assistant for the Curriculum Office (so that training can take place prior to Curriculum Advisor’s family leave.)
- Seriously consider reassigning the duties of developing schedule of classes and revising the catalog.
- Simplify the manner in which the agenda is presented to the Board (Francisco is working on this.)
- Keep Dr. Jaffe in her position as Associate Dean of Instruction.
- Resurrect the Curriculum Office Administrative Assistant position and hire a permanent employee to provide consistent, high level support to faculty, deans, the VPAA, the Associate Dean and the Curriculum Advisor so that we may move toward a truly sustainable six-year course review cycle.

JY also shared the College Curriculum Committee Course Review Project plans. The beginning Review total was 853. Courses remaining in need of review total 673. The plan is to review 203 this semester, 200 over Summer 2009, and the remaining 270 in Fall 2009.

Priority would be given to courses with prerequisites, co-requisites, and recommended preparation, then courses to be offered in the Fall, then all other courses.

JY noted that she, PM, Evelyn Uyemura, Dave Vakil, and Lars Kjeseth had co-authored a letter to the faculty regarding inactivation of old courses. [see handout]

Six Course Review training sessions would be held in April and May [see handout] and hands-on Course Review Workshops would be held in the Faculty Computer Lab., dates to be announced.

JY reported that two additional Curriculum Committee meetings have been opened up. Items must reach the Curriculum Office: Monday, April 20th, to be reviewed: Tuesday, April 28th.
Items must reach the Curriculum Office: Monday, May 4th, to be reviewed: Tuesday, May 26th. Please coordinate this with your dean.
NOTE: MUST BE COURSES THAT HAVE NOT BEEN REVIEWED IN SIX YEARS OR MORE.

JY is hoping to negotiate Summer Compensation, and is working with the Senate and the VPAA on a compensation plan so that courses can be reviewed and approved by the Division Curriculum Committees and College Curriculum Committee. Faculty will not be compensated for course review as it is part of our professional obligation.

Finally, JY noted that efforts to streamline the curriculum review and approval process are proving effective.

Faculty, staff, and deans are “stepping up to the plate” and doing their part. Progress is being made. We need to keep up the momentum.

Discussion ensued. Ms. Perez said the Curriculum Chair needed to keep a strong grasp on what was happening and it would not be advisable to shift duties around amongst several people. JY said then it was very important to have a full-time assistant for the Chair. The campus has built up a false sense of security re: the Curriculum, but that is only because of all the volunteer hours that have been put in. Dr. Arce noted that there have been meetings with representatives to discuss plans for summer and the idea of more release time for the Chair.

Mr. Crossman had questions about Fine Arts course that had made it all the way through the curriculum process, only not to appear on the Board agenda. He wondered whether people were putting in lots of work for nothing, and he asked what the process entailed. JY replied that there was a question re” these course, but was confident the matter would soon be cleared up, while agreeing that it was frustrating. It was also noted that if changes are being made to curriculum, the departments should also let the Articulation Officer know so that she has plenty of time to do her work, and things can be done in tandem. It was noted that the college President should have the ability to review and question items as he has to answer to the Board of Trustees. Mr. Crossman declared himself satisfied that matters were being dealt with but would have appreciated it if concerns could have been dealt with earlier as they had made plans regarding those courses that would now have to be put on hold. Mr. Vakil said that the process was working as intended, with “many eyeballs looking at things in different ways”.

Dr. Arce will meet with the Board to discuss concerns of the cabinet with regard to repeatability.

Mr. Vakil wondered which was the top priority of all JY’s recommendations? JY said that the number one priority was to get a full-time assistant, and then to increase release time.

Mr. Vakil also asked how Senate could help? Dr. Arce said that the Academic Senate could ensure that the Program Review process worked, and make sure to tie it to curriculum review and get courses updated. We should not have this problem again, and Program Review was only fairly recently introduced, and now we are on the right track. Another component of Program Review will be SLO's and their assessment. These are all major items so it will really help to stick to the process.

Mr. Marston questioned the rationale behind inactivating classes. This is being done to get them out of the catalog, and to temporarily or permanently remove them from the Review cycle. Dr. Arce noted that courses that had not been offered in three years seemed reasonable to remove. Mr. Marston said that Environmental Technology had some classes that they did not want to remove, but just place on temporary hold. He feared that bringing them back after removal would mean lots of paperwork. It was noted that courses would all need to be reviewed per Title V, and Lar Kjeseth has promised a fast track reactivation process, besides all courses tagged for removal had been listed and given to departments for discussion –it had not been an arbitrary unilateral decision. Mr. Kjeseth said that he had had a short window of time in which to respond to Accreditation recommendations and apologized if he had stepped on any toes in this hurried period. Mr. Marston said that maybe the Dean's had felt under pressure, but wondered still if removing a course and then bringing it back saved any time? Mr. Kjeseth replied he felt it was important for a college catalog to be up to date and representative, he noted, too, that the Academic Senate e-board had met with him and agreed to the move as we are in crisis mode.

PM stopped the discussion to move the meeting ahead.

VP- Educational Policies – Evelyn Uyemura (EU)

[pp. 33- 37 of packet] lists the Board Policies targeted for possible removal. This is the first reading and Senate will vote on these at the next meeting.

The Policies are as follows:

- BP 4320 Public Performance—changed from Board Policy to Admin. Procedure
- BP 4270 Substitute Courses for Health Education—approved deletion of this policy
- BP 4312 Soliciting Funds—approved deletion of this policy.
- BP 4400 Community Services—approved change from Board Policy to Admin. Procedure

Additionally:

BP 4255 Student Progress Early Alert—did not approve change from Board Policy to Administrative Procedure. The committee needs to check with B. Mulrooney for possible statutory requirements.

