El Camino College

2006-2007 ACADEMIC SENATE

OFFICERS & EXECUTIVE COMMITTEE – Apr. 17, 2007

Susan Dever, President	**Evelyn Uyemura,** VP Educational Policies
Peter Marcoux, President-Elect, VP Legislative Action & Academic Technology Committee Liaison	**David Vakil,** Secretary
Lisa Raufman, VP Faculty Development	**Lance Widman,** VP Finance and Special Projects
	Janet Young, Curriculum Chair

Senate Mailing List

Behavioral & Social Sciences – Miranda 3735
Elaine Cannon (06-07) Sociology 3574
Christina Gold (06-07)
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
Tim Miller ( ) Accounting
Dagmar Halamka ( ) Law

Compton Educational Center
Saul Panski () History 900-1600 x2560

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
Ali Ahmadpour (08-09) Art 3539
Daniel Berney (06-07) Dance 3657
Jason Davidson (08-09) Speech 3725
William Georges (06-07) Theatre 6770
Chris Wells (08-09) Speech 3723

Health Sciences & Athletics – McCallum 3550
Nick Van Lue (05-06) HSA 3681
Torey Orton (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
Carolyn Almos ( ) Theatre
Gary Robertson ( ) Speech

Humanities – Lew 3316
Debra Breckheimer (06-07) English 3182
Lyman Hong (06-07) English 6046
Karen Larsen (07-08) English 3689
Peter Marcoux (07-08) 6046
Evelyn Uyemura (07-08) ESL 3166

Industry & Technology – Way 3600
Vic Cafarchia (06-07) Air Conditioning & Refrigeration 3306
Ed Hofmann (06-07) Machine Tool Technology 3292
Steve Nothern (06-07) Electronics 3620
Douglas Marston (07) Electronics 3621, 3611
George Rodriguez (06-07) Welding 3308

Learning Resources Unit – Grigsby 3526
Susie Dever (08-09) Learning Resources Center 3254, 3514
Claudia Striepe (07-08) Library 6482

Mathematical Sciences – Goldberg 3200
Susan Tummers (07-08) Math 6390
Lijun Wang (06-07) Math 3211
Greg Scott (08-09) Math
Judy Kasabian (08-09) Math 3310
Massoud Ghyam (07-08) Math 3900

Natural Sciences – Perez 3343
Chas Cowell (05-06) Chemistry 6152
Teresa Palos (07-08) Biology 3354
Kamran Golestaneh (06-09) Chemistry 3243
David Vakil (07-08) Astronomy & Physics 3134

Note: Year after Senator's name indicates the last academic year of elected service.

Accreditation – Susie Dever & Arvid Spor
Academic Affairs – Ann Collette
Union – Editor
Associated Students President – David Nordel
Public Information – Ann Garten
Campus Police – Mike D'Amico, Chief
Federation Office –Don Brown, & Nina Velasquez
Health Center – Debbie Conover
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 – Jeanie Nishime

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Academic Senate Website

www.elcamino.edu/academics/academicsenate/

A REMINDER OF SENATE'S REASON FOR EXISTENCE

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]

