El Camino College
2005-2006 ACADEMIC SENATE
OFFICERS & EXECUTIVE COMMITTEE – Apr, 18, 2005

Susan Dever  
(Learning Resources Unit)  President

Lisa Raufman  
(Counseling)  VP Faculty Development

Janet Young  
(Behavioral & Social Sciences)  Curriculum Chair

Peter Marcoux  
(Humanities)  VP Legislative Action & Academic Technology Committee Liaison

Evelyn Uyemura  
(Humanities)  VP Educational Policies

David Vakil  
(Astronomy)  Secretary

Lance Widman  
(Political Science)  VP Finance and Special Projects

Julie Stewart  
(Natural Sciences)  Past President

Senate Mailing List

Behavioral & Social Sciences – Miranda 3735  
Elaine Cannon (06-07) Sociology 3574  
Ed McCrory (06-07) Psychology 3562  
Lance Widman (05-06) Political Sciences 3746  
Michael Wynne (07-08) Psychology 3562  
Janet Young Curriculum Chair 3613 (ex-officio)

Business – Rapp 3442  
Jacquie Thompson (06-07) CIS 3206  
(vacant)

Counseling – Smith 3442  
Kate Beley (05-06) Counselor 3251  
Ken Gaines (07-08) Counselor 3690  
Lisa Raufman (07-08) Counselor 3435  
Ken Key

Fine Arts – Back 3715  
Daniel Berney (06-07) Dance 3657  
William Georges (06-07) Theatre 6770  
Russell McMillan (05-06) Art 3554  
Kevin O’Brien (05-06) Film/Video 3702  
Harrison Storms (05-06) Art 3554

Health Sciences & Athletics – Schwartz 3550  
Nick Van Lue (05-06) HSA 3681  
Kathy Morgan (05-06) Nursing 3285  
Mary Moon (06-07) 3283 (sharing)  
Louis Sinopoli (05-06) Respiratory Care 3248  
Corey Stanbury (06-07) PE 3639

Adjunct Faculty – at large  
(vacant)

Admissions & Records – Bill Mulrooney
Human Resources – Marcy Wade
President/Superintendent – Thomas Fallo
VP Academic Affairs – Francisco Arce
VP Administrative Services – Jeff Marsee
VP Student & Community Advancement – John Baker
Board of Trustees  
Ms. Combs  Miss O’Donnell  Dr. Jackson
Mr. Beverly  Dr. Gen  Mr. Gomez

Note: Year after Senator’s name indicates the last academic year of elected service.
California Code of Regulations § 53200

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

These academic and professional matters are often called the 10 + 1 items over which the senate faculty have primacy. The intent of the law is to assure effective participation of all relevant parties, and to ensure that the local governing board engages in collegial consultation with the Academic Senate on matters that are academic and professional in nature. Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the Academic Senate.
2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (El Camino’s selection)

Education Code §87360 (b) requires that

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.
1. CALL TO ORDER 12:30
2. APPROVAL OF MINUTES: Feb. 21, 2006
3. PRESIDENT’S REPORT AND/OR ANNOUNCEMENTS
   - Academic Senate Website www.elcamino.edu/academics/academicsenate/
     NOTE THE URL CHANGE!
   - CA Academic Senate Spring Session

4. VICE PRESIDENTS’ & OTHER REPORTS
   a. EDUCATIONAL POLICIES (Evelyn Uyemura)
   b. FACULTY DEVELOPMENT (Lisa Raufman)
   c. FINANCE & SPECIAL PROJECTS (Lance Widman)
   d. DEANS’ COUNCIL REPORT (Lance Widman)
   e. LEGISLATIVE ACTION (Pete Marcoux)
   f. CURRICULUM (Janet Young)
   g. STUDENT LEARNING OUTCOMES (Janet Young, Evelyn Uyemura)
   h. CALENDAR COMMITTEE (Lyman Hong)
   i. ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne)
   j. ACCREDITATION (___)
   k. ENROLLMENT MANAGEMENT (Vice Presidents)

5. UNFINISHED BUSINESS
   - Board Policy 4240 & Procedures – Academic Renewal
   - AS Constitutional Amendment – VP Technology
   - Elections for president & Part Time Faculty representatives

6. NEW BUSINESS

7. PRESENTATION
   - Recruitment plan for Fall 06

8. ANNOUNCEMENTS

9. GENERAL DISCUSSION – Topics not on agenda
10. ADJOURN

Note 1: All motions/resolutions must have been presented to the Senate in writing and in “DRAFT” form for review prior to voting and if necessary, gone through the “Consultation: process unless considered an emergency.
Note 2: Any timed item may be extended by majority vote of Senate members present at time.
Agenda, Meeting Dates, Committee List, Etc.

A. Minutes
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ECC Board of Trustees agenda – 4/17 11
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Council of Deans –
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Enrollment Management – 3/30, 4/6, Spring Treatments 14
  Additional materials handout
Facilities Steering Committee –
Faculty Development Committee –
PBC – 3/9, 3/16, 4/7 agenda, GASB info, Fiscal Monitoring Acctg 20
  Advisory
SLO Steering Committee –

B. Motions/Resolutions for Consideration
Board Policy 4222 & Procedures (ECC BP 4220) 37 (39)
AS Constitutional Amendment – VP Technology 46

C. Motions/Resolutions for Action at a Later Date

D. Motions/Resolutions approved & submitted

E. Letters, Memos and Other Information
  EduTools comparison of Course Management Systems 49
  Distance Education FA 06 courses 78
  California Community Colleges Fast Facts - 2006 handout
  CA Academic Senate-Spring Session Resolutions handout

Academic Senate Meeting Schedule – 2005-06
1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>September 20</td>
<td>February 21</td>
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<tr>
<td>October 4, October 18</td>
<td>March 7, March 21</td>
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<tr>
<td>November 1, November 15</td>
<td>April 4, April 18</td>
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<tr>
<td>December 6</td>
<td>May 2, May 16, and perhaps a final meeting on May 30</td>
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**El Camino College**  
**ACADEMIC SENATE**  
**Committee Memberships**  
**2005-2006 Academic Year**

### EDUCATION POLICIES: Chair, Evelyn Uyemura

Sep. 22<sup>nd</sup>, followed by – 1<sup>st</sup> & 3<sup>rd</sup> Thur  12:45-1:45  
Chem 134

<table>
<thead>
<tr>
<th>Chris Jeffries</th>
<th>Bill Georges</th>
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<tr>
<td>Chas Cowell</td>
<td>Jacquie Thompson</td>
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<td>Kate Beley</td>
<td>Julie Stewart</td>
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### FINANCE & SPECIAL PROJECTS: Chair, Lance Widman (3746)

1<sup>st</sup> & 3<sup>rd</sup> Thursdays  1 – 2:30  
Usually Alondra Room

<table>
<thead>
<tr>
<th>Dave Vakil</th>
<th>Ken Keys</th>
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<td>Teresa Palos</td>
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### FACULTY DEVELOPMENT: Chair, Lisa Raufman (3435)

2<sup>nd</sup> & 4<sup>th</sup> Tuesdays  12:45 - 2  
ADM 127

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<thead>
<tr>
<th>Jean Shankweiler (alternate if time permits)</th>
<th>John Ruggirello</th>
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<tr>
<td>Elaine Cannon</td>
<td>Moon Ichinaga</td>
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<td>Mercedes Thompson</td>
<td>Ruth Banda-Ralph</td>
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### LEGISLATIVE ACTION: Chair, Pete Marcoux (6046)

1<sup>st</sup> Thursday  12:45 – 1:30

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<th>Doug Marston</th>
<th>Walter Kahan</th>
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### CALENDAR COMMITTEE  
### ELECTION SUB COMMITTEE

<table>
<thead>
<tr>
<th>Lyman Hong</th>
<th>Karen Warrener, chair</th>
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<tr>
<td>Kelly Clark</td>
<td>Lijun Wang</td>
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<td>Susan Tummers</td>
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# ACADEMIC SENATE MINUTES

April 4, 2006

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

| Behavioral & Social Sciences                  | Humanities
<table>
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<tr>
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<tr>
<td>Cannon, Elaine</td>
<td>Breckheimer, Debra X</td>
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<td>McCrary, Ed</td>
<td>Hong, Lyman X</td>
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<td>Widman, Lance</td>
<td>Marcoux, Pete X</td>
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<td>Wynne, Michael</td>
<td>Uyemura, Evelyn X</td>
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<td>Warrener, Karen</td>
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<tr>
<th>Business</th>
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<tr>
<td>Thompson, Jacquie X</td>
<td>Cafarchia, Vic</td>
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<td>Vacant</td>
<td>Hofmann, Ed X</td>
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<tr>
<td>Vacant</td>
<td>Kahan, Walt X</td>
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<td>Marston, Doug X</td>
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<td>Rodriguez, George X</td>
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<tr>
<th>Counseling</th>
<th>Learning Resources Unit</th>
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<tr>
<td>Beley, Kate X</td>
<td>Dever, Susan X</td>
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<td>Gaines, Ken</td>
<td>Striepe, Claudia X</td>
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<tr>
<th>Fine Arts</th>
<th>Mathematical Sciences</th>
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<tr>
<td>Berney, Dan X</td>
<td>Ghyam, Massoud</td>
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<td>Georges, William</td>
<td>Perinetti, Dale</td>
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<td>McMillan, Russell</td>
<td>Taylor, Ralph</td>
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<td>Storms, Harrison X</td>
<td>Tummers, Susan X</td>
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<td>Chris Wells X</td>
<td>Wang, Lijun</td>
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<th>Health Sciences &amp; Athletics</th>
<th>Natural Sciences</th>
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<tr>
<td>Van Lue, Nick X</td>
<td>Cowell, Chas</td>
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<td>Morgan, Kathy (sharing)</td>
<td>Palos, Teresa X</td>
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<tr>
<td>Moon, Mary (sharing)</td>
<td>Stewart, Julie X</td>
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<tr>
<td>Sinopoli, Louis</td>
<td>Vakil, David X</td>
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<tr>
<th>Stanbury, Corey X</th>
<th>Adjunct Faculty</th>
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Ex Officio Attendees: Janet Young, Francisco Arce, John Baker

Guests: Ann Collette, Ken Key, Debbie Conover, Ron Way.

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

## Summary of events during meeting
- Senate website URL has changed. See also policies in “documents and resources”
- Elections for adjunct senators & president elect are in motion. Some divisions need to hold elections for senators whose terms expire this academic year.
- Please advertise the 8-week session to your students
- A subcommittee was formed to explore issues associated with hybrid (online + face-to-face) courses. They will consult with the DEAC.
- Faculty development will pursue ways to recognize work done by faculty, staff, and administrators.
• An SLO coordinator position is being submitted by VP Arce; the agreement between senate and the district about SLOs may go to the Board of Trustees for “in concept” agreement.
• VP Arce solicited recommendations and pro/con statements about various Learning Management Systems (e.g. Blackboard)
• The academic accreditation co-chair has resigned for personal reasons
• BP 4240 (Academic Renewal) was tabled pending discussion about how it is related to the Standards of Scholarship policy, and how to change one/both correctly and how to notify students about the new policy/procedures (e.g. print in the catalog?)
• Please notify students of the existence of the Health Center.
• The Health Center may start charging a fee to certain groups of BOGG students.

**President’s report – Susan Dever (henceforth SD)**

Senate’s website has changed its URL (i.e. web address). Information posted there will be updated after being approved by Public Relations. Included on the website are policies under “documents and resources.” Annotations and status updates for various senate projects will be available soon.

Nominations for adjunct faculty senators have been distributed by mail for this semester. Senate President-elect nominations forms are in the packet.

National Student Employment Week information is on pages 54-55. Please support this activity.

There is a humanitarian award and luncheon, as seen on the last page in the packet.

The second set of 8-week courses is beginning soon; a schedule is on the last page of the packet. Lance Widman suggested sending the 1-page schedule around in your classes as part of a roll sheet so every student sees the classes available.

**Minutes – approved as written**

**Educational Policies Report – Evelyn Uyemura**

Pages 50-51 has our 2nd reading of Board Policy and administrative procedures for academic renewal. These are up for a vote today and if approved, they will be submitted to VP Arce and hopefully the Board of Trustees for their approval.

Ed Policies meeting is this week in Chemistry 134 from 12:45-1:45pm, and will discuss course repetition policy & procedures. Deans are also working on this to maintain Title 5 compliance.

Lance Widman asked if there has been any discussion about hybrid courses (e.g. definitions, how to count office hours, clarifying evaluations of hybrid faculty). It was suggested that this might be part of the curriculum committee. A group of senators volunteered to form a senate subcommittee to discuss this. Janet Young volunteered to represent curriculum. The Distance-Education Advisory Committee has already discussed some of these issues, so this group should be consulted by the subcommittee. There was some work done over a year ago that has been re-distributed over email by SD. The new subcommittee will report to senate in May.

**Faculty Development – Lisa Raufman**

Recent minutes are on page 42. Noted: CCC Confer is a way of meeting virtually, rather than face-to-face. It takes about an hour to learn this system. A workshop will occur in May.
The committee is also discussing ways to recognize faculty, beyond Distinguished Faculty and the Women’s Wall of Fame. Lance Widman added that this is a major weakness on this campus for all areas (staff, administrators, and faculty). Arce suggested senate could make recommendations about how to acknowledge faculty. Nadine Hata used to do this on flex day, when faculty used to submit this information to the VP. David Vakil suggested making the effort school-wide to acknowledge staff and administrators. Faculty development will work on this and will report back at the next meeting.

Another topic being discussed: mentoring faculty.