BP 4260.1 Prerequisites— Need to break into small Board Policy and large Administrative Procedure and double check all the wording to be sure it is consistent. The committee will also send it to the Curriculum Committee. This has proved a very complicated one, but the committee hopes to have it finished by the end of the year.Mr.

Perez advised caution on this one, as it arose out of a lawsuit. She advised following the template closely. EU agreed and noted that wording was only being changed to reflect El Camino. Mr. Vakil asked that the original wording be included with the new proposed Policy, and EU agreed to this.

Dr. Nishime asked why BP4400 was being eliminated, as it seemed to her that there were still some pertinent issues there that belonged in a policy rather than a Procedure. EU agreed to take another look. Dr. Nishime said that it contained policy language, and EU said that some of the original policy language had been retained and mingled in.

Send other comments to EU, and Senate will vote on this at the next meeting.

VP - Faculty Development – Dave Vakil (DV)

No report.

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

No report.

[pp. 38-40 of the packet] shows the 4/2 PBC minutes: Budget assumptions for 2009-2010 budget development, initial discussions of Tentative Budget for 09-10

VP - Legislative Action – Chris Wells (CW)

No report.

.REPORTS OF SPECIAL COMMITTEES

Student learning Outcomes and Assessment – Lars Kjeseth (LK)

[pp. 49 of packet]

An Assessment of Student Learning Week is planned for next week, April 27 – May 1. Faculty are encouraged to attend. Monday and Tuesday workshops will feature forms, Wednesday and Thursday workshops will feature how to “close the loop”. Friday will feature training workshops for Division SLO Committees which are being revived. LK noted that most programs on campus have reasonable drafts for program level SLO’s, but it is important for faculty to continue to take the lead and continue to do assessment. The college had a slight edge that we do not want to lose, plus we should step up the pace for the 2011 deadline.

PM asked the Curriculum Committee to make a final decision on what to do with SLO’s as regards curriculum forms. The Curriculum Committee will discuss this and report back.

ASO Representative Report - Joe Udeochu (JU)

No report.

UNFINISHED BUSINESS

None

NEW BUSINESS

BP 4320 Public Performance. [p.36 of packet] First reading.

BP 4270 Substitute Courses for Health Education. [p. 34 of packet] First reading.

BP 4312 Soliciting Funds. [p. 35 of packet] First reading.

BP 4400 Community Services. [p.37 of packet] First reading.

Accountability Report for the Community Colleges ARCC) - Irene Graf (IG)

[pp51 – 107 of packet] IG presented a report that she had also given previously to the Board of Trustees. The report is the California Community College accountability system for academic performance. IG noted that El Camino and Compton College are treated separately.

Some highlights included that

- 46% of CSU/UC graduates started as community college students
- The number of community college transfers grew by 4% in 2007- 08
- Over 40% of students intending to transfer, do so
- The number of degrees and certificates awarded by community colleges is down from the previous year
- El Camino College offers nearly all of the top vocational programs in the State
- The average wages nearly double three years after receiving a vocational education degree or certificate
- Nearly 90 thousand Basic Skills students show progress through to the next level
- 27% of 20 – 24 year olds are enrolled in a community college
- Participation rates have increased

A quick summary of the report can be found on p.53 of packet, and individual college reports as follows: Compton Education Center p.56 - 61 of packet, and El Camino College, p.62- 67 of packet.

IG noted, in conclusion, that El Camino had experienced an increase on three of the seven measures. Compton, despite underperformance, showed signs of promise and improvement. It was noted that on the State level many colleges had problems, the ARCC reports will be reissued and some indicators may change with the new data.

PM asked that the senators speak to their colleagues on how to improve in the other 4 measures. Mr. Vakil agreed with PM noting that we were underachieving on 4 measures. Dr. Arce agreed, noting that as we had not done Program Review in so long, we had not been evaluating ourselves. He opined that the college seemed to be resistant to self-analysis, self- evaluation and institutional evaluation. Mr. Crossman noted that there also had to be a willingness to look at Program Review recommendations and implement them.

Planning Summit - Arvid Spor (AS)

[pp 44 – 48 of packet] AS reported that Program Review recommendations will be put into Plan Builder, which would help implement priorities. It had been noted at the summit

- that Curriculum review was not up to date.
- That not all constituents have a clear idea of the planning process. AS is willing to come to Division/Department meetings and explain this to faculty
- That the SLO process is now part of the planning and curriculum process
- That evaluation is very important and we must do a better job at post evaluation, or evaluation after implementation. There is a component for this in Plan Builder, and AS notes that there may be a move to quarterly evaluations.

PUBLIC COMMENT

Mr. Crossman reported on recent successes of the El Camino forensics team.

The meeting adjourned at 1:57pm

CS/ecc2009

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 20, 2009

Present: Francisco Arce, Thomas Fallo, Bob Gann, Ann Garten, Irene Graff, Jo Ann Higdon, Peter Marcoux, Megan McLean, Jeanie Nishime, Saul Pansky, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, Arvid Spor, David Vakil, and Nina Velasquez.