El Camino College
ACADEMIC SENATE
AGENDA

Apr. 17, 2007

1. CALL TO ORDER		12:30
2. APPROVAL OF MINUTES: Apr. 3, 2006		
3. PRESIDENT'S REPORT AND/OR ANNOUNCEMENTS • Faculty Perspectives on Enrollment Management Workshop (with emphasis on retention & quality of student experience) – Fri., Apr 27, Crestmont College - Contact sdever@elcamino.edu if you're interested. • Card for Julie • Minimum Quals • Title 5 updates		
4. VICE PRESIDENTS' & OTHER REPORTS **a. EDUCATIONAL POLICIES (Evelyn Uyemura)** **b. FACULTY DEVELOPMENT (Lisa Raufman)** **c. FINANCE & SPECIAL PROJECTS/IBC (Lance Widman)** **d. DEANS' COUNCIL REPORT (Lance Widman)** **e. LEGISLATIVE ACTION (Pete Marcoux)** **f. CURRICULUM (Janet Young)** **g. CEC Faculty Council (Saul Panski)** **h. STUDENT LEARNING OUTCOMES (Lars Kjeseth, Jenny Simon)** **i. CALENDAR COMMITTEE (Lyman Hong)** **j. ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne)** **k. ACCREDITATION (Arvid Spor, Susie Dever)** **l. ENROLLMENT MANAGEMENT (Vice Presidents) – special report by J. Thompson, P. Marcoux, & L. Raufman**		
5. UNFINISHED BUSINESS • Constitution & bylaws change in structure to reflect ECC – CEC partnership – final reading • CCC Distance Ed Guidelines and Course Development Procedures		
6. NEW BUSINESS • Recommendation on changing the GPA for dismissal from 1.75 to 2.0 • CEC Faculty Council ByLaws – 1st reading		
7. ANNOUNCEMENTS		
8. GENERAL DISCUSSION – Topics not on agenda		
9. ADJOURN		2:00

El Camino College
ACADEMIC SENATE
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Academic Senate Meeting Schedule – 2006-07
1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

Fall	Spring
September 19	February 20
October 3, October 17	March 6, March 20
November 7, November 21	April 3, April 17
December 5	May 1, May 15, and May 29 (optional)

ACADEMIC SENATE MINUTES

April 3, 2007

Attendance (X indicates present, exc = excused, pre-arranged, absence)
Note: The attendance roster for this meeting was circulated a 2nd time but never was returned to the secretary. The attendance given below is an estimate constructed from memory. Apologies.

Behavioral & Social Sciences	
Cannon, Elaine	X
Gold, Christina	X
Widman, Lance	X
Wynne, Michael	X

Business	
Halamka, Dagmar	X
Miller, Tim	X
Thompson, Jacquie	

Counseling	
Beley, Kate	X
Gaines, Ken	X
Raufman, Lisa	X

Fine Arts	
Ahmadpour, Ali	X
Berney, Dan	
Davidson, Jason	X
Georges, William	
Wells, Chris	X

Health Sciences & Athletics	
Van Lue, Nick / Hazell, Tom	X
Orton, Victoria (Torey) (sharing)	X
(sharing)	
Sinopoli, Louis / Makaru, Roy	
Stanbury, Corey	X

Humanities	
Breckheimer, Debra	X
Hong, Lyman	exc
Larsen, Karen	X
Marcoux, Pete	X
Uyemura, Evelyn	X

Industry & Technology	
Cafarchia, Vic	
Hofmann, Ed	X
Nothern, Steve	
Marston, Doug	X
Rodriguez, George	

Learning Resources Unit	
Dever, Susan	X
Striepe, Claudia	X

Mathematical Sciences	
Ghyam, Massoud	X
Kasabian, Judy	
Scott, Greg	exc
Tummers, Susan	X
Wang, Lijun	

Natural Sciences	
Cowell, Chas	
Golestaneh, Kamran	X
Palos, Teresa	X
Vakil, David	X

Adjunct Faculty	
Almos, Carolyn	
Robertson, Gary	X

Ex Officio Attendees: Janet Young, Francisco Arce, Jeanie Nishime

Guests: Ann Collette, Joanna Medawar Nachef.

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

1. We will need to address the issue of “ghost students” potentially enrolled in classes.
2. The constitutional amendment to allow senate to hold non-paper elections was ratified.

3. Online curriculum forms will be available in summer. Old courses will likely be input into the new electronic system once a person is hired to do that.
4. Compton's Faculty Council guidelines were drafted. See packet & handouts.
5. Compton will have 2 back-to-back five-week summer sessions in summer 2007.
6. Board Policy 4040 (Library) passed as submitted.
7. There was a first reading of constitutional amendment incorporating centers.