Fine Arts does not have a representative on the faculty development committee.

Also, MIT offers a variety of classes online (for no credit, but for no fee) that anyone can enroll in. On page 43 is a summary of techniques teachers can use to increase student enrollment.

SD asked how faculty have been involved in enrollment management process. Enrollment management’s focus has been more on procedures that students have to follow to get enrolled and to graduate. The information on page 43 summarizes what came from faculty on flex day. The hope is to build on this list. It was noted that the enrollment management committee shouldn’t tell faculty how to keep students in class.

**Finance and Special Projects – Lance Widman**

Council of Deans minutes appear on pages 8-9. The focus has been on enrollment management and the discussion has generated many good ideas. This has also been discussed by PBC. Course repetition has been discussed by the deans.

On pages 46-47 are recent PBC minutes. PBC discussed GASB requirements for retiree benefits. David Vakil’s presentation on this will be posted on the senate web page. There is currently a $3 million budget deficit anticipated for 06-07. A hiring freeze has been implemented, in part due to a huge enrollment decrease. Only 1 full-time faculty (nursing) will be hired this year. A correction to PBC minutes on page 47: other factors besides growth affect salary (COLA, benefits). Also noted was that in the recent past, negative health benefits did not result in positive salary increases. There is discussion about how negative growth will affect salaries.

**Legislative Action – Pete Marcoux**

If you have 05-06 after your name on the senate roster, your senate position is up for re-election. The senior senator in your area should run the election. Some elections have already taken place and that information (and others) is not up to date on the front page.

**Curriculum Committee – Janet Young**

Humanities completed all of its Title 5 updates and the committee is currently on target to have all Title 5 updates done in the 6-year cycle. Online course development system (i.e. how to submit curriculum changes online instead of with paper) is making progress. Janet Young also requested to be on senate’s agenda next meeting.

**Student Learning Outcomes – Francisco Arce**

VP Arce is developing a preliminary budget proposal to support coordination of SLOs. He is looking at reassignment time for a coordinator. Julie Stewart suggested that the SLO agreement developed in senate should go to the Board of Trustees, and perhaps that it could be agreed to in concept pending funding.
Calendar Committee – Lyman Hong
The 2008-2009 calendar will come to the next meeting. A question being discussed is “Is winter session reducing enrollment?” The deans supported winter session and suggested examining its effects before canceling it. It was suggested that a solid effort be made for winter session to see how a good one would affect enrollment. Students were consulted informally about this. It was suggested that research be done about this. One reason this issue came up is because there is an 8-week break between Fall & Spring.

PBC will address the winter session, enrollment, and related issues to examine winter’s effectiveness. PBC will also address the possible need for having a separate committee that focuses on retention, since the enrollment management committee has focused mostly on recruitment. [Editor’s note: The Enrollment Management committee will be focusing more on retention now. PBC will not address this now. It will discuss winter, however.]

Academic Technology Committee – Pete Marcoux
The next ATC meeting will be after April 24 in Library 202. The focus is on learning management systems (e.g. Blackboard). A formal recommendation has not been made yet to the VP; VP Arce solicited one during the meeting and also asked for pros and cons for the various systems. State law does not allow us to charge students an access fee to learning management systems. This discussion will be continued later and elsewhere.

Accreditation
Ruth Banda-Ralph resigned as accreditation co-chair due to personal reasons.

Enrollment Management – Francisco Arce & John Baker
VP Arce said that it is his responsibility to look at everything that could affect enrollment.

Unfinished Business
Board Policy 4240 and Procedures, pages 50-51, academic renewal.
The policy is on page 50 and the associated procedures are on page 51. The procedures contain much of the substance that the committee feels is important. The cover letter asks that this be adopted in its entirety or not at all. Such an adoption scheme hopefully prevents substantive changes in the procedures from being made without senate consent. The motion was moved and seconded.

It is stated in the proposed policy that collegial consultation is required to change the procedures. It was also noted that it is partially senate’s responsibility to make sure that consultation occurs when changes are being made. Monitoring needs to take place and is a challenge for senate. Counselors are dealing with this particular procedure often. It was claimed that the procedures are sometimes printed incorrectly in the catalog, although this claim was disputed later.

Kate Beley expressed concern that VP Arce claimed that procedures are largely about matters that focus on implementation, but she noted that the proposed procedures contain more substance than mere implementation.

Julie Stewart reminded the senate about a similar linkage issue regarding the hiring procedure and its link to the confidentiality statement.

Ann Collette noted that this policy is referred to by the Standards of Scholarship policy which has not been updated accordingly. She asked what is happening to the Standards of Scholarship. Answer: the Standards are being updated in pieces. SD suggested that we include a statement in the
proposed policy that says that this new policy supersedes the portion of the old policy. Evelyn Uyemura noted that the Board can amend its policies accordingly.

Motion was tabled for the next meeting to address this issue.

VP Arce suggested that the bullets be replaced with numbers. Ann Collette noted that Board Policies go in the catalog. She suggested that certain procedures, like this one, could also go in the catalog. This came up during the Ed Policies discussion, and is a point of contention.

**New Business**

*Health Center – Debbie Conover*

Debbie Conover distributed a copy of the Health Center’s newsletter. She urged us to make students aware of the Health Center’s existence. Our health center is solely funded through student health fees ($14/student now). Evening students pay the same fee, although the center isn’t open during all evenings. More evening services were available in the past, but they weren’t being used enough to justify their continuation.

There was a law passed recently that allows schools to start charging BOGG (Board of Governors Grant) students a health fee. The current discussion is to let the neediest students (BOGG A students) continue to have the fee waived, while others would be assessed the health fee. When the state stopped reimbursing schools for BOGG students, health center services were cut, including psychological services. A number of services are still offered (e.g. psychological, chiropractic, diagnostic, and student-help workshops). Healthy students stay in school.

**Announcements**

Page 48 has the nomination form for President-elect (elect term starts in 06-07, president term begins 07-08.) The deadline for nominations are due Friday. Nominations are also taken from the floor.

Meeting was adjourned at 2pm.
El Camino Community College District  
Board of Trustees  
Agenda, Monday, April 17, 2006  
Board Room  
4:30 p.m.

I. Roll Call, Pledge of Allegiance to the Flag  
II. Approval of Minutes of the Regular Board Meeting of March 20, 2006  
III. Presentations – none  
IV. Public Hearings - none  
V. Consent Agenda – Recommendation of Superintendent/President, Discussion and Adoption  
   A. Public Comment  
   B. Academic Affairs

   See Academic Affairs Agenda, Pages 1-19
   Student and Community Advancement
   See Student Services Agenda, Pages 1-2
   Administrative Services
   See Administrative Services Agenda, Pages 1-9
   See Measure “E” Bond Fund Agenda, Pages 1-7
   See Human Resources Agenda, Pages 1-7
   Superintendent/President
   See Superintendent/President Agenda, Page 1

VI. Public Comment on Non-Agenda Items  
VII. Oral Reports  
   A. Academic Senate Report  
   B. Board of Trustees Report  
   C. President’s Report
El Camino College
Office of the President
Minutes of the College Council Meeting of April 3, 2006

Present: Dr. Fallo, Dr. Arce, Dr. Baker, Dr. Marsee, Ms. Caldwell, Mr. Middleton, Ms. Pickens, Ms. Smith, and Dr. Simon.

1. **Association of El Camino College Administrators and Supervisors** – The Del Fox Humanitarian Luncheon on April 19th is selling out quickly. The reservation deadline is April 5th.

2. **Student Services** – A meeting was held with a credit union that would like to provide debit cards and checking accounts to students only. There will be other meetings to discuss concerns. The Student Health Fee increase proposal has been taken to the Student Services Council and Student Senate. The proposal will be taken to the Planning and Budgeting Committee and then to College Council. The architects have been meeting with focus groups to try and decrease the square footage of the Student Services building. The goal is to get it down to 85,000 square feet – this goal has not been met yet. A group of 16 people visited Southwest College and were impressed with architect design.

3. **Academic Affairs** – The second eight-week schedule has been distributed throughout campus. The summer schedule is out and available on the website. The fall schedule will be available on the website in 10 days.

4. **AFT, Local 1388** – A faculty survey was sent out to see if faculty have any issues they would like addressed. This survey was sent in anticipation of the contract ending June 30, 2007. There will be election of officers in May.

5. **President** – The Community College Initiative has been delayed until June 2008 with the intention that it will enable more focus on passing SB361. An agreement on equalization will bring more support to SB361. The equalization compromise will be part of SB361 language. One important part of SB361 is a three-year hold harmless provision.

Bids have been received for the Humanities building and the numbers are encouraging. The $31M for project seems feasible at this time. The objective is to bring a bid to the Board in April. We will determine what the cost would be to start project 30 or 60 days sooner. We are still experiencing problems getting projects through the Division of the State Architect. This may delay our Parking Structure and Learning Resources projects. We will set a Facilities Steering Committee meeting for May.

There are rumors about Compton College being under the Administration of Peralta College with a $10M allocation for five-years. The Chancellor reports that there is a need for another district to take over the administration of the campus and that Requests for Proposals will probably go out. El Camino has not been officially approached to assist them. It is believed that we should ask our Board if they want to give a response. Based on what is known at this time the response would be vague.

We need to review our goals and do a better job of completing the policies. Next week we will review what policies are outstanding and set a policy meeting date. We will also review the Mission and Vision Statement and Collegial Consultation Procedures at that time.

**Agenda for the April 10, 2006 Meeting:**

1. Minutes of April 3, 2006
2. Outstanding Policies – distribution – set Policy Meeting Date
3. Admissions – Multiple Repeats
4. College Council Goals
EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of April 10, 2006

Present: Dr. Arce, Dr. Baker, Ms. Caldwell, Dr. Dever, Dr. Marsee, Mr. Middleton, Ms. Smith

1. College Council members reviewed the Student Health Center Income and Expenditure Projections presented by Dr. Baker. Those present agreed that fees be changed as recommended.

2. Drs. Arce and Dever are reviewing Board Policies which will be brought to College Council for discussion. Grade change policy is needed to protect students and the district and will be reviewed by the Academic Senate Educational Policy Committee.

Agenda for the April 17, 2006 Meeting:
1. Minutes of April 10, 2006
2. Board Agenda
3. Outstanding Policies – distribution – set Policy Meeting Date
4. Admissions – Multiple Repeats
5. College Council Goals
NOTES – ENROLLMENT MANAGEMENT MEETING
30 MARCH 2006

Present:  F. Arce, J. Baker, I. Graff, Q. Miller, G. Miranda, A. Spor

1. **Conversion Rates of Applicants:** Distributed and reviewed by team. Ms. Graff explained that this was a random phone calling project to 100 Winter and Spring applicants encouraging them to enroll at El Camino College.

2. **Public Enrollment Management Calendar:** Mr. Spor reported that he has prepared a draft calendar which includes activities and events throughout the year, person(s) responsible, and approximate timeline. The calendar includes activities for Admissions/Records, Public Relations and Marketing, Counseling, Enrollment Services and Institutional Services. He will forward a copy to team members for review. **Mr. Spor will contact ITS with regard to creating a public Enrollment Management Calendar.**

3. **Team discussed the following treatments for promoting Second 8-Week Classes and Recruitment:**

   A. **Second 8-Week Classes:**
   
   (1) Post Open Class List on ECC Website – *(Arce/Wagstaff)*
      -- 100 sections scheduled to begin on 4/15/06
   
   (2) Send e-mail to continuing students – *(Arce)*
   
   (3) Enlarge poster and place in key areas – *(Baker/Tyler)*
      -- should also distribute 8 ½ x 11 copies to faculty to share with students
   
   (4) Deans with classes on list will promote – *(Arce/Miranda)*
   
   (5) Counseling will promote classes – *(Spor)*
   
   (6) ASO and Clubs

   B. **Recruitment:**
   
   (1) Faculty to promote classes in class for Summer and Fall
      -- coordinate with Hawthorne High School and begin discussions re offering Academic Strategies classes to High School Juniors
      -- coordinate offering HD 8 to High School Juniors *(Spor)*
      -- Senior Day scheduled for May – need to involve deans *(Spor/Miranda)*
   
   (2) Support programs -- promote via letter Summer/Fall

   (3) Promote priority registration – May 15 – June 6(?)
      -- Priority enrollment for continuing students

(Over)
-- Reminder postcards – (Garten)

(4) First-Year students with 9+ units call

(5) SARS (?)

(6) Tents and give-away/Banners for Summer and Fall registration
   -- ASO/Katie Gleason

4. **Enrollment Management Sub-Group:** Team will discuss ideas for making the service area more visible and easy for students to find. Members may include the following:
   - Bill Mulrooney
   - Arvid Spor
   - Harold Tyler
   - Campus Police Staff
   - ITS/Facilities Staff

5. **Next Meeting Date/Time and Agenda:** Thursday, 6 April 2006, 9:00-10:00 a.m., Lib 202.

   (Note: The meeting time has been changed to 8:00-10:00 a.m.)