1. Board Agenda

- a. There are two presentations: Citizens' Bond Oversight Committee Annual Report, presented by Darlene Love; and Accountability Reporting for the community Colleges presented by Irene Graff.
 - b. There is a Committee of the Whole to discuss the Brown Act. There was an inappropriate discussion before the last Board meeting. President Fallo will ask the Board what type of training they want on the Brown Act.
 - c. Student & Community Advancement – Page 52. There is a correction on item B – the shown on page numbers was omitted and should be “pages 57 through 71.”
 - d. Academic Affairs – pages 49 and 50. These are FTES Enrollment projections and not a vote to shift FTES. Our target was 19,000 FTES in our three year recovery plan. The projection at State level is that they are going to fund us at 19,800 FTES but we don't believe it. In 2006 we estimated Compton would be at 4300 FTES and we were. The Special Trustee is making a recommendation to move all of summer 2009 to 2008-09.
 - e. Academic Affairs – pages 9-11 will also have changes made during the Board meeting.
2. We were informed that we have to make a final determination on what we are going to do with the \$30 million loan for Compton Center. We have borrowed \$13 million. We agreed to ask for \$5 million more but reserve the right to go for more.
 3. El Camino College will take over complete management of the Compton Center Learning Center. The State is giving the Center \$50 million for infrastructure. There are some things that are non-State supportable. We can use some bond money for that. We have to redo the bond.

Agenda for the April 27, 2009 Meeting:

1. Minutes of April 20 2009
2. Basing Grades on Attendance (Sean Donnell)
3. Employee Access Agreement - The “pop-up” information when we turn on computers (Sean Donnell)
4. BP 6160 – El Camino Community College District Email, Internet and Network Use Policy. (Sean Donnell)
5. ECCFT Appendix E – Computer Usage (Sean Donnell)
6. Status of College Council Goals

College Council Policies/Procedures completed in the 2008-2009 time frame:

1. BP 4070 – Audit Enrollment – Adopted on 07/21/08.
2. BP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
3. AP 4300 – Field Trips & Excursions – Adopted on 3/16/09.
4. BP 5030 – Fees – First Reading on 4/20/09.
5. AP 5030 – Fees – First Reading on 4/20/09.

Pending from 2008-2009

6. BP 2715 – Code of Ethics/Standards of Practice – distributed at College Council on 3/9/09
7. BP 3050 – Institutional Code of Ethics, distributed at College Council on 12/1/08
8. AP 7120A – Administrative Hiring Procedures, distributed at College Council on 2/23/09

College Council Goals 2008-2009

1. Focus on responding to the Accrediting Commissions Recommendations.
2. College Council members will report to and from their constituent groups. This will be done quarterly.
3. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. Jeanie will bring this in March.
4. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
5. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. Everyone will bring a list of policies they are working on.
6. All Administrative Procedures that accompany Policies will go through College Council.
7. Incorporate the spirit of Accreditation in every day college operations.
8. Academic integrity as a team. Pete will determine how this can be measured.
9. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

Minutes of Ed. Pol. meeting April 23, 2009

We looked at BP4400, that had first reading at the Senate meeting of April 21, 2009. Dr. Nishime had commented that she thought the Community Ed. should remain a policy rather than a procedure, and after looking at CCLC templates, the Ed. Pol. committee agreed. The change has been made and the policy is submitted for second reading at the next Senate meeting.

The committee completed our revision of BP 4260.1, and attached is the draft for the new BP 4260 and AP 4260, which should go in the packet for first reading.

The committee is also continuing collegial consultation on BP 4020, Program Curriculum, and Course Development, and expects to have that ready for first reading at the next meeting.

~~BOARD POLICY 4270~~ — ~~Substitute Courses for Health Education~~

~~When the parents or guardian of a minor student, or a student over 21 years of age state in writing that a course in community and personal hygiene or health education is contrary to the religious beliefs of the student, the student may be excused from such course and permitted to substitute one of the following courses:~~

Anatomy 32	Principles of Human Anatomy	4 semester units
Biology 10	Fundamentals of Biology	4 semester units
Home Economics 17	Nutrition	2 semester units
Microbiology 33	General Microbiology	4 semester units
Physiology 31	Human Physiology	4 semester units
Zoology 1A	General Invertebrate Zoology	4 semester units
Zoology 1B	General Vertebrate Zoology	4 semester units
Zoology 2	Elements of Zoology	3 semester units

~~Nursing students may meet the health education requirement for graduation by substituting the instruction received in Nursing 1, Nursing 2, and Nursing 4.~~

~~Previous Board Policy Number: 6122~~

~~BOARD POLICY 4312~~ ~~Soliciting Funds from Students~~

~~Once each academic year a general Welfare Drive will be conducted by the students and the money raised distributed to various agencies as determined by the Associated Students Council and approved by the Vice President — Student and Personnel Services. No other drive for student funds will be permitted unless specifically authorized by action of the Board of Trustees.~~

~~Previous Board Policy and Rules Number: 1423~~

~~BOARD POLICY 4320~~ ————— ~~Public Performances by Students~~

~~Musical and/or other programs may be presented by College performing classes and/or other students for non-college organizations. Requests for such presentations must be approved by the appropriate dean and the instructor in charge of the affected class.~~

~~The College may charge an honorarium for the presentation (s).~~

~~Previous Board Policy Number: 1421~~

Administrative Procedure 4320

Public Performance by Students

Musical or other programs may be presented by College performing classes or other students for non-college organizations. Requests for such presentations must be approved by the appropriate dean and the instructor of the class.

The College may charge an honorarium for the presentation.

This Administrative Procedure replaces BP 4320, Public Performance by Students.