President's report – Susan Dever (henceforth SD)

1. SD distributed a handout about a workshop titled Faculty Perspectives on Enrollment Management on Friday, April 27. Please nominate yourself and others that may be able to attend. The results of this conference and the previous version, held earlier primarily for administrators, will lead the way for future events, and is a good example of collegial consultation. See the handout and/or the email SD sent out.
2. Also, on the reverse side of the above handout is another attempt to solicit information about faculty interactions with new administrators.
3. SD is soliciting a non-Fine Arts instructor to serve on the Fine Arts hiring panel.
4. At College Council yesterday, President Fallo reported on his meeting with Senator Dymally about Compton. President Fallo also reported on his visit with Tom Henry, special trustee at Compton, and their visit to the accreditation commission. The commission understands the nature of the situation between ECC & Compton well. ECC has put together a "grid" in response to the Fraud Audit report that will help ECC prevent the kind of fraud at ECC that Compton experienced. There has also been discussion about the Student Services Building. The design is nearly done. There will be meetings with counselors and other staff.

Minutes approved as amended

Educational Policies Report – Evelyn Uyemura
Senate will be voting on two policies today.

Faculty Development – Lisa Raufman
Meetings on April 19 & 24 from 12:45-2pm to discuss the August flex day and the Great Teachers Seminar (GTS). ECC can send 3-4 people this year to the GTS, depending on space. There will be another meeting in the same location as the GTS that will last 3.5 days and will occur in between spring and summer sessions, in early June. On Course training took place recently and a large number of ECC's faculty have been trained using On Course. We will increase the number of workshops for On Course.

Finance and Special Projects – Lance Widman
No report from the Deans' Council. The agenda for the last PBC meeting appears on page 58. PBC is working on the preliminary budget. There will be more discussion about the March 22 PBC meeting at the next senate meeting, when minutes for that meeting are available. Lance also serves on the Insurance Benefits Committee (IBC) as part of his duties for PBC. A handout about the IBC was distributed.

Legislative Action – Pete Marcoux

Locally we need to discuss the Policy for dropping students. See the last page (76) in the packet. We need to make sure that our procedures are consistent with the state's policy so that we don't have any "ghost students" in our classes. Our policy states that students are responsible for dropping themselves. But recent audits have turned up some issues, which will be explored at the next senate meeting. This is an issue because if there are "ghost students," we collect money for them even though they aren't attending class.

A question, "A student was dropped for non-attendance, but the student asked for re-instatement, was re-instated, and still has not shown up. What to do?" Instructor's discretion.

Also noted: it would be easier to handle issues like these if faculty could drop students online, rather than on paper. Current processes encourage faculty to back-date active enrollment reports, rather than taking care of drops immediately. SD suggested that you contact Chris Wells with issues like this, because he is serving on a committee with Bill Mulrooney to address this type of concern.

Senate's Constitutional Amendment - Election result

Karen Larson reported that our proposed amendment to our constitution passed 155-13, so we can now do senate elections online.

Curriculum Committee – Janet Young

At the last meeting, the committee reviewed Health Sciences and Athletics as well as other divisions' proposals. A more detailed report will be given at the next meeting. Also, Title 5 has changed such that the minimum requirements for AA degrees will increase in Fall 2009. These will include a higher math requirement "at the level of intermediate algebra." This has been discussed in past senate meetings.

Distance Education Course Development guidelines & procedures will be reviewed at the next senate meeting.

The committee is revising Major and Certificate forms to better meet the needs of faculty preparers.

Question: When will online curriculum forms be available? During summer. Also noted, VP Arce hopes to hire someone to put all active courses into that software.

Compton Center report – Saul Panski

In the packet is a very preliminary draft of the Compton Faculty Council guidelines. It was a very preliminary draft; a more recent draft was distributed during the meeting. These guidelines are presented for informational and feedback purposes only. We will not be voting on this item until it has been examined more. It is being developed in consultation with the new Special Trustee. Compton is also changing its district's senate constitution so that it doesn't interfere with ECC senate-related issues.

Student Learning Outcomes – Lars Kjeseth & Jenny Simon
No report.

Calendar Committee – Lyman Hong
The committee approved 2 back-to-back five-week, five-day-a-week summer terms for Compton. Why is it different from ours? To serve the needs of that community and based on Compton administrators' recommendations. Compton has had 2 five-week terms traditionally and we are restoring that tradition. The calendar committee will be meeting regularly to examine the 08-09 and 09-10 calendars. Nothing has come up regarding eliminating winter session.