   Agenda:
   - Enrollment Management Plan
   - Discuss initial draft plan for visualizing service area and how to make it easy for students to find
   - Summer Schedule of Classes
NOTES – ENROLLMENT MANAGEMENT MEETING
6 APRIL 2006


I. Information Items – Notes of 3/30/06 distributed for review.

II. Discussion Action

A. Retention of Continuing Students: The following treatments were identified as follows:

1. Work with Faculty Development Committee to raise bar on BEST practices to improve student retention -- (Dever/Key/Manno/Raufman)

2. One-Stop Center/Information Center -- (Smith/Spor/Mulrooney/Wagstaff)
   -- fully staff the center
   -- HELP line – phone and online
   -- Individual One-Stop
   -- Every Office -- welcome

3. Signage -- (Baker/Garten/Tyler)
   -- Make signage visible to help direct students
   -- Reduce junk signage
   -- Student government to provide recommendations/ideas

4. Registration for Summer and Fall Classes -- (Garten/Mulrooney/Smith)
   -- May 16 – signs in every classroom
   -- Inform faculty

5. Postcards sent in August to all students who registered for Fall -- (Garten/Mulrooney/Smith)

B. Recruitment for New Students of Summer and Fall: The following treatments were identified as follows:

1. Wait Lists -- (Arce)
   By Fall 2007, all divisions will be using a Wait List.

2. Open Class List by Discipline -- (Wagstaff)
   Direct students to Portal, website, and kiosks

3. Install bank of terminals in Admissions/Records area and the Add Center (Mulrooney/Spor/Wagstaff)

4. Welcome Center – include Cashier for information only (Fees/Mulrooney/Wagstaff)
(5) Welcome Letter (Fees/Garten/Mulrooney/Wagstaff)

(6) New Student Orientation – Dever (Academic Senate), Key/Smith (Counseling faculty), Wagstaff, Vakil
   -- AS
   -- Mandated
   -- Website Link (with option for major and transfer school)

C. Enrollment Management Plan: Distributed and reviewed.

III. OTHER

A. Next Meeting Date/Time: 4/20/06, 8:00-9:00 a.m., Adm 127

   Agenda:
   -- High School Recruitment
   -- Enrollment Management Plan Draft

B. Future Topics:
   -- Public Outlook Calendar
   -- Establish subcommittees
SPRING 2006 TREATMENTS TO RETAIN STUDENTS

3/19/2006

To: Francisco Arce and Susan Dever

From John Baker

Had a chance to review the Flex Day comments from faculty. Amazing. The work faculty do in class to retain students is at the heart of retention efforts at the college.

Here is a summary of what I gleaned.

1. Deal with student problems immediately
2. Phoning students who miss classes
3. Provide students with key information on support services
4. Early contact with first time students
5. Talk with low performing students to identify their problem
6. Inform students early about their academic progress
7. Learn students names and call students by their names
8. Provide frequent evaluation via quizzes
9. Get students acquainted with each other
10. Available at office hours, phone, email
11. Provide students a sound syllabus with key data, timelines, dates
12. Respect students: don’t reference them as kids when they are adults
13. Use peer review groups in an out of class
14. Identify student problems and work student to address
15. Provide information on line for students who have missed class or simply want to refresh their notes
16. Encourage students to join college activities(student governance, clubs, etc)

As the Enrollment Management Team identifies 6 treatments to promote the retention of students this Spring this cluster of activities should be one of the treatments promoted. If the above has broad support from faculty and if faculty can help promote early enrollment for summer and fall classes for continuing students, El Camino would be well on its’ way to addressing the short fall of FTES.
For example, research has just determined that 9000+ students in Fall, 2005 left the college. If the college was able to hold on to 1 out of 2 of those students, the FTES issue would largely be solved.

Agape’

John Baker
The meeting was called to order at 1:10 p.m. by David Vakil.

Preliminary Budget Assumptions: Noted:
- Item #14 (regarding no general fund layoffs) was added since last week.
- All hiring is currently on hold. Cabinet will meet on Monday to discuss positions currently in hiring limbo.
- Some items on the Preliminary Budget Assumptions list are contractual items. For purposes of budget development, the budget is built around items as they currently exist.
- Cabinet is asking for feedback on the assumptions from PBC.
- Some are concerned that their funds might be tapped into to cover the retirement funding.
- ECC is down 1,000 FTES; however, there is a hold harmless provision which means the college would not lose money for one year (for 2005-06). This works for this year, but not for next year if ECC can’t make up this deficit by then.
- The step and column increases weren’t included in the original budget report because the $3 million gap was considered formidable enough as it was. This was a judgment call.
- The step and column amount in #9 (estimated to be $440,000) will be honored.
- Equalization funding is still an unknown.

Suggestions/Comments:
- PBC is interested in student success and retention. Funds might need to be invested in keeping the students the college already has.
- Look at the special programs (some of them categorical) which have higher success rates.
- Retention related programs could report out to PBC and PBC could make recommendations to/for these programs.
- Class schedules could be made available earlier.
- Get continuing students to take an additional class each semester. It was noted that this could be problematic due to the way classes are scheduled.
- Canceling low enrollment classes is also an issue
- A recruitment goal of 3,500 new high school students (taking 12-15 units this fall) has been set. After initial contact, there will be follow up by offices like Financial Aid, Scholarships, etc. Financial aid is a crucial piece for many students.
The Enrollment Management group is working on making changes that are cost neutral and is working to build efficiencies into the process.

Students need time management skills and flexible schedules. What about Friday, Saturday and Sunday classes?

Since the discretionary budgets are not being cut, the $3 million gap is being filled primarily from the salary savings of those not hired, potential equalization increase, etc. If this doesn’t cover it, another round of budget cuts may be needed.

Plans are needed both for when the college is growing and when it is not.

Planning is needed; however, staff members are already at the breaking point, so they shouldn’t be loaded down with having to create new reports.

Two back-to-back 8-week classes could be run concurrently with the 16-week semester classes. It was noted that the deans have added 25 eight-week classes. Block scheduling is also being look into.

Student Development is doing phone banking, asking why students didn’t register and promoting the 8-week classes.

Some students reported messing up the online registration process and thinking they had to wait until next semester. It was suggested that another screen could be added to prevent this problem. This highlights the need to invest in areas that will allow students to contact the college when there is a glitch or a breakdown in communication or processes.

What good are good ideas if there are no funds to support them?

Agenda for next week:

- Utilities presentation (Bob Gann)
- Health fees
- Planning items
- Detailed FTES report.
- Health Benefits (John Baker)

Meeting adjourned at 2:35 p.m.
MEMBERS PRESENT

__x__ David Vakil, Chair    __x__ Harold Tyler
__x__ Miriam Alario    __jd__ Lance Widman
__x__ Thomas Jackson    _____ Kelvin Lee
__x__ Susan Taylor    __x__ Cheryl Shenefield
_____ Dawn Reid

OTHERS ATTENDING: Pam Fees, Ken Key, Maria Lopez, Luis Mania, Jeff Marsee,
Quajuana Miller, Teresa Palos, Allene Quarles, Arvid Spor, Marcy Wade, John Wagstaff

Handouts: Energy Costs & Energy Efficiency Measures

The meeting was called to order at 1:10 p.m. by David Vakil.

Approval of Minutes: The minutes of March 2 were approved as amended.

Budget Assumptions: There was discussion on the possibility of changing the GASB funding recommendation. A suggestion for consideration was to put less into the GASB account and to reallocate some of those dollars for security positions (police and dispatchers) because many feel the security of the campus is severely compromised due to unfilled vacancies in that area. Noted:

- In a survey done 2 years ago, the #1 concern of faculty and staff was the lack of police officers on campus.
- With previously unfilled positions, recent resignations and a recent death, ECC currently has only 10 officers on staff. The question raised was how to best approach getting more police with the current budget environment.
- ECC is considered a fully functioning police station, which makes it different from other colleges.
- In order to determine the right size for the police force, it was suggested that minimum standards for staffing and funding should be established. PBC had been preparing to establish minimum staffing and optimum staffing for every area last year. It was suggested that a third party was needed to do the research for objectivity.
- Other issues to be considered include conducting a local study vs. a market study, organizational reviews by division and contractual obligations.
- Cabinet will be meeting Friday (tomorrow) to make decisions on unfilled positions, and the information from this PBC discussion will be delivered to Cabinet.
GASB: It was suggested that the college could contribute less money to GASB this year to fund some police officer positions. It was noted that compliance with GASB doesn’t start until July 1, 2008.

- Motion #1: Fund GASB at $400,000 instead of 350,000.
  Vote: Yes (2); No (3) - Motion failed.

Noted: The retirement funds should be placed in a dedicated, irrevocable fund, and the college should have a long term GASB plan. It was suggested that a minimum of two people from PBC (Harold Tyler and David Vakil), along with Jeff Marsee and Marcy Wade, should work on creating a long term GASB funding plan.

Motion #2: Eliminate budget assumption #8 and replace it with “COLA will be 5.18%.”
Noted: PBC has no control over this item, which is contractual.
Vote: Yes (1); No (4) - Motion failed.

Motion #3: Budget assumption #9 should say that the step and column increases will be honored. It was noted that the next version of the budget will include the step and column increases.

In response to a question from budget assumption #14, it was noted that a “general purpose position” is a Fund 11 position.

Linking Budget and Planning with the Hiring “Frost:”

- The assumptions are budget driven, not plan driven.
- Student success and retention were PBC’s recommendations.
- Retention items from Q-builder plans will be shared with the vice presidents and the PBC.
- PBC needs the Q-builder information in a user friendly format like an abstract for each item and answers for questions.
- The subcommittee will be summoned again to see if the material is clear and accessible.

Agenda Development for the April 6 Meeting:

- Student-centered learning programs (J. Baker)
- Utilities presentation (J. Marsee and D. Vakil)

Meeting adjourned at 2:30 p.m.
AGENDA

1. Approval of Minutes ----------------------------------------All PBC participants ------------- 1:00 p.m. 
   March 9 and March 16, 2006
2. Student Health & Heath Center Fees ------ John Baker -------------------- 1:10 p.m.
3. Possibility of forming Retention Committee -David Vakil ------------------------ 1:30 p.m.
4. Planning for Winter Intersessions -------------- David Vakil ------------------------ 1:35 p.m.
5. Prioritizing Retention Proposals -------------- David Vakil & Arvid Spor----- 1:45 p.m.
6. Mandatory Expense evaluations ----------------- David Vakil & Jeff Marsee ---- 1:55 p.m.
   Formation of Mandatory expenses subcommittees, Staffing plans & Staffing levels
7. Non-agenda items & agenda development--All PBC participants ------------- 2:25 p.m.
   Future PBC: Planning Summit, Student-centered programs, Retention recommendations
8. Adjournment---------------------------------------------------------------------------------- 2:30 p.m.

GASB information

Presented by David Vakil (DV) on March 2, 2006. For PBC & others.
Considerable input from Pam Fees, Marcy Wade, Nina Velasquez, Carolee Casper

• Most data taken from Actuarial Study on 8/22/2005 by Total Compensation Systems, Inc
• GASB = accounting method. NOT funding.
• However, benefits require funding.
• Fully funding cost = $1.4 million
  – $988,000 = PBC previous recommended amount
• Minimum funding = $488,000
• Will discuss: Assumptions, Past service liability, accrued benefits, pay as you go
What is GASB?
• Government Accounting Standard Board
• GASB has 3 relevant rules: #12, #43, #45
• New way of accounting for...
  – Other Post-Employment Benefits (OPEBs)
  – Primarily retiree health-care benefits
• “Soon” we will have to account for “accrued” benefits, not just “pay-as-you-go” benefits.
  – Accrued = amount you currently need to have for the current employees + retirees when they retire
• “Soon” = July 1, 2008 (’08-’09).
• The new GASB rules do NOT require pre-funding the retiree health benefits, just accounting for them!
• However, contracts require funding benefits!

Assumptions in Actuarial Study
• All data is out of date – study done late 2005
• Long-term average of Inflation = 3%
• Trend = Long-term average of health-benefits cost increases = 4%
  – DV estimates combination of above = 3.7%
• Investment income = 5%
• No contractual changes in benefits
• Standard stats: retirement rate, death rate…
• Study notes that numbers (costs) could vary 15-20% because of uncertainties.
Contractual Retiree Benefits

- All* employees have the same contract now:
  - * includes all benefits-eligible ECC employees
- Must work here 10+ years*
  - *Changing this to 20 years won’t significantly affect the costs reported throughout this presentation.
- If retire after age 55, the District pays 100% of your health benefits. No dependents funded.
  - After 65, pay CalPERS admin. fee, not benefits.
- Cost is primarily health benefits for retirees between ages 55 & 65 ($5700 vs $600).