(existing) Board Policy 4400 Community Services Programs

~~The District shall maintain a community services program for the purpose of personal and professional development. Such classes shall be designated as community education classes open for admission to all adults. Some classes will be open to age-appropriate minors who can benefit from the program.~~

~~Students registered in community services classes shall be charged a fee not to exceed the cost of maintaining the classes. Community services classes are not for credit classes.~~

Reference:

~~Education Code Section 78300~~

~~Administrative Procedure 4400~~

BP 4400

Community Services

Reference:

Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b)

The College may offer Community Services programs, known as Community Education classes.

Community Education classes are designed to provide instruction and to contribute to the physical, mental, moral, economic, or civic development of the individuals or groups enrolled in them.

Classes are open to all adults and some classes are open to age-appropriate minors who may benefit from the classes.

General fund moneys are not expended to establish and maintain Community Education offerings.

Students enrolled in Community Education offerings may be charged a fee not to exceed the cost of maintaining community education classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups.

Community Education classes are not-for-credit classes.

CCLC Template BP 4400 Community Services Programs

Note: A district is not required to have a community services program; but if it chooses to do so, it is not required to seek approval from the Board of Governors. The following policy would be appropriate.

Reference:

Education Code Section 78300

The District shall maintain a community services program that *[districts may wish to generally describe offerings or specify types of courses. The Education Code defines it as: classes in civic, vocational, literacy, health, homemaking, technical and general education, including but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics.]*

The community services program shall be designed to contribute to the physical, mental, moral, economic or civic development of the individuals or groups enrolled in it. *[districts may wish to adjust the description-the example is from the Ed Code section.]*

Community services courses shall be open for admission of adults and of minors who can benefit from the programs.

No General Fund monies may be expended to establish or maintain community services courses. Students involved in community services courses shall be charged a fee not to exceed the cost of maintaining the courses. Courses may also be offered for remuneration by contract or with contributions or donations of individuals or groups.

See Administrative Procedure [#].

El Camino College
Adopted: 12/20/04

Board Policy 4260**Prerequisites and Co-Requisites**

Reference: Title 5 Sections 55000 and 55003

The President/Superintendent is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such pre-requisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5 and in consultation with faculty. Any pre-requisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a procedure by which a pre-requisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites and advisories shall be identified in District publications available to students.

This Board Policy and its related Administrative Procedure replace Board Policy 4260.1.

See Administrative Procedure 4260.

~~**BOARD POLICY 4260.1**~~ ~~**Prerequisites and Other Limitations on**~~
~~**Enrollment**~~

~~The El Camino Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them. Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two concerns.~~

~~I. College Policies and Procedures~~

~~A. Information in the Catalog and Schedule of Classes.~~

~~The College shall provide the following explanations both in the college catalog and in the schedule of classes:~~

- ~~1. Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established.~~
- ~~2. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process, including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.~~
- ~~3. Explanation of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.~~

~~B. Challenge Process~~

~~The College shall establish a procedure by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence of qualification and/or need may seek entry into the class as follows:~~

~~4260.1 Prerequisites and Other Limitations on Enrollment Page 2~~

- ~~1. If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the district fails to resolve the challenge within the five (5) working day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.~~
- ~~2. Grounds for challenges shall include the following:~~
 - ~~a. Those grounds for challenge specified in Section 55201(f) of Title 5:

 - ~~1. The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites.~~~~

- ~~2. The prerequisite or corequisite is in violation of this Article.~~
- ~~3. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.~~
- ~~4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite.~~
- ~~5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.~~
- ~~6. Such other grounds for challenge as may be established by the district governing board.~~

- ~~b. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her Student Educational Plan.~~
- ~~c. The student seeks to enroll in a course which has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.~~

~~3. The College shall formally establish a challenge procedure including:~~
~~4260.1 Prerequisites and Other Limitations on Enrollment Page 3~~

- ~~a. Who determines whether the challenge is valid. For challenges concerning academic qualifications, the initial determination should be made by someone who is knowledgeable about the discipline, preferably someone qualified to teach in the discipline, but not the person who is the instructor of the section in which the student wishes to enroll.~~
- ~~b. What possibility of appeal exists. If the validity of the challenge is determined by one person and not a committee, there must be an opportunity to appeal.~~
- ~~c. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the~~

~~student's challenge should be upheld are or ought to be in the College's own records, then the College has the obligation to produce that information.~~

~~C. Curriculum Review Process~~

~~The curriculum review process at the College shall:~~

- ~~1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the College Administration and the Academic Senate.~~
- ~~2. Establish prerequisites, corequisites, and advisories on recommended preparation (advisories) only upon the recommendation of the Academic Senate. The Academic Senate delegates this task to the College Curriculum Committee without forfeiting its rights or responsibilities under Sections 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner. (See II.C. below.)~~
- ~~3. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment only if:
 - ~~a. The faculty in the discipline or, if the College has no faculty member in the discipline, the faculty in the department do all of the following:
 - ~~1. Approve the course; and,~~
 - ~~2. As a separate action, approve any prerequisite or corequisite, only if:
 - ~~a. The prerequisite or corequisite is an appropriate and rational measure of a student's readiness to enter the course or program; as demonstrated by~~~~~~~~

~~4260.1 ————— Prerequisites and Other Limitations on Enrollment Page 4~~

- ~~a content review including, at a minimum, all of the following:~~
- ~~i. Involvement of faculty with appropriate expertise;~~
 - ~~ii. Consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.~~