Academic Technology Committee – Pete Marcoux, Michael Wynne
Next meeting is tomorrow at 2pm.

Accreditation – Arvid Spor & Susan Dever
The 9 separate accreditation standard subcommittees have been meeting. First drafts are due on May 4. On May 14, these drafts will be put on the portal for wider examination. There will also be open forums to discuss the drafts. Second drafts will be done in Fall 2007.

Enrollment Management – Francisco Arce & Jeanie Nishime
No reports beyond items above.

Unfinished Business
Board Policy 4040 – page 43
Before discussing the proposed policy, there were suggestions to change the policy. After much discussion, no changes were made and the motion passed.

Constitution Changes – page 59
This is a first reading of the proposed changes to the senate constitution. During the meeting, the proposal was amended in the definitions section to include "faculty council" as an alternate word for "educational center council." Previous discussions were incorporated into the proposal.

Noted: The draft of the Faculty Council guidelines includes a ratification by the overall senate of the center's Council bylaws.

Final reading next time.

New Business
SD posted resolutions for the state senate on the website. These resolutions will be reviewed by the statewide area council this weekend.

SD would like to have one senate meeting at Compton this semester. It will be a short meeting. The idea is to get the Compton faculty to take ownership of the ECC senate and so everybody realizes that the ECC senate represents them and vice versa. A subcommittee will be chosen to deal with this.

Presentations

Joanna Nachef, director of choral activities at ECC, recently took a trip to NYC with 37 ECC students, including the ECC Chorale. They had an opportunity to perform in front of 2000 people in Carnegie Hall. There were several solo performances. Programs of the event were distributed.

ECC also has an international musical presence, through the Global Education Through Technology (GETT) program. The GETT program enrolls 19 international (Lebanese) students in Dr. Nachef's program. There will be a joint performance on May 19 at 8pm.

Announcements

Walt Kahan had a quadruple bypass recently. He is recovering well.

Julie Stewart was recently diagnosed with multiple myeloma, a form of bone cancer. Vince Lloyd is serving in her position as representative to the curriculum committee.

Meeting was adjourned at 1:55pm.

El Camino College
2008 Accreditation Self-Study Steering Committee Meeting
March 16, 2007

Members Present: F. Arce, S. Dever, D. Goldberg, I. Graff, A. Grigsby, J. Marsee, J. Noyes, B. Perez, A. Spor, C. Striepe, L. Suekawa, E. Uyemura, M. Wade, J. Wagstaff

The meeting began at 2:10 p.m.

Reminder: May 4, 2007 is the deadline to submit the first draft of all standards to the committee co-chairs, A. Spor and S. Dever.

I. Updates:

Standard I A&B – Institutional Mission and Effectiveness (I. Graff)

- Over fifty- percent of submissions turned in.
- Conducted a writing workshop with the group – reviewed each submission and suggested areas for improvement.

Standard II A – Instructional Programs (D. Goldberg and E. Uyemura)

- Sixteen out of twenty-four components have been completed on paper. Two are in progress and the remaining six will be divided between the standard co-chairs.
- One-on-one meetings with individual committee members and going over examples have helped.
- Is there a document repository set up for supporting documentation? Will ask members to send their documents electronically and set up an index listing for all sub-standards. Will probably have duplicate documents, but that's ok.

Standard II B – Student Support Services (L. Suekawa)

- Members were asked to write narratives on the bulleted points submitted previously. The narratives are due next week.

Standard II C – Library and Learning Support Services (A. Grigsby and C. Striepe)

- Evidence was collected first so that members knew of or had access to the evidence materials.
- Most of the evidence collected was in paper form but can be scanned and saved in electronic form. The accrediting body requires hardcopy with electronic evidence.
- Meeting minutes not useful as evidence – still needed to find actual documents noted in minutes.
- The Curriculum Handbook is available online.
- The Compton Center library contact is very helpful source of information.
- One or two assignments are outstanding.
- Likes the idea of having a writing workshop.