Past Service Liability (PSL)

- a.k.a. Accrual cost
- Total amount we would have on hand today if we had started saving for retiree benefits the day each current employee was hired.
  - We haven’t saved like this.
- Today we only pay current retirees’ benefits
- Actuarial estimate: $15 million savings needed
- We’ve saved $3.9 million (p. 21, 79 in blue book)
- Net: $12 million Past Service Liability
Making up for lost time

• GASB rules allow you to amortize (slowly pay) this amount over 30 years.
• Amortizing (financing) only the PSL:
  – $530,000* annually for the next 30 years.
    * assumes 5% investment income. DV: $375k if 7% investment return
  – 30 years is the longest you can amortize
  – This only makes up for the extra $12 million we should have saved but didn’t.
  – Part 1 of “pre-funding” retirees’ benefits.
  – Does not include current retiree benefits
  – Does not include benefits being accrued by current employees

Current Retiree Benefits

• Paying only for current retirees’ benefits
  – a.k.a. Pay-as-you-go
  – $490,000 this year (as of 6/1/2005)
• Actuary estimates this cost will rise 12.4%* annually (10-yr average) because…
  – Higher retirement rate
    • Average age of employees: 50.
    • Average age of new hires: 36
  – Higher health care costs
  – *12.4% number is quite uncertain
• Pay-as-you-go will hinder General Fund in 10 years. (triples to $1.4 million)
Benefits accrued by current employees

- In addition to current retiree benefits
- PSL only accounted for past years when we didn’t save.
- Need to account for (fund?) current employees expected accrued benefits.
  - Part 2 of “Pre-funding” employees’ retirement benefits
- Costs $882k annually. Actuarial study quote:
  - For current employees, the value of benefits “accrued” is $882,308.
  - Study indicates $882k includes current retiree benefits. Assumes 804 total people.
  - Will pay current retirees from this $882k pre-funding

The bottom line

- $3 million in savings
- $12 million (net) in Past Service Liability
- Financing $12M over 30 years = $530k annual pmt
- $882,000 in “accrued” benefits annually = pre-funding
  - Fund pays $488k for current retiree benefits annually
- Fully funding accrued + PSL = $1.4 million annually
- Minimum funding = $488k annually (current retirees)
- Our last discussion recommended funding $988k
- Actuary notes that numbers can change rapidly!
  - Recommends doing actuarial study every 2-3 years. (reqd?)
Consequences of not pre-funding

- Unfunded Liability will increase with no offsetting asset
  - Affects “balance sheet”
  - “Balance sheet” determines credit rating
  - I have not seen data; can’t present numbers to you
- Depending on amount of unfunded liability (i.e. “balance”), could affect interest rates we pay.
  - Bond: 2nd issuance later this year
  - TRANs (everyday borrowing needed to operate)
- More audits
- Complications in accreditation

Funding issues

- Contractual: must fund current retirees benefits
- Prudence = eventually fully funding
- Minimize disruptions to ECC programs
- Irrevocable funds = more investment options
  - Irrevocable fund can pay for retiree benefits.
  - Can’t be touched by creditors if we go bankrupt
  - NOT untouchable savings account. Pays benefits.
Proposed funding models (can combine 2+)

1. Pay as you go
   - Good: Currently lowest cost; simple
   - Bad: Fiscally unstable, fails to meet GASB requirements – doesn’t “count”, long term=more expensive, can’t use categorical funds to pay

2. “Ad hoc”: above method + save when can
   - Good: Simple, not irrevocable savings, progress
   - Bad: Irregular savings, fails GASB, categorical

3. Systemic: fully fund
   - Good: Secure, predictable, meets GASB, long-term stability, can use categorical funds for current employee accrual contributions (~$600 per person)
   - Bad: Expensive, fiscally inflexible

What to do?

• Must contribute at least $488k this year
• Develop long-term plan, implement by 7/1/08
  – Repeat actuarial study every 2 years
• Next PBC meeting: decide on a revised “budget assumptions amount”?
• Math is fuzzy, but big picture is not.
• Other thoughts:
  – Get 2nd opinion from different actuary?
  – Rename “GASB 45” fund: Accrued retiree benefits?
Memorandum

October 25, 2005

TO: Chief Executive Officers
    Chief Business Officers

FROM: Frederick E. Harris, Assistant Vice Chancellor
       College Finance & Facilities Planning

SUBJECT: Accounting Advisory: Monitoring and Assessment of Fiscal Condition

I. Background:

Pursuant to Education Code Section 84040, the Board of Governors is required to adopt criteria and standards for the periodic assessment of the fiscal condition of California community college districts. In accordance with this requirement, the System Office has established standards for sound fiscal management and a process to monitor and evaluate the financial health of California’s community college districts. The purpose of these standards is to identify districts that may benefit from preventative management assistance and those that may require fiscal crisis intervention to prevent emergency loans. These standards are intended to be progressive, with the focus on prevention and assistance at the initial level and more direct intervention at the highest level. These standards are based on the principles of sound fiscal management that are contained in California Code of Regulations (CCR) Section 58311.

The monitoring and assessment process outlined in this accounting advisory is intended to provide for early detection of districts that are experiencing fiscal difficulties. Early detection will allow the district and System Office an opportunity to take proactive/preventative steps to stabilize and address the financial condition of identified districts. This process will utilize various information sources to assess the financial condition of all community college districts and will allow the System Office to provide technical and administrative assistance to bring about improvement in a district’s financial condition. If early and preventative intervention fails due to the timing or degree of fiscal condition, direct intervention will be assigned.

II. Monitoring and Assessment of Financial Condition

Monitoring and periodic assessment of all districts’ financial condition will be performed to determine whether a district requires preventative management assistance or fiscal crisis
intervention. This assessment will utilize a wide variety of information to provide an overview of a district’s financial condition. The information to be used to perform the assessment will include the following:

- Quarterly Financial Status Reports (CCFS-311Q)
- Annual Financial and Budget Reports (CCFS-311)
- Annual District Audit Reports
- Apportionment Attendance Reports (CCFS-320)
- District Response to Inquires (telephone, written correspondence, site visits, etc.)
- Other available information (i.e., debt reports, Fiscal Data Abstract, etc.)

The overall assessment of a district’s financial condition will include, but not be limited to, the following criteria:

a) **Primary Criteria**: General Fund Analysis that will include a review of the current, historical and projected fund balance. The main criteria for assessment will be the percentage of unrestricted general fund balance to all expenditures and other outgo of unrestricted general fund. For purposes of this assessment, all unrestricted expenditures and other outgo will include all uses of unrestricted general funds under expenditure object codes 1000 thru 7000.

   The minimum prudent unrestricted general fund balance is 5 percent. This minimum prudent level is considered necessary to ease cash flow problems, to deal with unexpected cost increases, and other fiscal uncertainties. If a district falls below this minimum prudent level, further review will be performed to determine if any fiscal problems exist. Such review shall take into account identified one-time revenues and expenditures as designated by the affected district.

b) **Secondary Criteria**: Other factors that have an impact upon a district’s overall financial stability must be considered in evaluating whether or not a district has an adequate unrestricted general fund balance, including:

   1. Analysis of spending patterns will include a review of the current, historical and projected revenues and expenditures. Attention will be given to districts that have a pattern of deficit spending in the current year, and greater scrutiny will be made if there is a history of deficit spending.

   2. Full-Time Equivalent Students (FTES) review will include looking at the FTES patterns in relation to statewide patterns and the potential impact upon revenue. Attention will be given to districts with unusual material fluctuations to the FTES. Districts receiving stability revenue will be further evaluated.

   3. Staffing expenditure (salaries and benefits) increases that are expected to exceed projected revenue increases.

   4. Other factors will be reviewed for pertinent information that could have an impact upon a district’s financial condition. Attention will be given to any potential problems such as: a “going concern” audit finding, material internal control audit findings, pending legal actions, late filing of annual audit or financial & enrollment reports and other fiscal or administrative problems that are identified.

Districts are encouraged to regularly complete the *Sound Fiscal Management Self-Assessment Checklist* with their Board and executive staff. This checklist can provide early detection indicators of potential district fiscal concerns and provide districts with the opportunity to identify and address problems at the earliest possible time.
III. **Follow-up actions**

Based upon the overall assessment and severity of problems identified, the System Office will take follow-up actions to investigate and validate whether or not a district requires periodic monitoring, management assistance and/or fiscal crisis intervention. The specific follow-up actions taken by the System Office will vary depending upon the overall assessment of the district’s condition and the severity of the possible fiscal problems. After discussion with the district, the System Office will make one of the following determinations:

1. **No further follow-up is necessary.**

   Based on further analysis and evaluation of information gathered after the assessment of the primary/secondary criteria, a determination has been made by the System Office that no further follow-up is necessary by the district.

2. **Periodic monitoring is necessary.**

   Districts in this category will be required to do the following:
   - Complete the *Sound Fiscal Management Self-Assessment Checklist* and submit to the System Office with evidence that the district’s governing board has been appropriately informed.
   - Update and submit their Quarterly Financial Status Report, CCFS 311Q (new version to be issued by end of 2005) to reflect the district’s current fiscal status.
   - Develop and submit to the System Office a written action plan developed by the district that satisfactorily addresses the identified fiscal concerns.
   - Chief Business Official (CBO) and/or other appropriate key staff will maintain regular communication with the System Office regarding recovery progress.

3. **The district requires management assistance and will be monitored more closely.**

   Districts in this category have one or more deficiencies that require outside assistance and require closer monitoring by the System Office through the following actions:
   - Complete the *Sound Fiscal Management Self-Assessment Checklist* and submit to the System Office with evidence that the district’s governing board has been appropriately informed.
   - Submit the CCFS 311Q (newer version to be issued by end of 2005) monthly to reflect the district’s fiscal status.
   - Submit to the System Office a management assistance plan that addresses the identified concerns developed with the aid of the Fiscal Crisis and Management Assistance Team (FCMAT) and/or other specialized external assistance.
   - District CEO and CBO will participate in a quarterly review and round table discussion with the ACBO Fiscal Standards and Accountability Committee on the district’s fiscal condition and recovery.
• Depending on the severity of the problem, the district may be required to submit a detailed recovery plan for achieving fiscal stability and an education plan demonstrating the impact of the fiscal plan on the district’s education program. This recovery plan needs the district’s governing board approval.

4. The district requires immediate fiscal crisis intervention.

The district’s recovery plan for achieving fiscal stability and the educational plan demonstrating the impact of the fiscal plan on the district’s educational program have been found to be deficient, the district has substantially failed to implement the plans OR the plans have not been completed in a timely manner. Intervention is determined to be necessary because a district’s financial data indicate a high probability that, if trends continue unabated, the district will need an emergency apportionment within three years or that the district is not in compliance with the principles of sound fiscal management specified in Section 58311. Therefore, the Chancellor, in accordance with California Code of Regulations Title 5 Sections 58312 et seq., has the authority to take any of the following actions at district expense:

• Conduct a comprehensive management review of the district and its educational programs and an audit of the financial condition of the district.

• Direct the district to amend and readopt the fiscal and educational plans prepared pursuant to CCR T5 Section 58310 based on the findings of the comprehensive audits.

• Direct outside fiscal crisis intervention assistance from FCMAT, other specialized external assistance and/or through the appointment of a Special Trustee to help address the fiscal concerns and to assist with the district’s recovery.

• Assign a Special Trustee to assume management and fiscal control of the district to the extent deemed necessary in order to achieve fiscal stability or solvency and also implement the principles of sound fiscal management.
California Community Colleges

Sound Fiscal Management

Self-Assessment Checklist

1. **Deficit Spending** - Is this area acceptable?  **Yes / No**
   - Is the district spending within their revenue budget in the current year?
   - Has the district controlled deficit spending over multiple years?
   - Is deficit spending addressed by fund balance, ongoing revenue increases, or expenditure reductions?
   - Are district revenue estimates based upon past history?
   - Does the district automatically build in growth revenue estimates?

2. **Fund Balance** – Is this area acceptable?  **Yes / No**
   - Is the district’s fund balance stable or consistently increasing?
   - Is the fund balance increasing due to on-going revenue increases and/or expenditure reductions?

3. **Enrollment** - Is this area acceptable?  **Yes / No**
   - Has the district’s enrollment been increasing or stable for multiple years?
   - Are the district’s enrollment projections updated at least semiannually?
   - Are staffing adjustments consistent with the enrollment trends?
   - Does the district analyze enrollment and full time equivalent students (FTES) data?
   - Does the district track historical data to establish future trends between P-1 and annual for projection purposes?
   - Has the district avoided stabilization funding?

4. **Unrestricted General Fund Balance** – Is this area acceptable?  **Yes / No**
   - Is the district’s unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5% of the total unrestricted general fund expenditures)?
   - Is the district’s unrestricted fund balance maintained throughout the year?

5. **Cash Flow Borrowing** - Is this area acceptable?  **Yes / No**
   - Can the district manage its cash flow without interfund borrowing?
   - Is the district repaying TRANS and/or borrowed funds within the required statutory period?

6. **Bargaining Agreements** - Is this area acceptable?  **Yes / No**
   - Has the district settled bargaining agreements within new revenue sources during the past three years?
   - Did the district conduct a pre-settlement analysis identifying an ongoing revenue source to support the agreement?
   - Did the district correctly identify the related costs?
   - Did the district address budget reductions necessary to sustain the total compensation increase?

7. **Unrestricted General Fund Staffing** - Is this area acceptable?  **Yes / No**
   - Is the district ensuring it is not using one-time funds to pay for permanent staff or other ongoing expenses?
   - Is the percentage of district general fund budget allocated to salaries and benefits at or less than the statewide average (i.e. the statewide average for 2003-04 is 85%)?

8. **Internal Controls** - Is this area acceptable?  **Yes / No**
   - Does the district have adequate internal controls to insure the integrity of the general ledger?
• Does the district have adequate internal controls to safeguard the district’s assets?

9. **Management Information Systems** - Is this area acceptable?  
   • Is the district data accurate and timely?  
   • Are the county and state reports filed in a timely manner?  
   • Are key fiscal reports readily available and understandable?

10. **Position Control** – Is this area acceptable?  
    • Is position control integrated with payroll?  
    • Does the district control unauthorized hiring?  
    • Does the district have controls over part-time academic staff hiring?

11. **Budget Monitoring** - Is this area acceptable?  
    • Is there sufficient consideration to the budget, related to long-term bargaining agreements?  
    • Are budget revisions completed in a timely manner?  
    • Does the district openly discuss the impact of budget revisions at the board level?  
    • Are budget revisions made or confirmed by the board in a timely manner after the collective bargaining agreements are ratified?  
    • Has the district’s long-term debt decreased from the prior fiscal year?  
    • Has the district identified the repayment sources for the long-term debt?  
    • Does the district compile annualized revenue and expenditure projections throughout the year?

12. **Retiree Health Benefits** - Is this area acceptable?  
    • Has the district completed an actuarial calculation to determine the unfunded liability?  
    • Does the district have a plan for addressing the retiree benefits liabilities?