- iii. ~~Analysis of a detailed course syllabus and course outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;~~
 - iv. ~~Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;~~
 - v. ~~Identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified under iv.~~
 - vi. ~~Matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under v.); and~~
 - vii. ~~Documentation that the above steps were taken.~~
- b. ~~The prerequisite or corequisite meets the scrutiny specified in one of the following: II.A.1.a. through II.A.1.g. and specify which.~~

3. ~~Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.~~

~~4260.1~~ ~~Prerequisites and Other Limitations on Enrollment~~ Page 5

4. ~~Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.~~

- a. ~~Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the College Curriculum Committee.~~
- b. ~~Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or corequisite of not less than eligibility for enrollment in a degree applicable course in English or mathematics respectively.~~
- c. ~~A course which should have a prerequisite or corequisite as provided in (a) or (b) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
 - i. ~~Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service (Section 55002); or~~
 - ii. ~~Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.~~~~

- ~~b. The College Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements specified in I.c.3.a.(1)-(4).~~

~~D. Program Review~~

~~As a regular part of the Program Review process, or at least every six years, the College shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the College Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Prerequisites or corequisites established between July 6, 1990 and November 4, 1993 and sequential prerequisites established prior to July 6, 1990 shall be reviewed by July 1, 1999. Any prerequisite or corequisite which is successfully challenged under subsections (1), (2) or (3) of Section 55201(f) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.~~

~~E. Implementation of Prerequisites, Corequisites, and Limitations on Enrollment~~

~~Implementation of prerequisites, corequisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the class through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.~~

~~F. Instructor's Formal Agreement to Teach the Course in Accordance With the Course Outline of Record~~

~~The College shall establish a procedure so that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite. The procedure shall be established by consulting collegially with the Academic Senate and, if appropriate, the local bargaining unit.~~

~~II. Review of Individual Courses~~

~~If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or corequisite(s), then such a~~

~~prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what~~

~~4260.1 Prerequisites and Other Limitations on Enrollment Page 7~~

~~is being established is not a prerequisite or corequisite, but rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps. (See II.B below.)~~

~~A. Prerequisites and Corequisites.~~

~~1. Levels of Scrutiny~~

~~Prerequisites and corequisites must meet the requirements of at least one of the following subsections:~~

~~a. Standard Prerequisites or Corequisites~~

~~The College may establish satisfactory completion of a course as a prerequisite or corequisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the College Curriculum Committee as provided above, the College specifies as part of the course outline of record at least three (3) of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or corequisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.~~

~~b. Sequential Courses Within and Across Disciplines~~

~~A course may be established as a prerequisite or corequisite for another course provided that, in addition to the review by faculty in the department or discipline and by the College Curriculum Committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.~~

~~c. Courses in Communication or Computation Skills~~

~~Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or corequisite for any course other than another~~

course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the College Curriculum Committee as provided above, the following is also done:

~~4260.1~~ ~~Prerequisites and Other Limitations on Enrollment Page 8~~

- ~~1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and~~
- ~~2) Research is conducted as provided in II.A.1.g.~~
- ~~3) The prerequisite or corequisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline as provided in I.C.3.b and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.~~

d. Cut Scores and Prerequisites

~~Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of this data shall be done in the manner prescribed in II.A.1.g of this policy in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.~~

e. Programs

~~In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.~~

f. Health and Safety

~~A prerequisite or corequisite may be established provided that, in addition to the review by faculty in the department or division and by the College Curriculum Committee as provided above:~~

- ~~1) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of other; and~~

~~4260.1~~ ~~Prerequisites and Other Limitations on Enrollment~~ Page 9

- ~~2) The prerequisite is that the student possess what is necessary to protect his or her health and safety and the health and safety of others before entering the course.~~

~~g. Recency and Other Measures of Readiness~~

~~Recency and other measures of readiness may be established as a prerequisite or corequisite only if, in addition to the review by the faculty in the discipline or department and by the College Curriculum Committee as provided above the following is also done:~~

- ~~1) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.~~
- ~~2) Data are gathered according to sound research practices in at least one of the following areas:

 - ~~a. The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary.~~
 - ~~b. Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the College determines is appropriate and should be based on independent assignments, quizzes and exams, participation in class, or other indicators that the student was or was not ready to take the course.~~
 - ~~c. Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate~~~~

~~an assessment instrument and cut scores for the course in question as described in II.A.1.d.~~

- ~~3) The standard for any comparison done pursuant to II.A.1.g(2) (a)-(d) shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite. The research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the Academic Senate. If the evidence fails to meet the standard established, the College may establish the proposed prerequisite or~~

4260.1 ————— **Prerequisites and Other Limitations on Enrollment Page 10**

~~corequisite as an advisory on recommended preparation and may seek to establish it as a prerequisite or corequisite only by following the process described in this policy and any applicable college policies.~~

- ~~4) If the College Curriculum Committee has determined as provided in I.C.3.a. (4)(a) or (b) that a new course needs to have a prerequisite or corequisite, then the prerequisite or corequisite may be established for a single period of not more than two years while research is being conducted and a determination is being made provided that:~~
- ~~a. All other requirements for establishing the prerequisite or corequisite have been already met; and~~
 - ~~b. Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.~~
 - ~~c. Prerequisites and corequisites which are exempt from review at the time they are, or were established, as provided in Section 55201(d) of Title 5, are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed. (See I.D. above.)~~

2. Additional Rules

The following additional rules, as specified by Section 55202 of Title 5, apply to the establishment of prerequisites and corequisites:

- a. Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.
- b. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.
- c. The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with Section 55500) of Chapter 6 of this Division.