Standard III A – Human Resources (B. Perez and M. Wade)

- Reviewed what was completed so far and will give update in a few weeks.
- The accrediting body would like to see one code of ethics for the entire college – "Does the institution have a written code of professional ethics for all personnel?" The "Rights and Responsibilities" pertain to students but there isn't a written code for employees. Standards of behavior are incorporated in the faculty contract.

- A committee member is drafting a 'code of ethics' and will bring to College Council. Suggestion was made to form a task force made up of campus constituents to draft the code of ethics or review what the committee member already drafted. It is not necessary to have one completed before the accreditation visit – it's not the responsibility of the committee to develop one.

Standard III C – Technology Resources (J. Noyes and J. Wagstaff)

- The committee listed ideas and evidence collected so far.

Standard IV A&B – Leadership and Governance (F. Arce)

- Each committee member was given an assignment and the first draft was due last week. Only three were completed so far. The due date was extended to March 28.

II. Documentation

- Suggestion was made to collect all documentation in one place with access by all committee members. S. Dever said she will set up the discussion board to store documentation. The discussion board will show response to users when something is posted. Large documents can be viewed and shared. S. Dever will email the discussion board link to the to committee members.
- Suggestion was made to have multiple backups (CDs and server) for electronic documents in the event of a computer crash.

III. General Discussion

- Is there a benchmark for ECC goals? The college's seven strategic goals can be used as a starting point.
- Accrediting teams are asking for SLOs progress and how they are assessed, but focus more on program review and linking planning and budgeting components - causes for institutions being placed on warnings.
- Are teams using other college accreditation reports as guidelines? Good report samples: Golden West, Honolulu Community College, West L.A. College, and San Diego Mesa College. The downside of using sample reports: not knowing the outcome assessment by the accrediting body. But, American River College received the highest accreditation ranking a college can receive in 2004 – "without condition."

IV. Compton Center Discussion

- Program review, planning and budgeting link to program review, evaluations and governance – Compton piece will be scrutinized. Should show how processes were implemented when Compton integrated with ECC.
- Compton's approach to solve problems would address the institution's integrity.
- ECC directs the Compton Center's processes and procedures; no control over hiring and firing process or funding. Management of resources, not resources, is the issue.
- Accreditation commission is looking at the ECC and Compton Center relationship as one entity.

The meeting adjourned at 3:05 p.m.

Note taker: Lucy Nelson

Academic Technology Committee Meeting Minutes
28 November 2006
Stadium Room, Noon – 2 p.m.

Draft

In attendance: Jim Noyes, Virginia Rapp, Francis Baylen, Donna Post, Ralph Taylor, Alice Grigsby, LaTonya Motley, John Wagstaff, Robin Valle, Louis Sinopoli, Dovard Ross.

The minutes of the 14 November 2006 meeting of the Academic Technology Committee (ATC) were approved.

Academic Software:

The committee was reminded that the divisions need to send their software needs for the spring 2006 semester to John Wagstaff, director of information technology services (ITS), as soon as possible. John would like the quotes (as much information as possible), and he will create a purchase order. Committee members requested that ITS send a report back to the division once the purchase order has been created.

The committee noted that Compton's software needs have not been addressed by the committee, so Arnel Pasqual needs to be contacted. Integration of ECC and Compton's software needs could produce benefits (e.g., cost savings owing to bulk orders of software or sharing the same license).

Microsoft Vista and Computer Labs:

Virginia Rapp, dean of business division, explained that the computers in their labs (both for classes and open labs) are too old to run the new Microsoft operating system Vista. Unless the computers are replaced, their division will be unable to train their students to use cutting-edge software, skills that they will need in their future careers. Decisions about whether or not to offer training in Microsoft Vista for the fall 2007 semester need to be made immediately.

John Wagstaff noted that machines capable of running MS Vista are only now becoming available, and expressed reluctance to try to upgrade every computer on campus to run Vista. His primary criterion for upgrading computers and software is security (e.g., when Microsoft stops issuing security patches).