13. **Leadership/Stability** - Is this area acceptable?  
    • Has the district experienced recent turnover in its management team (including the Chief Executive Officer, Chief Business Officer, and Board of Trustees)?

14. **District Liability** – Is this area acceptable?  
    • Has the district performed the proper legal analysis regarding potential lawsuits that may require the district to maintain increased reserve levels?  
    • Has the district set up contingent liabilities for anticipated settlements, legal fees, etc?

15. **Reporting** – Is this area acceptable?  
    • Has the district filed the annual audit report with the System Office on a timely basis?  
    • Has the district taken appropriate actions to address material findings cited in their annual audit report?  
    • Has the district met the requirements of the 50 percent law?  
    • Have the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) been submitted to the System Office on or before the stated deadlines?
It is the policy of El Camino College to allow previously recorded substandard academic work to be disregarded if it is not reflective of a student’s more recently demonstrated ability and if repetition is not appropriate to the current objectives of the student. A student may petition to have up to 24 semester units of substandard work (D, F or WF grade assigned) taken at El Camino College disregarded in determining the student’s grade point average.

This policy supersedes the section of BP 6130 dealing with Academic Renewal.

Procedures for implementing the policy will be developed with collegial consultation with the Academic Senate, as defined in CCR § 53200.

See Administrative Procedure 4240

Reference: Title 5, Section 55765

A student may petition to have up to 24 semester units of substandard work (D, F or WF grade assigned) taken at El Camino College disregarded in the determination of the grade point average (GPA), subject to limitations as follows:

1. The student must have earned a GPA of 2.25 or higher in the last 30 units of graded work, or 2.5 or higher in the last 24 units of graded work, completed at any regionally accredited college or university.

2. At least two years must have passed since the end of a semester with a grade to be disregarded.

3. A student may be granted academic renewal at El Camino College only once.

4. Units disregarded by other institutions shall be deducted from the 24 semester units maximum of course work to be disregarded by El Camino College.

5. Course work with disregarded grades may not be used to meet degree or certificate requirements.

Academic renewal actions are irreversible.

Students requesting Academic Renewal may obtain an Academic Renewal Petition in the Records Office.

The student’s permanent academic record shall be annotated to indicate all disregarded course work, but all grades shall remain legible to ensure a true and complete academic history.
If another accredited college has removed previous course work from associate in arts or bachelor’s degrees consideration according to terms of that institution’s policy, such an action shall be honored by El Camino College.

It is the student’s responsibility to ensure that any institution or program to which he or she is applying will accept Academic Renewal from El Camino College.

These procedures supersede the provisions of BP 6130 dealing with Academic Renewal.

Reference: Title 5, Section 55765
SEMESTER UNIT OF CREDIT
College work at El Camino College is measured in terms of semester units. A unit is the value placed on three hours of the student’s time per week in pursuit of educational goals; thus, for one hour of classroom lecture and approximately two hours of study and preparation or for three hours of laboratory or shop work, one unit of credit is earned. The time allotment and unit value assigned to each course is designated as part of the course listing.

GRADES AND GRADE POINTS
Grade points are numerical values which indicate the scholarship level of letter grades. Grade points are assigned according to the following scale:

- A-Excellent: 4 points for each unit
- B-Good: 3 points for each unit
- C-Satisfactory: 2 points for each unit
- D-Passing, less than satisfactory: 1 point for each unit
- F-Failing: 0 points for each unit
- CR-Credit (at least satisfactory – units awarded not counted in grade point average): See Note 1
- NC-No Credit (less than satisfactory, or failing – units not counted in grade point average): See Note 1
- I-Incomplete: See Note 2
- IP-In Progress: See Note 3
- W-Withdrawal: See Note 4

Notes:
1. **Credit-No Credit**
   A certain number of courses are offered only on a CR/NC basis while some others are offered on a CR/NC or letter grade option depending on which the student selects during the fourth week of the semester. A student earning a CR grade will receive unit credit toward graduation, but unit credit earned in these courses will not be considered when calculating grade point average. Designation of CR/NC or option CR/NC grading is included in the course description. All grades except W and CR/NC will be considered in determining the grade point average. Grade point average equals total grade points divided by total units attempted for which grades have been assigned. While NC and W grades are not used in grade point determination,
a student with an excessive number of withdrawals or NC’s will be required to have
special counseling and will be subject to probation or disqualification regulations.

2. **I-Incomplete**
   Incomplete academic work for unforeseeable, emergency, and justifiable reasons that
include circumstances beyond the student’s control may result in an “I” symbol being
entered in the student’s record. A student receiving an “I” will be provided with a
written record containing the conditions for removal of the “I.” This record will be held
for the student in the Records Office through the sixth week of the regular semester
following receipt of the incomplete mark. If the student does not obtain the record and
complete the required work by the end of the sixth week, the “I” will automatically be
removed and a grade depending on incomplete work will be assigned.

Any extension of the time for completion of the required work must be approved by the
division dean. The student should petition for the extension of time on a form provided
by the Admissions Office.

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

4. **W-Withdrawal**
   To withdraw from a class or classes the student should make an official withdrawal in
the Admissions Office. Withdrawal from a class or classes shall be authorized through
the last day of the twelfth week of instruction. If a student remains in class beyond the
twelfth week, grade or an “I” (Incomplete) shall be assigned. A student who must
withdraw after the twelfth week in extenuating
circumstances may petition for assignment of a “W” grade. Extenuating circumstances
are verified cases of accidents, illnesses or other circumstances beyond the control of the
student.

No notation (“W” or other) shall be made on the academic record of the student who
withdraws prior to the close of the fourth week of a semester course, or the first week of
a six-week course, or the second week of an eight- or nine-week course. Any
withdrawal occurring after the close of the fourth week through the last day of the
twelfth week of the semester shall be recorded as a “W” on the student’s records. A
grade of “W” shall be assigned in six-week courses to students who withdraw between the first and the fourth weeks; and for eight- or nine-week courses, the “W” grade is assigned to withdrawals occurring between the second and sixth weeks. In all other courses of less than one semester in length (other than six, eight, or nine weeks), no notation will be made on the academic record of the student who withdraws within the first 20 percent of the course; and a grade or “I” is entered on the record of the student who withdraws after 67 percent of the course.

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

5. Definition of an Academic Week

For purposes of this policy, a week of a semester is defined as one having at least three days of campus-wide instruction, as scheduled in the El Camino College Calendar.

GRADE CHANGE PROCEDURE

A student who has been assigned an incorrect grade in error may file a petition in the Admissions Office requesting a review of the grade record by the institution. The student may have up to two years from the end of the course to petition such grade change.

The student who, under previous grading procedures, received a failing grade because of being dropped from a class for non-attendance, may petition for a grade change to a “W” if the student was passing at the time of the non-attendance drop.

Grades assigned by the faculty are considered to be final and will be changed only in cases of error, except as follows:

4220 Standards of Scholarship Page 4

A petition to change an earned grade of CR to a letter grade in those courses which provide the option may be approved upon appropriate examination by the instructor and concurrence of the division dean.

ACADEMIC RENEWAL

Students may petition to have up to 15 units of D, F or WF grades from not more than three consecutive semesters of previously recorded substandard course work at El Camino College disregarded in computation of grade point average under the following conditions:

a. The student has demonstrated academic ability by earning a grade point of 2.25 or higher in the last 30 units of graded course work at El Camino College.

b. At least two years have elapsed since the substandard semester.

The Academic Renewal Committee will act upon only one petition to disregard substandard semesters per student. Course work disregarded may not be used to meet degree
requirements. The permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.

REPEATING COURSES

1. Repetition of a Course in Which D, F, or NC Was Received
   a. Students who receive grades of D, F, or NC in an El Camino College course may re-enroll in that same course one more time. Students will not be permitted to enroll in that course for a third time except under unusual circumstances and upon written permission of the division dean. Unusual circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
   b. The student, upon successfully repeating a course in which a grade of D, F, or NC had been previously received, may notify the Records Office in writing. Upon receipt of such written notice, the student’s transcript will be amended so that the previous grade and credit will be disregarded in the computation of the grade point average. The permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.
   c. Units from courses repeated after first earning a D grade will not be counted for credit towards the AA Degree.

2. Repetition of a Course in Which A, B, C, or CR Was Received
   a. Students will not be permitted to repeat courses in which they received grades of A, B, C or CR except under the following conditions:
      i. The college finds that the student’s previous grade is, at least in part, the result of extenuating circumstances. Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.
      ii. The college has determined that a student should repeat a course because there has been a significant lapse of time since the student previously took the course.
   b. The second grade earned will not be counted under any circumstances if the first grade earned in a course was A, B, C or CR. However, the permanent academic record shall be annotated in such a manner that all grades assigned remain legible, ensuring a true and complete academic history.
   c. Units from courses repeated after first earning an A, B, C or CR grade will not be counted in determining full-time status or qualification for benefits.

3. Courses Listed in the Catalog With Lower Case Letters
   Courses with lower case letters (such as Music 52abcd – Concert Choir) do not require prior approval for the number of enrollments up to the number of lower case letters listed (FOUR enrollments in the case of Music 52abcd – Concert Choir).
WITHDRAWAL AND RE-ENROLLMENT
A student who receives a W in an El Camino course may re-enroll in that same course two more times for a total of three times. In order to enroll a fourth time, a student must meet with a counselor to review progress toward achieving academic goals.

PROBATION POLICIES

1. Placement on Academic Probation
   a. A student who has attempted at least 12 semester units, as shown by the academic record, shall be placed on academic probation following any semester when the grade point average for total units attempted at El Camino College is less than 2.0 (grade C).
   b. Students who are placed on academic probation should see a counselor prior to registration for the semester subsequent to their receiving notice.
   c. When a student is placed on academic probation for the fall semester, the student’s program shall be limited to no more than 12 units plus one unit of physical education, if needed for graduation.

2. Removal from Academic Probation
   A student shall be removed from academic probation upon earning a grade point average of 2.0 (grade C) or higher in total units attempted at El Camino College.

3. Progress Probation
   a. Placement on Progress Probation
      A student who has enrolled in a total of at least 12 semester units as shown by the official academic record, shall be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries of “W,” “I,” and “NC” are recorded reaches or exceeds fifty percent (50%). To drop a course and not have a grade entry appear on the official academic record or be counted as units attempted, action must be taken prior to the close of the fourth week of a semester course, the first week of a six-week course, or the second week of an eight- or nine-week course.

   b. Removal from Progress-Probation
      A student on progress probation because of an excess of units for which entries of “W,” “I,” and “NC” are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent (50%).
4. Disqualification and Dismissal
   a. Disqualification Because of Repeated Academic Probation
      A student placed on academic probation will be dismissed when in the subsequent
      semesters the student’s cumulative grade point average is less than 1.75.
      Dismissal will only occur following each spring semester.
   b. Disqualification Because of Repeated Progress-Probation
      A student placed on progress-probation will be dismissed when in subsequent
      semesters the percentage of units in which the student has been enrolled, for
      which entries of “W,” “I,” and “NC” are recorded, reaches or
      exceeds fifty percent (50%). Dismissal will only occur following each spring
      semester.

5. Readmission Following Disqualification
   A disqualified student who returns after an absence of one or more semesters shall be
   permitted to enroll on continuing progress-probation.
   c. A summer session will not count as the one semester of disqualification.

6. Readmission Following Probation or Continuing Probation and Voluntary Withdrawal
   A student on probation who withdraws voluntarily from college, either before the
   probation semester or during it, and later applies for readmission shall be readmitted in
   the same status as existed at withdrawal. However, a student may petition to apply
   accredited college work that was completed while in absence from El Camino toward
   improving the academic probation status at El Camino.

7. Incomplete Marks
   “I” marks (incomplete) are not used in grade point calculations. However, for academic
   probation purposes, the grade assigned based on incomplete work is used to determine
   academic status.

8. Right of Petition
   The student may appeal probation or disqualification status by petition if the individual
   feels an error has been made or there were extenuating circumstances. The petition shall
   be filed in the Admissions Office.

9. Change of Status
   The academic probation status may not be changed because of “academic renewal” or
   “course repetition” as defined in another section of this publication.
Previous Board Policy Number:  6130
El Camino College
Adopted:  4/11/83
Renumbered:  4/18/05
**Proposed Academic Senate Constitutional Amendment:**

I propose that the Senate amend the constitution to include the Academic Technology Committee as a STANDING committee of the Senate (ARTICLE VII, Section 1); included in this motion will be to amend the Constitution to also add a Vice President of Technology to attend the necessary campus wide committees and to report back to the Senate (eg: College Technology Committee, Academic Technology Committee, etc) (ARTICLE IV, Section 1).

**ADD:**

ARTICLE IV:

Section 1.3- Vice President of Academic Technology

Section 4.3.5 Vice President of Academic Technology shall be the Senate’s voting member at the College Technology Committee and the Academic Technology Committee; report on the actions of the CTC and ATC; represent the senate position; monitor and propose action for academic technology; handle special projects as assigned by the senate president.

ARTICLE VII

Section 1.1

f) Academic Technology Committee

**Remove:**

ARTICLE VII

Section 1.4- Standing Committee

a) Academic Technology Committee (and adjust others accordingly)

**Statement of Purpose:**

Currently there is no formal link between the Academic Senate and the Academic Technology Committee. Unofficially, members of both would report under “Campus Wide Committees” during Senate meetings. However, since technology has become such an important economic, pedagogical, and political force on campus, a formal link MUST be made in order that faculty concerns are heard and acted upon.