4260.1 ~~Prerequisites and Other Limitations on Enrollment~~ Page 11

- d. If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that precollegiate basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.
- e. Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.
- f. No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.
- g. The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite,

~~provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.~~

~~B. Advisories on Recommended Preparation~~

~~The College may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the College Curriculum Committee as provided in I.C. above. This process is required whether the College used to describe such recommendations in its catalog or schedule as “prerequisites,” or “recommended,” or by any other term.~~

~~C. Limitations on Enrollment~~

~~The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or~~

~~4260.1 Prerequisites and Other Limitations on Enrollment Page 12~~

~~department faculty and the College Curriculum Committee specified above including the requirement to review them again at least every six years, for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.~~

~~1. Performance Courses~~

~~The College may establish audition or try out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as, but not limited to, band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:~~

- ~~a. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and~~
- ~~b. The College includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other courses which meet the same requirement.~~
- ~~c. Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically underrepresented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect. (See also Sections 55502(e) and 55512 of Title 5.)~~

~~2. Honors Courses~~

~~A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the College Curriculum Committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the College must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.~~

~~4260.1 ————— Prerequisites and Other Limitations on Enrollment Page 13~~

~~3. Blocks of Courses or Sections~~

~~Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the College Curriculum Committee as provided above, there is another section or~~

~~another course or courses which satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.~~

~~Previous Board Policy Number: 6124~~

~~El Camino College~~

~~Adopted: 6/20/94~~

~~Renumbered: 4/18/05~~

AP 4260**Prerequisites and Co-requisites**

Reference:

Title 5, Sections 55000 et seq.

The following provides for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. If prerequisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success. Therefore, this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the El Camino College District has sought to foster the appropriate balance between these two concerns.

1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
 1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
 2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

- B. Grounds for challenge shall include the following:
1. Those grounds for challenge specified in Title 5, Section 55201(f).
 2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
 3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
 4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

C. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
 - (1) Approve the course; and,
 - (2) As a separate action, approve any prerequisite or co-requisite, only if:
 - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (i) involvement of faculty with appropriate expertise;
 - (ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.

- (iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - (v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
 - (vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
 - (vii) maintain documentation that the above steps were taken.
- (b) The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
 - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
 - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
 - (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:

- (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
 - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
- c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
4. **Program Review.** As a regular part of the program review process or at least every six years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
 5. **Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.** Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
 6. **Instructor's Formal Agreement to Teach the Course as Described.** ~~Each~~The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the ~~local~~ academic senate and, ~~if appropriate,~~ the local bargaining unit.

Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

1. Prerequisites and Co-requisites

- A. **Levels of Scrutiny.** Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:

1. **The Standard Prerequisites or Co-requisites.** The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

2. **Sequential Courses Within and Across Disciplines.** A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.

3. **Courses in Communication or Computation Skills.** Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
 - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and
 - b) Research is conducted as provided above.

The prerequisite or co-requisite may be established for a period of not more than two years while the research is being conducted provided that a determination is made that a student who lacks the particular skills is highly unlikely to receive a satisfactory grade because a sufficient percentage of the grade is directly dependent on these skills. This determination must be approved both by the faculty in the discipline and by the curriculum committee as provided above and must be based on a review of the syllabus as well as samples of tests and other assignments on which the grade is based.

4. **Cut Scores and Prerequisites.** Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In

such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.

5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
 - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
 - b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.
7. Recency and Other Measures of Readiness. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
 - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
 - b) Data are gathered according to sound research practices in at least one of the following areas:
 - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
 - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
 - (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
 - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
 - c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design,

operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.

- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
- (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
 - (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

- B. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

2. **Advisories on Recommended Preparation.**

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

3. **Limitations on Enrollment.**

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above, including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

Blocks of Courses or Sections. Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

From: [Vakil, David](#)
To: [Jaffe, Barbara](#); [McPatchell, David](#); [Winfree, Merriel](#); [Wells, Rex](#);
[Marcoux, Peter](#);
cc: [Arce, Francisco](#);
Subject: revised Program Review common themes
Date: Thursday, April 30, 2009 9:41:20 AM
Attachments: [PR recs.zip](#)
[Analysis of recommendations.xls](#)

I updated and cleaned up the list of “common themes” that I noticed when reviewing the 36 of the recommendation files that Barbara Jaffe compiled in the attached zip file (below). Please note: ECC has completed many more than 36 academic program reviews, so [this information is not complete](#).

I’m attaching my spreadsheet with the analysis. It includes the most common recommendations from the 36 programs that I read. It also lists which recommendations were mentioned by each program, in case someone wants to check a specific area.

Perhaps this information should be shared with the deans, so they can verify the departments in their area? Also, I think it a good idea to update this list with the new program reviews and any annual updates that become available.

The following results were taken from the recommendation files in the attached zip file. Note that no recommendations were “prompted” from the Program Review model, except for staffing, equipment, facilities, and in the most recent program reviews, curriculum and SLOs. All other recommendations below were mentioned in the narratives by the authors of the Program Reviews as needs specific to their program. Had these issues been specifically questioned in the Program Review model, the number of requests may have been significantly higher.

Here are the results:

- 24 programs requested additional faculty (full and/or part time)
- 19 programs requested additional equipment, often related to smart classrooms or current equipment upgrades

- 12 programs requested additional staff to support their programs
- 12 programs requested more space or rooms
- 12 programs indicated they needed to develop and/or assess SLOs
- 11 programs indicated a need to continue or strengthen faculty development
- 10 programs wanted to update their course curriculum and/or create new courses
- 9 programs requested a faculty mentorship program
- 8 programs asked for computer and/or software maintenance or purchase
- 7 programs requested increasing or starting tutoring, Supplemental Instruction (SI), or other student success strategies in support of classroom teaching
- 6 programs asked for department chairs
- 6 programs asked for online support, online course offerings, or hybrid courses.