The committee noted that ECC needs a procedure for better utilizing old-but-usable computers. For example, a hand-me-down computer from a computer science professor would be more-than-adequate for most writing faculty. Some places on campus (e.g., admissions) are still running MS 2000, and could also make good use of only slightly outdated computers.

Computer labs at ECC have often been constructed piecemeal (e.g., 10 machines at a time) when funds for a few more machines become available. As a result, a single lab can have machines with very different capabilities, and often a significant percentage of labs' machines cannot run the latest software. Hopefully the lab inventory carried out by ITS will help us allocate resources

more effectively in the future.

The need for regular funding (annual) for software (e.g., maintain licenses) and hardware (e.g., periodically upgrade and replace) was discussed.

"Sharing" Technology in Classrooms:

Often, faculty from one division will use a classroom with technology installed by another division. This has led to a number of conflicts when the technology is abused (e.g., used to view pornography, gambling, installing new software and/or changing settings, leaving the room or cabinets open and thus letting equipment be stolen). In many cases, the division that installed the technology found that their own courses were disrupted, and therefore do not want to "share" the technology with other divisions.

Conflicts typically involved use of the computers in each classroom. The committee concluded that faculty from the divisions that did not purchase the computer should be encouraged to use their laptop (part-time faculty can borrow one from their division) to access the LCD projector. The main problem with this plan is insuring that everyone at ECC has access to laptops. For example, while faculty received new laptops, other areas (e.g., media services) did not. John Wagstaff said that ITS has 10 unclaimed faculty laptops and 10 refurbished laptops that might help alleviate the problem.

Technology Taskforce Update:

John Wagstaff described some of the possible system-wide projects being discussed by the Technology Taskforce. These projects will attempt to address ECC's strategic goals. The taskforce is in the process of identifying what can be achieved by each project and their cost. Once this is done, the projects will be given to campus technology committees for their perusal and responses, and then sent to the Planning and Budgeting Committee.

Future Meetings:

No date was set for a future meeting. The committee will reconvene sometime early in the spring 2007 semester.

Submitted by Jim Noyes

Academic Technology Committee Meeting Minutes
4 April 2007
Library 202, 2 p.m. – 3:30 p.m.

Draft

In attendance: Jim Noyes, Virginia Rapp, Donna Post, Ralph Taylor, John Wagstaff, Robin Valle, Pete Marcoux, Don Treat, Francis Baylen, Dwayne Hayden

Funding of Technology:

John Wagstaff told the committee that (at the moment) $900,000 is budgeted for campus hardware and $900,000 is budgeted for software. Regularizing the funding of software is a policy that the committee has advocated for a long time. It will help insure that our campus plans to service, maintain, and replace the technology it purchases.

Classroom Technology:

The committee discussed the need for uniformity in classroom technology and to make a "standard" for "smart classrooms." Standardizing classroom technology would provide many benefits. For example, professors can be certain about the technology that they will find in their classroom, and design their course accordingly. Thus, classroom technology is less likely to be wasted (unused). In addition, providing maintenance, support, and training will be straightforward. Any professor could enter any classroom and focus on teaching, not figuring out what technology is present and how to get it to work. (Professors will not invest effort in revising a course to utilize a technology unless they know that it is present in every classroom in which they may be assigned to teach and that the technology will work.)

One problem with standardizing classroom technology (and other technology areas on campus) is that funding is allocated to divisions for equipment, and the divisions decide what they need. This can lead to duplication of effort and make it more difficult to service and maintain equipment. Moreover, funding is based on FTES served, not "need." Some divisions (e.g., business courses on using computer software) have a greater need for technology than some other divisions.

The committee will request that Don Treat and Howard Story provide copies of their work on classroom technology standards on other campuses, and the committee will reconvene to begin drafting a standard.

Some classroom technology funding should be provided to professors who want to try a new technology in their classrooms. Such in-house "research and development" should provide valuable information before the campus adopts specific classroom technology campus-wide.