**Effect of the Proposed Amendment:**

Briefly, the ATC came about because in the past many believed that the College Technology Committee (CTC) did not focus enough attention on academic issues. Currently, the administration does not officially recognize the Academic Technology Committee; however, interestingly enough, administrators have charged this committee to perform important functions in terms of academic technology (faculty laptops issue, software prioritization, learning management systems issue, etc). Because of this identity crisis, the administration and the CTC does not always recognize the work and importance of this truly campus-wide committee and often threatens its existence. Making this an official part of the Academic Senate will ensure that faculty voices regarding technology are heard and will continue to be heard in the future.
ARTICLE X Amendments to the Constitution

Section 1. Amendments to the Constitution

1.1 Amendments to the Constitution may be proposed by:
   a) A motion approved by a majority vote of the Senate, or
   b) A petition signed by one-quarter of the faculty.
   The motion or petition must be presented in writing to the Senate president accompanied by a statement of the purpose and effect of the proposed amendment.

1.2 Upon receipt of a valid proposal for amendment, the Senate president shall submit the proposal to the Senate for a first reading. At the meeting following the first reading, there shall be a discussion, debate and vote on the proposed amendment.

1.3 If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail.

1.4 Proposed amendments to the Constitution must be ratified by a majority vote of the faculty members voting. The amendment shall become effective immediately upon ratification.
Upcoming Academic Technology Issues
4/4/06

Computer access policies
- review/revise student & staff policies

Academic software purchase
- budget projections
- process for new or upcoming needs

Distance Ed/Hybrid/Tech Enhanced
- course management system selection/purchase
- support requirements
- growth goals and rationale
  - courses, programs
- models for program coordination – e.g. which elements need to be centralized
- essential support services – from application thru graduation – for faculty & students

Staffing for Labs & learning centers
- tech support
- user support

Hardware/networking
- implement planned upgrade cycle for student, faculty, & staff equipment
- review/revise plans for academic networking across college

Online access to support services for students & faculty/staff
- have end-users (esp. faculty) involved in all phases of development of online services/reporting/resources developed at the college
- immediate need to beta test/evaluate full range of online resources now being implemented for faculty use, understanding that college wants to have most of all this completely operational by the time they begin tearing down Student Services complex next year
- grading – also requirement for submission of paper backup documentation needs to be re-visited
- drop/add
- rosters
- other?
## Communication Tools

<table>
<thead>
<tr>
<th>Discussion Forums</th>
<th>ANGEL 6.3</th>
<th>Blackboard 6.2 Enterprise</th>
<th>Moodle 1.5.2</th>
<th>Sakai 2.0</th>
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<tr>
<td>The software includes support for discussion forums. Discussions can be viewed by date, by thread, by title, by author, by group, by the type of post. Students can categorize posts as problems, explanations, scientific explanations, comments, evaluations, or summaries. Instructors can associate a discussion with any course content. Discussions can be shared across courses, departments, or any institutional unit. Instructors may create separate discussion environments for small groups. Groups can be open to all or only a select set of students. Instructors can determine the level of involvement (read, write, or post anonymously) for students. Only the instructor may delete posts. Posts can include attachments, an images or URLs. Posts can be either plain text, formatted text, or HTML. The threaded discussion software includes a formatting text editor. Discussion threads are expandable and collapsible to view an entire conversation on one screen.</td>
<td>Discussions can be viewed by date and by thread. Instructors can associate a discussion with any course content. Instructors can enable or disable anonymous posting, and determine whether student posts are re-editable. Posts can contain URLs, file attachments and may contain HTML. The threaded discussion software includes a formatting text editor which can create mathematic equations. Instructors may create separate discussion environments for small groups of students and teaching assistants. Discussion threads are expandable and collapsible to view an entire conversation on one screen.</td>
<td>The discussion tool supports a social constructionist pedagogy model. Discussions can be viewed by date, by thread, by author. Instructors can split discussion branches from the main discussion into a new discussion. Instructors can determine the level of involvement (read, write, or post anonymously) for students. Posts can include attachments, an image or URL. The discussion tool includes a formatting text editor. Posts may be peer reviewed by other students. Students may receive posts to the discussion forums as daily digests of subject lines or whole posts as email. Students can subscribe to forum RSS feeds.</td>
<td>Discussions can be viewed by category and thread. Posts can include attachments and URLs. Posts can be either plain text, formatted text, or HTML. Instructors can determine the level of involvement by setting the permissions (read, write, delete, etc.) for student posts. Discussion threads are expandable and collapsible to view an entire conversation on one screen.</td>
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<td>File Exchange</td>
<td>Students and instructors can edit their text files in their folder using a browser. Students can upload files to a shared course or group folder. Students can download all the contents of a folder at one time. Students can share the contents of their personal folders with other students and their instructors. Students can submit assignments using drop boxes. Virus detection technology can be used throughout the file upload/download process.</td>
<td>Students have a private folder into which they can upload and download files. Students can upload files to a shared group folder. Students can submit assignments using drop boxes. Instructors can upload files to the personal folder of a student.</td>
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<td>Students have a private folder into which they can upload and download files. Students can submit assignments using drop boxes. Students and instructors can edit their text files in their folder using a browser. Instructors and students can upload files to the personal folder of a student.</td>
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<tr>
<td>Internal Email</td>
<td>Students can use the Internal email feature to email individuals and groups. Students must have an external Internet email address. Students can forward all messages to an external email account. Students can attach and archive files and forward messages to an external email account. Students can spell check outgoing messages. The system can generate automated e-mail reminder messages.</td>
<td>Students can use the Internal email feature to email individuals. Students can attach files to emails.</td>
<td>Students must have an external Internet email address.</td>
<td>Students and instructors must have an external Internet email address. Instructors can email the entire class through a course email alias which is then archived in the system. Students can set preferences on when to be notified through this list, and this can be overriden for important messages by the instructor.</td>
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<tr>
<td><strong>Online Journal/Notes</strong></td>
<td>Students can make private notes about each of their courses and may share them with their instructor. Students can attach private notes to any resource or may make notes in their personal work areas. Students can make notes in a personal work area in preformatted text or HTML-style with tags and can perform spell checking. Students can print their study guide. Students can make private notes for all their courses in one private journal.</td>
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<td><strong>Real-time Chat</strong></td>
<td>The chat tool supports private rooms, private messages, ability to ignore specific participants, and customized chat windows. Instructors can moderate chats, monitor chats, suspend students from the chat rooms and view chat logs. Instructors can schedule chats using the course calendar. Students can see who else is online within their courses and send them an instant message or invite them to a chat room. The system creates archive logs for all chat rooms. The chat tool supports unlimited simultaneous group discussions and private messages. Instructors may moderate chats and suspend students from the chat rooms. The system creates archive logs for all chat rooms. The chat tool supports images. The chat tool supports images. The system creates archive logs. Site participants can see who else is online within their course.</td>
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<tr>
<th><strong>Students can make private notes about their course.</strong></th>
<th>The Java-based chat tool supports unlimited simultaneous group discussions and private messages. Instructors may moderate chats and suspend students from the chat rooms. The system creates archive logs for all chat rooms. Instructors can view chat logs and share these with students. Instructors can schedule chats using the course calendar. Students can see who else is online within their course and send them an instant message. The chat tool supports a structured way for students to ask questions and instructors to provide answers.</th>
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<tbody>
<tr>
<td><strong>There is a basic chat tool. Users can create new rooms. The system creates archive logs. Site participants can see who else is online within their course.</strong></td>
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<tr>
<td><strong>Video Services</strong></td>
<td>Instructors can include real-time video with slide or web presentations within the optional synchronous tools. Course developers can integrate streamed Real audio and video into a course.</td>
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<td><strong>Whiteboard</strong></td>
<td>The software supports a whiteboard. The whiteboard supports image uploading and annotation, PowerPoint or webpage slideshows, group web browsing, polling and instructor moderation. The software can archive a snapshot of whiteboard sessions for future viewing. The software supports group web browsing.</td>
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<td>The software supports a whiteboard that can have multiple instances in the same course. The whiteboard supports mathematical symbols, and image and PowerPoint uploading. The software supports group web browsing. The software can archive a recording of whiteboard sessions for future viewing.</td>
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<tr>
<td><strong>Productivity Tools</strong></td>
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<tr>
<td><strong>Bookmarks</strong></td>
<td>Students can create, share, categorize and annotate bookmarks in a personal folder. Students can bookmark any content material in a course</td>
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<tr>
<td>Orientation/Help</td>
<td>The system includes an online student guide and how to access the system help. The system includes an FAQ page that provides a product overview, guidance password recovery and system navigation. Students can access context sensitive help for any tool, each of the major tools, or fields within tools including discussion forums and internal email. Students can use keywords to search a student manual and other help documentation made available by the organization.</td>
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<tr>
<td>Searching Within Course</td>
<td>Students can search all titles, subtitles, page content, course notes, and discussion threads by message contents or message topics in their courses. Students and instructors can constrain a search using filters.</td>
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<tr>
<td>Calendar/Progress Review</td>
<td>Students can keep track of all their assignments, deadlines, and due dates in an online calendar. Students can use a course calendar to store private events. Instructors can assign tasks using the online calendar and can post events and announcements in the online course calendar or to the course homepage with an announcement. Entries in the online course calendar can be posted for the entire class, a specific team, or a specific user. Instructors can link items on a learning objective checklist with the calendar. Students can view their completed and pending course readings and activities. Students can add items to and edit a ToDo list. All students have a personal home page that lists new email, all courses and groups in which the student is enrolled and all course and system-wide events by date, from their personal calendar. Students can view their grades on submitted assignments and any instructor feedback total points possible and percentages per gradable item and overall course grade compare their grades against the overall class performance. Calendar entries can be exported in an ical format.</td>
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<tr>
<td><strong>Work</strong>&lt;br&gt;<strong>Offline/Synchronize</strong></td>
<td>Students can download course content and email messages and synchronize calendar events with a PDA. Instructors can publish course content on a CD-ROM for use by students who do not have Internet access and that can be linked to dynamically from within the online course or viewed offline. Upon re-entering a course, students have the option of resuming at the last page viewed. Students can access the course management system using Wireless Access Protocol.</td>
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</table>

| **Student Involvement Tools** |  |

| **Groupwork** | Instructors can assign students to groups or the system can create groups of a certain size or a set number of groups. Each group can have its own shared group presentation folder, discussion forum, chat room, group email list, polls, assignments, activities, assessments, shared calendar events, file exchange, assigned group leadership. Instructors can monitor groups. | The software supports assigning students into groups by the instructor. Each group can have its own shared file exchange, private group discussion forum, synchronous tools, and group email list. | Instructors can assign students to groups or the system can randomly create groups. Groups can either be defined at the course level and apply across all activities that support them, or at the individual activity level. In addition, the system supports a workshop module aimed specifically at peer review of student work. | The software allows instructors or students to create groups through the use of distinct 'project' sites, separate from the main course site. Each project site can have its own shared file exchange, discussion tool, calendar, announcements, chat, and group email list. |
| **Self-assessment** | Instructors can create anonymous, timed or untimed self-assessments that students can take multiple times. The system automatically scores multiple choice, true/false, and multiple answer type questions and can display instructor-created feedback and links to relevant course material. Instructors can create a database of questions that the system will randomize to create a unique self-assessment for each student. Instructor may create assessments that route the student to additional assessment, modules, or learning path based on the results of the assessment. Instructors and students can use the MathML equation editor to enter and edit mathematical notations. | Instructors can create anonymous timed or un-timed self-assessments that students can take multiple times. The system automatically scores multiple choice, multiple answer, ordering, matching, fill-in-the-blank, and true-false questions, and can display instructor-created feedback and links to relevant course material. Instructors can create a database of questions that the system will randomize to create a unique self-assessment for each student. | Instructors can create timed or un-timed self-assessments that allow multiple submissions. The system automatically scores multiple-choice, true/false, matching, and fill-in-the-blank questions and can display instructor-created feedback, explanations and links to relevant course material. |
| **Student Community Building** | Students can create online clubs, interest, and study groups. Students can send email to their groups, use a shared chat space, calendar and announcements, and share material privately within the group. Students from different courses can interact in a system-wide chat rooms or discussion forums. | The system supports the ability to allow users to create project sites where they can collaborate. Project sites include a calendar, announcements, a resources folder to share documents, email list, chat, and a discussion board. |
**Student Portfolios**

Students can create a personal home page. Personal home pages may include their photo and personal information. Students have a private folder and a team folder for displaying their work. Students can create a private folder, which is accessible system wide, to display their work. With the optional e-portfolio, instructors can specify learning objectives a student should meet with their portfolio. When uploading a new artifact to their portfolio, students are prompted by the software to identify which objective the artifact is meant to fulfill. Students can share portions of their ePortfolio with others by publishing their work.