David Vakil

Academic Senate's President-elect and Vice-President for Faculty Development

Associate Professor, Astronomy & Physics

Natural Sciences Division



El Camino College

CURRICUWARE

Instruction Manual

Electronic Course Development and Review System

This software program allows you to review and print official course outlines from any computer at any time. It also allows you to create new courses or revise existing courses. A special feature includes the ability to share comments and recommendations while courses are under development or undergoing revisions.

NOTE: PRIOR TO DEVELOPING A COURSE IN THE SYSTEM, PLEASE CONTACT QUAJUANA CHAPMAN AT qchapman@elcamino.edu OR EXT. 3115) TO DETERMINE IF AN OFFICIAL COPY OF THE COURSE ALREADY EXISTS IN THE SYSTEM. PRIOR APPROVAL IS NOT NECESSARY TO ENTER NEW COURSES.

1. Getting Started

1. Log on to the ECC Portal.
2. Click on CurricuWare.

The screenshot shows the MyECC-2 website interface. At the top, there is a navigation menu with links: Home, Email, Phone Directory, Work Orders, Stats & Reports, Documents, Budget, Forms, Useful Links, and Help. Below the menu, there are three buttons: Add Content, Change Layout, and Pick Colors. The main content area is divided into two columns. The left column is titled 'WebServices-Faculty' and contains a list of links: Active enrollment, My Class Schedule, Grading, Supporting grade document, No Show, Original Class Roster, Class Roster, Check your Spam Quarantined Folder, CurricuWare, Employee Timekeeper, Library Databases, Online Bookstore, Phone Directory, Post Announcement for Faculty/Staff/Students, and Student Prospect Screen. A red arrow points to the 'CurricuWare' link, with the text 'Click Here' next to it. The right column is titled 'Announcements & Events -- Faculty (inline fra)' and contains two announcements. The first announcement is about a certified 19 week Police Training Program. The second announcement is titled 'EOPS/CARE Announcement' and mentions the EOPS/CARE Compton Center. At the bottom of the page, there is a 'Feedback (inline frame)' section. The browser's address bar shows the URL 'https://portal.elcamino.edu/portal/main.html'. The taskbar at the bottom shows the Start button and several open applications: Microsoft Outlook Web..., MyECC-2 - Windows I..., and Document2 - Microsof... The system clock shows 2:01 PM.

2. Viewing or Printing a Course Outline

1. To view or print a complete course outline, click on the name of the course in the far left column.
2. Press "Control" and "P" on your computer to open your print dialogue box.

[My Account](#)

Click on the course to view the complete outline.

[Create New Course Outline](#)

Go to: [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [XYZ](#)

Course Outline	Type	Edit	Submit	Author	Last Modified	Status	Delete
American Studies 1	New			kyoung	6/23/2008 7:53:00 PM	Approval pending	
American Studies 3	New			kyoung	6/25/2008 4:56:53 PM	Approval pending	
American Studies 7	New	Modify	Submit for Approval	bknapp	6/6/2008 10:11:02 AM	Development	Delete

Please Note: We are currently in a transition phase and have hired clerical assistants to enter existing course outlines into this system. Please contact the Curriculum Advisor, Quajuana Chapman at Ext. 3115 or qchapman@elcamino.edu regarding the status of existing courses.

3. Entering a New Course into CurricuWare

1. Click on "Create New Course Outline" and a template will appear.

Click here to enter a new course outline.

[Create New Course Outline](#)

Go to: [A](#) | [B](#) | [C](#) | [D](#) | [E](#) | [F](#) | [G](#) | [H](#) | [I](#) | [J](#) | [K](#) | [L](#) | [M](#) | [N](#) | [O](#) | [P](#) | [Q](#) | [R](#) | [S](#) | [T](#) | [U](#) | [V](#) | [W](#) | [XYZ](#)

4. Modifying (editing) the Course Outline

1. To work on your course click the "Modify Button". Only the author and authorized users can use this function for your course. See Section 6 for details.

Click here to modify a course outline.

Course Outline	Type	Edit	Submit	Author	Last Modified	Status	Delete
Administration of Justice 132	New	Modify	Submit for Approval	relton	6/2/2008 8:22:00 PM	Development	Delete
American Studies 1	New	Modify	Submit for Approval	kyoung	6/23/2008 7:53:00 PM	Development	Delete

5. Entering Information into the Course Outline Template

Click on the section on the left hand menu to navigate to different areas of the template. Type in the information in the text fields and mark the appropriate check boxes and buttons.

Note: Be sure to click the **“save changes”** before you exit the course or you will lose your work.

I. COURSE DESCRIPTION

Full Term
 Other (specify:)

Letter
 Pass/No Pass
 Both
 No Grade

[CLICK HERE TO VIEW OR ADD A COMMENT FOR THIS SECTION.](#)

Save Changes

CLICK HERE TO SAVE CHANGES PRIOR TO EXITING THE COURSE OR YOU WILL LOSE YOUR DATA. SAVE OFTEN BECAUSE THE PORTAL TIMES YOU OUT AFTER ABOUT 15 MINUTES IF YOU DON'T USE THE OUTER SCROLL BAR TO LET THE PORTAL KNOW THAT YOU ARE STILL THERE. YOU CAN LOSE YOUR DATA THIS WAY, TOO. ITS IS WORKING ON THIS PROBLEM.