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**OSP, an open source portfolio tool, is available for Sakai 1.5.1. OSP will be available for Sakai 2.0 in the summer of 2005. Additionally, students can create a personal home page. Personal home pages may include their photo, personal information, and links to websites.**
<table>
<thead>
<tr>
<th>Authentication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators or Instructors can set courses to be publicly accessible or protect access to individual courses with a username and password. The system can also authenticate against an external NT domain server, Active Directory, POP mail server, or using other protocols (Kerberos and Shibboleth have been implemented). User logins and/or sessions can be encrypted with SSL or secured with time-loaded encryption algorithms. Administrators can set up fail-through authentication against a secondary source in the event that the primary source fails. The system has a password reminder option. Access can be restricted based on IP address or number of login attempts.</td>
</tr>
<tr>
<td>Administrators can set courses to be publicly accessible or protect access to individual courses with a username and password. The system can also authenticate against an external LDAP server, Active Directory, Microsoft's .NET Passport Web Service, or using other protocols (Kerberos and Shibboleth have been implemented). User sessions can be encrypted with SSL. Administrators can set up fail-through authentication against multiple sources in the event that the primary source fails. Passwords stored in the system database are encoded.</td>
</tr>
<tr>
<td>The system uses basic username and password authentication. The system can authenticate against a variety of sources, including external databases, LDAP directory servers, IMAP, POP3, secure NNTP and First Class servers, and Unix users through PAM. The system also supports Shibboleth and the Central Authentication Service (CAS).</td>
</tr>
<tr>
<td>Administrators can protect access to individual courses with a username and password. The system can also authenticate against an external LDAP server or the Kerberos protocol. Users can maintain their own passwords. The system can support multiple organizational units and virtual hosts within a server configuration.</td>
</tr>
<tr>
<td>Course Authorization</td>
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<tr>
<td>Registration Integration</td>
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<tr>
<td><strong>Hosted Services</strong></td>
</tr>
</tbody>
</table>

<p>| <strong>Course Delivery Tools</strong> | | | | |
| Course Management |
|-------------------|-----------------|-----------------|-----------------|
| Instructors can selectively release materials, assessments, announcements, and emails based on previous course activity or specific start and end dates. Instructors can personalize access to specific course materials and assessments, based on access rights, group membership, previous course activity, or student performance and/or specific start and end dates or other criteria. Instructors can set up specific course content that is released on a specific date and that students must complete before they continue with course. Instructors can link discussions to specific dates or course events. Instructors can design courses for instructor facilitated learning or system managed self-study. | Instructors can selectively release assessments, announcements and other materials based on previous course activity or specific start and end dates. Instructors can specify start and stop dates for the entire course. | Instructors can link discussions to specific dates or course events. The system can synchronize course dates defined by the institutional calendar. | Instructors can selectively release assignments, assessments, and announcements based on specific start and stop dates. |</p>
<table>
<thead>
<tr>
<th>Instructor Helpdesk</th>
<th>Instructors can attend one to three day face-to-face training workshops, take an online course, access an online instructor training guide, help, and context sensitive help, and form online groups to share documents, course components, schedules, and other collaborative tools and learning objects with instructors in their organization, using discussion forums, chat rooms, and other collaborative tools. Instructors can share instructional content and learning objects which reside is a searchable database with instructors in their organization. Instructors can save content as exemplars of best practices in instructional design, which are viewable by other instructors or developers. Instructors can subscribe to an instructor mailing list.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Grading Tools</td>
<td>Instructors can mark assignments and all assessments not automatically scored online. Instructors can assign partial credit for certain answers. Instructors can add the grades for offline assignments to the online gradebook. Instructors can view grades in the gradebook by assignment, by student, and for all students on all assignments. Instructors can export a comma-delimited version of the gradebook to an external spreadsheet program. Instructors can create emails which the system automatically sends to those students whose grades do</td>
</tr>
</tbody>
</table>
Instructors can provide feedback on all assignments through annotations. Instructors can search the gradebook to find all students who meet a specific performance criteria, mark, or status such as exam completion. Instructors can manually edit all grades. Instructors can create a course grading scale that can employ either percentages, letter grades or pass/fail metrics. When an instructor adds an assignment to the course, the software automatically adds it to the online gradebook. Instructors can delegate the responsibility for grading assignments. The software automatically calculates the minimum, maximum, and average grade on each assignment. The gradebook supports the creation of custom columns which can contain either grade information or other instructor-determined details.

Instructors can import and export a comma-delimited version of the gradebook from/to an external spreadsheet program. Instructors can search the gradebook to find all students who meet a specific performance criteria, mark, or status such as exam completion. Instructors can create a course grading scale that can employ raw scores, percentages, letter grades or pass/fail metrics. When an instructor adds an assessment or assignment to the course, the software automatically adds it to the gradebook. The gradebook supports the creation of custom columns which can contain either grade information or other instructor-determined details. Instructors can delegate the responsibility for grading assignments. Instructors can manually edit all grades. The software automatically calculates the average grade on each assignment. Instructors can download the results of a test across sections of a course and across semesters. Instructors can aggregate data and perform item-level analysis of individual survey items across the entire system.

Instructors can search the gradebook to find all students who meet a specific performance criteria, mark, or status such as exam completion. Instructors can create a course grading scale that can employ either percentages, letter grades or pass/fail metrics. When an instructor adds an assignment to the course, the software automatically adds it to the gradebook. Instructors can delegate the responsibility for grading assignments. Instructors can manually edit all grades. The software automatically calculates the overall grade of a student.
Student Tracking

Instructors can get reports showing the number of times and time and date on which each student accessed course content, specific course units, discussion forums, assessments, and assignments. Instructors can get a report that shows number of attempts and time per attempt on each assessment for individual students. Instructors can maintain private notes about each student in a secure area. Instructors can get a report that summarizes individual student performance on assignments. Instructors can set a flag on individual course components to track the frequency with which students access those components. Instructors can set up custom reports. Instructors can share tracking information with students. Instructors can get a report displaying the date/time each student accessed a specific course assessment, assignment, or self-assessment. Instructors can view all student folders simultaneously. Administrators can monitor students who are currently logged in to the course. Instructors can summarize all discussion posts to date by group or by student.

Instructors can get reports showing the number of times and date on which each student accessed course content, discussion forums and assignments. Instructors can set a flag on individual course components to track the frequency with which students access those components.

Instructors can get reports showing the number of times, time, date, frequency and IP address of each student who accessed course content, discussion forums, course assessments, and assignments. Instructors can get a report that shows number of attempts and time per attempt on each assessment for individual students. Instructors can maintain private notes about each student in a secure area. Instructors can get a report that summarizes individual student performance on assignments. Instructors can set a flag on individual course components to track the frequency with which students access those components. Instructors can monitor students who are currently logged in to the course. Instructors can summarize all discussion posts to date by a student.
<table>
<thead>
<tr>
<th>Automated Testing and Scoring</th>
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<tbody>
<tr>
<td>Instructors can create automatically scored true/false, multiple choice, multiple answer, fill-in-the-blank, matching, short answer, and calculated answer questions. Questions can contain images, video, other media files. Instructors can create different levels of feedback messages. Instructors can import questions from existing test banks. Instructors can create different levels of feedback messages. Instructors can create survey questions. The system can randomize the questions in a test. Instructors can use passwords to restrict access to tests. Instructors can use the MathML and WebEQ equation editors to enable students to enter and edit mathematical notations. Instructors can create unit-specific tests or course-level tests. Instructors can override the automated scoring and determine how to communicate test results to students. Instructors can create unit-specific tests or course-level tests. Instructors can override the automated scoring and determine how to communicate test results to students. Instructors can create unit-specific tests or course-level tests. Instructors can override the automated scoring and determine how to communicate test results to students.</td>
</tr>
<tr>
<td>Instructors can create automatically scored true/false, multiple choice, multiple answer, ordering, fill-in-the-blank, matching, and short answer/essay questions. Questions can contain images, audio, video, or Flash. Instructors can create different levels of feedback messages. Instructors can import questions from existing test banks. Instructors can also create survey questions. The system can randomize the questions in a test or use selective release criteria. Instructors can set dates and times for when students must access tests. Instructors can set a time limit on a test. Instructors can use passwords to restrict access to tests. Instructors can use the MathML and WebEQ equation editors to enable students to enter and edit mathematical notations. Instructors can create unit-specific tests or course-level tests. Instructors can override the automated scoring and determine how to communicate test results to students. Instructors can create unit-specific tests or course-level tests. Instructors can override the automated scoring and determine how to communicate test results to students. Instructors can create unit-specific tests or course-level tests. Instructors can override the automated scoring and determine how to communicate test results to students.</td>
</tr>
<tr>
<td>Instructors can create automatically scored true/false, multiple choice, multiple answer, cloze, matching, numerical, calculated and short answer questions. Questions can contain images, video, other media files, and detailed feedback on each answer. Instructors can create mathematical equations. Custom question types can also be defined. Instructors can create personal, course specific or system wide test banks from questions can be chosen to create tests for students. Instructors can import questions from existing test banks. The system can randomize the questions in a test and the alternatives for multiple choice questions. Instructors can require a special password and set times for when students can or must access tests. Instructors can set a time limit on a test. Instructors can limit attempts to specific IP addresses. Instructors can differentially weight tests and create grading rules. Instructors can override the automated scoring. Instructors can also create survey questions. Instructors can differentially weight test questions.</td>
</tr>
<tr>
<td>Instructors can create automatically scored true/false, multiple-choice, multiple-answer, matching, fill-in-the-blank, and short answer/essay questions. Questions can contain images and audio files. Instructors can create personal test banks. Questions can be created from test banks in the system or can be imported from external test banks that support QTI. The system can randomize test questions and the alternatives for multiple choice questions. Instructors can set times for when students can access tests. Instructors can set a time limit on a test. Instructors can permit multiple attempts and specify whether correct results are shown. Instructors can override the automated scoring. Instructors can also create survey questions. Instructors can differentially weight test questions.</td>
</tr>
</tbody>
</table>

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differentially weight tests and create grading rules. Instructors can lock students out of the course content for the duration of an exam.
<table>
<thead>
<tr>
<th>Accessibility Compliance</th>
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<tbody>
<tr>
<td>The product provider self-reports that the software complies with Section 508 of the US Rehabilitation Act and with the W3C Priority Level I items and most Level II and III items and the WAI WCAG 1.0 Level A guidelines. To enable accessibility, the software implements the following features: a tool for instructors to add alt tags to uploaded images, alt tags on all system images and interface elements, aural style sheets, an authoring tool that enables course developers to create compliant web-based content, an HTML-based chat option that are usable with popular assistive technologies, collapsible menus, content available without color in a high contrast color scheme, content is only presented in text and graphics, content readable without style sheets, data tables that are optimized for use with screen readers, documentation to assist students and instructors in the use of the assistive technologies the software supports, appropriately titled framesets that describe the functionality of the frames layout, and support for most screen reader technology including JAWS. Developers and designers on the staff of the product provider are trained in the use of Section 508 standards and development techniques.</td>
</tr>
<tr>
<td>To comply with Section 508 of the US Rehabilitation Act, the software implements the following features: a tool for instructors to add alt tags to uploaded images, alt tags on all system images, data tables that are optimized for use with screen readers, documentation to assist students and instructors in the use of the assistive technologies the software supports, appropriately titled framesets that describe the functionality of the frames layout, and support for most screen reader technology including JAWS. The system can also filter all user supplied inputs through W3C Tidy program to convert it to valid XHTML code.</td>
</tr>
<tr>
<td>To enable accessibility, the software implements the following features: alt tags, table headings, and form labels.</td>
</tr>
</tbody>
</table>
screen readers, consistent use of form labels, and the ability to suppress Java applets and to increase font size. The software includes an accessibility setting to optimize the use of various assistive technologies.

| **Course Templates** | Instructors can use templates to create announcements, calendar entries, course content, course units, discussion forums, instructor biography, links, syllabus and course descriptions. | Instructors can use templates to create course content. The templates include a rich text content editor. Instructors can categorize course content as announcements, calendar entries, | The software provides three default course templates: activities arranged by week, activities arranged by topic, or a discussion-focussed social format. Instructors can create new course or content | Instructors can categorize course content as announcements, calendar entries, discussion forums, syllabus information, assessments/assignments, and resources. |
The templates include a WYSIWYG content editor. Instructors can categorize course content as agendas, announcements, calendar entries, course units, discussion forums, glossaries, handouts, instructor biography, learning objectives, lecture notes, links, multimedia content, syllabus and course descriptions, tips, FAQs and resources. Course content may be referenced or uploaded through a form chosen from a system-wide, department-specific, course-specific, or personal learning object repository/content library. Instructors can clone and modify the default templates. Instructors can create new content templates. Instructors can incorporate course functions into specific course templates. Course Creation Wizard enables instructors to easily set up a course using templates.

### Curriculum Management

The system supports management of curriculum and competencies. Instructors can specify prerequisites and sequence of each course within the curriculum. Instructors can specify multiple paths through courses for different skill levels or job functions. Instructor can map specific learning objects to individual training needs.

### Customized Look and Feel

The system provides over ten default course look and feel templates. Institutions can create their own look and feel templates across the entire system. Institutions can apply their own institutional images, headers and footers across all courses. Instructors can alter the appearance of their course.

Institutions can apply their own institutional images, headers and footers across all courses. Instructors can change the navigation icons and color schemes and the order and name of menu items for a course.

The system provides 10 default course look and feel templates. Institutions can create their own look and feel templates across the entire system. Institutions can apply their own institutional images, headers and footers across all courses. Instructors can change the navigation icons, color schemes, and order and name of menu items for a course.

The system can support multiple institutions, departments, schools or other organizational units on a single installation. Each unit can apply its own look and feel templates as well as institutional images, headers and footers. Instructors can customize the left navigation menu of their sites by enabling or disabling tools, as
Administrators and instructors can clone and modify existing look and feel templates. Instructors can change the navigation icons and color schemes, the background, and the availability of tab items for a course. Administrators can change the availability, order and name of menu items.

**Instructional Standards Compliance**

| The software has been issued a certificate of compliance with SCORM 1.2. The software supports the the IMS Enterprise 1.1 specification. The provider company supports migration between the following course management systems: BlackBoard or WebCT to ANGEL. The product provider will work with the institution to migrate existing courses into the system. The system includes tools to facilitate the migration of course content between different versions of the software. | The software has been issued a certificate of compliance with SCORM 1.2 level LMS-RTE3. The system supports the following standards: IMS Metadata vocabulary, IMS Content Packaging 1.1.2, IMS Question & Test Interoperability Specifications 1.2, IMS Enterprise Specification 1.01. The system includes tools to facilitate the migration of course content between different versions of the software. | The software can import course content that is SCORM 1.2 or AICC compliant, and can export quiz content in IMS QTI 2.0 format. The system includes tools to facilitate the migration of course content between different versions of the software. The provider company supports migration from the following course management systems: BlackBoard. | Using the Melete open source lesson building tool, the system can export course content using the IMS Content Packaging standard. The system can import assessment content in the IMS QTI 1.2 format. |

<p>| name of menu items for a course. desired. | desired. | desired. | desired. |
| Instructional Design Tools | Instructors can create both linear and nonlinear learning sequences using a content library organized hierarchically by course, lesson, topic, and chunk. Instructors can organize learning objects into learning sequences that are reusable. Instructors can create lesson content using instructional design guides and customizable lesson templates. The company offers instructional design services for a fee to help instructors create their courses. Instructors can access information and tips and tutorials on instructional design and on creating a collaborative learning environment. Instructors can create relationships between assignments and required resources which can then serve as templates for future lessons. | Instructors can create both linear and nonlinear learning sequences using a content library. The product provider offers instructional design services for a fee to help instructors create their courses. Instructors can access information and tips and tutorials on instructional design and on creating a collaborative learning environment. Instructors can create relationships between assignments and required resources which can then serve as templates for future lessons. | Instructors can create both linear and nonlinear learning sequences using a content library. Instructors can organize learning objects into learning sequences. The software supports constructivist and problem-based learning approaches. Instructors can create relationships between assignments and required resources which can then serve as templates for future lessons. |
| Content Sharing/Reuse | The system supports sharing content across course and institution boundaries. The system provides a central content repository where course content files can be stored and accessed by other instructors. Instructors can designate their files to be private or publicly accessible. Instructors can create links to content files in the central content repository so that changes made to the linked content are automatically displayed in their courses. | | Instructors can create linear learning sequences organized hierarchically by course, lesson, and topic. |</p>
<table>
<thead>
<tr>
<th><strong>Client Browser Required</strong></th>
<th>The software supports IE 6.0+, Netscape 7.0+, and Firefox 1.0+ for Windows, Firefox 1.0+ and Mozilla 1.0+ for Macintosh OS.</th>
<th>The software supports Internet Explorer 6.0, Netscape 7.1+, and Firefox 1.0 on Windows PCs. The software supports Internet Explorer 5.2, Netscape 7.1, Firefox 1.0, and Safari 1.1 and 1.2 for Mac OS.</th>
<th>The software supports any browser supporting HTML 3 or higher and uses cascading style sheets (CSS) in browsers that support CSS.</th>
<th>The software supports Internet Explorer 5.5+, Netscape 7.1+, and Mozilla Firefox for Windows, and Netscape 7.1+ or Mozilla Firefox on the Apple OS. Some functions in Sakai will not work well or will not work at all in Safari or Internet Explorer for the Mac. Javascript must be enabled.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Database Requirements</strong></td>
<td>The system requires Microsoft SQL Server 2000. The database server hardware recommended for moderately high-volume, high availability service is a Pentium III 900Mhz CPU with 2GB of RAM and 20GB of disk space.</td>
<td>The system requires either SQL Server 2000 on Windows 2000 Server or Windows 2003 Server, or Oracle 8 or 9 on Sun Solaris 8 or 9 or RedHat Linux.</td>
<td>The system supports either MySQL or PostgreSQL databases. The system requires only one database and can coexist with tables from other applications.</td>
<td>The system supports Oracle 9i or later, or MySQL 4.1+. The system requires only one database and can coexist with tables from other applications.</td>
</tr>
<tr>
<td>Server Software</td>
<td>Web-based administration allows the product administrator to configure site, manage the database and even customize scripts remotely. Resource monitoring administration reports are standard. An Installation Setup wizard is supported that includes database creation. The software also offers full backup and archiving utilities for the system as a whole and for individual courses and groups.</td>
<td>The software requires the Apache web server software or Microsoft Internet Information Server (IIS) software, and the Java 2 SDK. The following server software tools are available: log rotation and log consolidation, a secondary database to provide customizable reports, and course archive and restore. The log tools can be accessed over the Web. The server software also includes administrative reporting tools, an installation setup wizard, full backup and archiving utilities for course content and student data, remote administration tools, a log file display of the last sessions in a system that can be filtered by IP address or date, server and database migration, and system clustering including load balancing and database clustering. The server software provides usage information regarding disk usage per course and number of student accounts per course.</td>
<td>The software requires PHP 4.1.0 or later, MySQL(or PostgreSQL), and a web server. The software was developed using the Apache web server. The software includes: administration reports through a web browser, course archive and restore, installation setup wizard that includes database creation, backup and archiving, tools to backup and purge either course content or student data for individual courses and groups, rotated logs, notification services, a display of the last sessions in the system that can be filtered by either IP address or date, site configuration. Typically, local administrators install the software. The product provider offers for-fee installation consultation.</td>
<td>The software is intended to work on a wide range of hardware and operating systems that support Java. Users are encouraged to stick with the common environment used by the developers. The software requires Tomcat 5.5.9 or later, and the Java 2 SDK.</td>
</tr>
<tr>
<td>UNIX Server</td>
<td>The software is available for Solaris 8 or 9 and Red Hat Linux 7.2 or Advanced Server 2.1. Suggested hardware recommendations depend on factors including the size of the institution, expected growth, adoption rates, and performance and availability expectations. Company provides a comprehensive guide to hardware recommendations.</td>
<td>The software is available for most variants of Linux or Unix.</td>
<td>The software is likely deployable on any Unix variant with Java support, but Linux and Applex OS X are the typical environments used by the developers. Suggested typical production environment would be an Intel-based Linux with 4GB of RAM.</td>
<td></td>
</tr>
<tr>
<td>Windows Server</td>
<td>The required web server hardware for moderately high-volume, high availability deployments includes Pentium III, 900 Mhz or above CPU with 1028 MB RAM. And 50 MB of disk space. The single required 3rd party component is SAFileUp control from Software Artisans. Software Artisans SAArchive is optional. SAAdmin is required to use NT Authentication. The system requires Windows 2000, Windows 2003 or Windows XP operating systems.</td>
<td>The software is available for Windows 2000 Server or Advanced Server and for Windows 2003 Server. Suggested hardware recommendations depend on factors including the size of the institution, expected growth, adoption rates, and performance and availability expectations. Company provides a comprehensive guide to hardware recommendations.</td>
<td>The software is available for a variety of Windows web servers.</td>
<td>The software is likely deployable on any Windows variant with Java support, but XP is the typical environments used by the developers. Suggested typical production environment would be a Windows Server 2003 with 4GB of RAM.</td>
</tr>
<tr>
<td>Pricing/Licensing</td>
<td>ANGEL Learning Inc., formerly CyberLearning Labs Inc., based in Indianapolis, IN, develops and markets ANGEL. The Indiana University Research and Technology Corporation (IURTC), an independent 501(c)3 corporation affiliated with Indiana University, created the company in mid-2000. ANGEL Learning evolved from research conducted by the CyberLab at the Purdue University School of Engineering and Technology on the Indiana University-Purdue University Indianapolis (IUPUI) campus.</td>
<td>Founded in 1997, Blackboard is a public company (Nasdaq:BBBB) that has over the years acquired CourseInfo, Web-Course-in-a-Box, and Prometheus course management systems. The Company's product line consists of the Blackboard Academic Suite (including the Blackboard Learning System, Blackboard Community System, and Blackboard Content System) and the Blackboard Commerce Suite. Blackboard is headquartered in Washington, D.C.</td>
<td>Moodle.org is an open source community launched in 2001 that has grown out of a PhD research project by Martin Dougiamas. Version 1.0 was released on August 20, 2002. Moodle.com is a company launched in 2003 that sponsors Moodle development and provides commercial support, hosting, custom development and consulting. The Moodle Partners are a network of companies that work with Moodle.com to provide services around the world.</td>
<td>The Sakai Project is a coordinated higher education open source community project launched in 2003. It builds on previous work done by Stanford, Michigan, Indiana and other partners, and is built within the uPortal framework. The project has been funded through 2005 by the Mellon foundation as well as contributions from the Hewlett foundation and the core partners themselves. The project has also created the Sakai Educational Partner’s Program (SEPP), a for-fee community that is open to educational institutions and for which they receive early access to code releases, documentation, project staff and exchange of partner tools.</td>
</tr>
<tr>
<td>Costs</td>
<td>Open Source</td>
<td>Optional Extras</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>The annual license fee is dependent on the number of user accounts. The annual license fee includes version upgrades and support for the administrators (the customer’s primary product administrator plus the administrator’s designated backup).</td>
<td>The software is free and distributed under the GNU Public License.</td>
<td>For any content posted to a course or in the personal areas, a copyright statement can be added and the instructor can decide whether it needs to be displayed and agreed to each time the content is displayed. The system can display RSS feeds. The systems Web Content feature allows site owners to choose a website to display within the main frame, and to customize the menu item which links to it. Sakai is an active participant in the Tools Interoperability Profile, an effort to create a standard by which third-party tools can interoperate with a variety of course management systems. In addition, Sakai promotes the notion of “Sakai Tools” which, while developed separately from the main project, can be easily installed and work within the framework. Examples include the Open Source Portfolio tool and the Melete lesson builder.</td>
<td></td>
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<tr>
<td>The annual license fee is based on FTE students in an institution (or school within an institution) or consortium. In some markets, the annual license fee is determined on a per-user basis.</td>
<td>The software is distributed under the Educational Community License Version 1.0.</td>
<td>The Blackboard CMS product is licensed as either an Enterprise or Basic version. The main differences are that the Enterprise version offers SIS Integration, access to the Building Blocks APIs, advanced systems reporting using Crystal Reports, and vastly improved scalability. The Building Blocks initiative is an attempt to create a community of developers who can provide API-integrateable applications to enhance the functionality of the system. The system is currently available in English, Spanish, Italian and French language versions. The company offers a range of professional service offerings including consulting (strategic planning, implementation, and customization services), training, ASP services, and 24 x 7 support (Enterprise version).</td>
<td></td>
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</tr>
<tr>
<td>The software is free and distributed under the GNU Public License.</td>
<td>The software is distributed under the Educational Community License Version 1.0.</td>
<td>More than 45 language translations are available as plug-in packs. Each course can have its own glossary which can be maintained by the instructor or collaboratively by the students. Terms in the glossary that appear in the course can be auto-linked back to the glossary. The system has a module which accepts payments for course registrations via PayPal. The system supports the creation of Wikis. The system can display RSS feeds.</td>
<td></td>
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<td>The current software version number is 6.2 (a.k.a. Application Pack 2).</td>
<td>The current software version number is 1.5.2.</td>
<td>The software is version 2.0</td>
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TO: Distance Education Faculty
FROM: Alice Grigsby
DATE: April 4, 2006
RE: Fall 2006 Courses

Thanks to those of you who submitted a request to teach a distance education course. The following courses have been selected in consultation with the discipline deans and will be offered in fall 2006. If you have any questions, please contact Howard Story or me via email. Thank you.

**Online Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Anthropology 1</td>
<td>Jill Pfeiffer</td>
</tr>
<tr>
<td>Anthropology 2</td>
<td>Marianne Waters</td>
</tr>
<tr>
<td>Art 1</td>
<td>Camille Cornelius</td>
</tr>
<tr>
<td>Art 2 (2 sections)</td>
<td>Elizabeth Atherton</td>
</tr>
<tr>
<td>Astronomy 20 (2 sections)</td>
<td>David Pierce</td>
</tr>
<tr>
<td>Business 1A</td>
<td>Stephen Whitson</td>
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<tr>
<td>Business 55</td>
<td>Kriss Stauber</td>
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<tr>
<td>Computer Aide Design Drafting</td>
<td>Richard Hughes</td>
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<tr>
<td>Child Development 3</td>
<td>Cecelia Phillips</td>
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<td>Child Development 4</td>
<td>Janet Young</td>
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<td>Child Development 9</td>
<td>Cecelia Phillips</td>
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<td>Jennifer Montgomery</td>
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<td>Child Development 30/31</td>
<td>Jennifer Montgomery</td>
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<td>Contemporary Health 1</td>
<td>Linda Delzeit</td>
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<td>Thomas Hazel</td>
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<tr>
<td>Education 10</td>
<td>Helen Sabin</td>
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<tr>
<td>English 1A - (2 Sections)</td>
<td>Jeffrey Jung</td>
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<tr>
<td>English 1B</td>
<td>Sara Blake</td>
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<td>English 1C - (2 sections)</td>
<td>Joy Zhao</td>
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<td>English 7 - (2 sections)</td>
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<tr>
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<td>Joyce Schenk</td>
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<td>English 28</td>
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<td>Suzanne Alwash</td>
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<td>Machine Tool Technology 11ABCD</td>
<td>Roger Bombassei</td>
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<td>Music 11 - (2 sections)</td>
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<td>Real Estate 13</td>
<td>Robert Rooks</td>
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<tr>
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<td>Marie Butler</td>
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<td>Sociology 102</td>
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**Telecourses**

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<tr>
<td>Contemporary Health 1</td>
<td>Dean Lofgren</td>
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<td>Humanities 1</td>
<td>Janet Madden</td>
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<td>Political Science 1</td>
<td>Lance Wildman</td>
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<tr>
<td>Psychology 5</td>
<td>Angela Simon</td>
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</table>

CC: Academic Deans, Administrative Assistants, Howard Story