6. Adding Users

1. As the author, you have the ability to edit this course. You may add up to three additional users who will be allowed to make changes on the course outline. This should usually be the administrative assistant in charge of curriculum in your division, a faculty member with whom you are collaborating, or your dean. Remember that everyone can view and comment on an outline if they wish, so you should only add a user if you really want them to be able to make changes to the course.

2. Enter the first part of the users email address only. See samples below:

**Use only the first part of
The email address**

AUTHORIZED USERS

Specify up to three users who may edit your course outlines. Indicate their User Name.

User 1:

User 2:

User 3:

7. Adding or Reviewing Comments

1. To add or review a comment, click on "Comment" in the main list of courses for the course you wish to review.

Administration of Justice 103	New	Comment	dzavala	4/7/2009 11:48:00 AM	Development
Administration of Justice 132	New	Comment	relton	2/11/2009 11:31:41 AM	Development

2. Click the blue area at the bottom of each section.

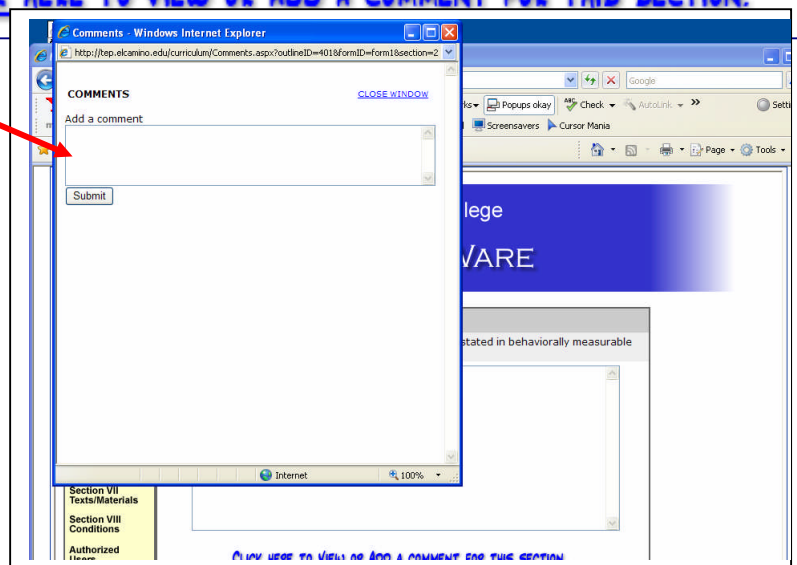
3. A dialogue box will appear in the left hand corner. Type your comments in the dialogue box and click "submit."

4. Your comments will be added for that section.

5. If you want to comment on another section, you must click on the button in that section.

CLICK HERE TO VIEW OR ADD A COMMENT FOR THIS SECTION.

NOTE: If this window does not appear, you may need to turn off your pop-up blocker on your Internet Tool Bar. Sometimes the window appears behind your document, so look for it there.



8. Checking Your Spelling

Click on the "Spell Check" button on the bottom of each section. You must check each section separately.

9. Submitting a Course to the Curriculum Office

1. When you have completed your work on the course and it has been approved by your DCC, click "Submit." This locks the course and makes sure that no additional changes are made after-the-fact.

IMPORTANT NOTES:

Hard Copies of Forms Still Required:

While we are transitioning to an electronic development and review process, it is still necessary to print out hard copies of the course outlines and required forms for the College Curriculum Committee (CCC). The CCC is working on a strategy to allow for paperless submissions of course outlines. Once the process is complete, we will present this to the faculty.

Curriculum Submittal and Review Timelines:

Curriculum is submitted on the dates listed on the Curriculum Review Timeline that is developed each semester. Submission of all curriculum proposals must be coordinated with the Division Dean and the Division Technical Review Committee. Developing a course in CurricuWare and submitting it to the Curriculum Office electronically does not automatically place it in review status.

The Curriculum Review Timeline can be accessed on the CCC Website at <http://www.elcamino.edu/academics/ccs>.

10. Getting a Course Returned to Make Changes

If you submit a course prematurely, or if you decide that you want to make some changes to the course before you make the copies, contact the Curriculum Chair or the Curriculum Advisor. The course will be returned to you so that you can continue working on it.

Curriculum Chair	Janet Young	jyoung@elcamino.edu	Ext. 3613
Curriculum Advisor	Quajuana Chapman	qchapman@elcamino.edu	Ext. 3115

11. Making Changes After the CCC Meeting

If revisions to the course outline were made at the meeting, the Curriculum Advisor will determine if the Curriculum Office will make the changes or if the course will be returned to the division. Wait for direction from the Curriculum Advisor prior to making any changes.

12. College Is Moving to CurricUNET

A campus committee reviewed a commercial course development and management system called CurricUNET. This program is more sophisticated than CurricuWare, has many more features, and interfaces with the System Office. The college has purchased this system and will begin using it in Fall 2009. In the interim, we will continue to use CurricuWare to develop the Course Outline of Record. The other forms can be accessed from the CCC Web site at www.elcamino.edu/academics/ccs. Go to "Official Forms."

If you have questions or comments, please contact:

Quajuana Chapman Ext. 3115 or qchapman@elcamino.edu
 Janet Young Ext. 3613 or jyoung@elcamino.edu
 Lars Kjeseth Ext. 5226 or lkjeseth@elcamino.edu