Student Emails:

It has been difficult to get students to use their ECC email accounts, so their ECC email addresses are still not a reliable way for their professors, the registrar, and others to reach the students. Communicating with student via email could significantly improve enrollment services

and retention. Having students enter their preferred email address when they register may be better than giving an ECC email account to every student. However, some students need to have an ECC email account to use certain educational software used in our courses (e.g., Microsoft software).

Etudes Transition:

Five professors chose to use the new course management system (CMS) Etudes for their online courses in the spring 2007 semester. These online classes experienced a lengthy delay (about 4 days) at the beginning of the semester, because an inappropriately formatted roster was given to Etudes. In some cases, their enrollment suffered severely as a result. Committee members discussed some of the advantages and disadvantages of the Etudes CMS that "early-adopter" professors have uncovered. The "early adopters" will be contacted and asked to write up a list of improvements that we would like the Etudes consortium to make to Etudes.

Future Meetings:

The committee will meet on Wednesday, 4/25, from 2:30-4 pm. The committee will begin drafting a "classroom technology" standard for the campus and discuss academic software needs.

Submitted by Jim Noyes

Academic Technology Committee
4 April 2007
2-3:30 pm

Agenda

1) Accreditation:

   Several ATC members are involved in writing the technology component of the accreditation report.

   - Where have you seen improvement in on-campus technology?
   - Where would you most like to see improvement?

2) Online Rosters:

   - What aspects of our class and roster should we be able to manage online?
   - How should online roster management be implemented? (And how should it not be implemented?)

3) Etudes:

   Report on the transition to the Etudes course management system for distance education courses.

4) Classroom Technology:

   Brainstorming about what we want to see in our classrooms, and planning for the future. There are many issues we can address; here are two:

   - What are the essential components that our classrooms absolutely have to have?
   - We want classroom technology to be used. What logistical/ergonomic/access issues should we consider to make it easy-to-use?

EL CAMINO COLLEGE COMPTON CENTER
FACULTY COUNCIL

AGENDA

Faculty Council Meeting
Thursday, April 5, 2007, 2:00 p.m., Board Room

Every effort will be made to start promptly at 2:00 p.m. and adjourn at 3:00 p.m. All items not covered will be carried over to the next agenda.

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

IV. REPORTS

A. ECC Academic Senate Susie Dever

1. Senate actions 4/3/07

B. Council President Saul Panski

V. OLD BUSINESS

VI. NEW BUSINESS

1. Proposed Faculty Council Bylaws Saul Panski
2. Guidelines Addressing Disruptive Students Mildred Terrell

VII. ADJOURNMENT

RESOLUTION ON REDUCTION/DISCONTINUANCE

OF EDUCATIONAL SERVICES

WHEREAS, on June 30, 2006, California enacted legislation (A.B.318) to ensure that students in the Compton Community College District obtain their education from an accredited institution;

WHEREAS, accredited education is now provided, within the borders of the Compton Community College District, at the El Camino Compton Community Educational Center, by way of a Memorandum of Understanding with the El Camino Community College District;

WHEREAS, the referenced legislation calls for the Center to provide a "full range of credit courses leading to an associate degree for Compton students";

WHEREAS, the referenced legislation has allocated funds sufficient to ensure that instructional services meet the legislative mandate;

WHEREAS, over the past five years, under both local and state management, the Compton Community College District has funded instructional staffing at levels lower than any other district in the California Community College system;

WHEREAS, District expenditures for instructional staffing, as a percentage of total expenditures, have declined sharply in the first year of Center operations;

WHEREAS, the Special Trustee of the Compton Community College District, assuming the authority of the Compton Community College College District Board of Trustees, approved Resolution No.06/07 – 022707C, to reduce or discontinue particular instructional services at the Center by the equivalent of 37 full-time employees;

WHEREAS, in the resolution, the Special Trustee expressly declined to base his decision upon a reduction of enrollment at Compton during the past two years;

WHEREAS, the resolution was supported only by "the opinion of the Special Trustee that it has become necessary to reduce or discontinue particular kinds of service now being performed by Compton CCD employees";

WHEREAS, the resolution did not identify any economic necessity or any educational necessity for the Special Trustee's decision;

WHEREAS, the resolution did not identify any established planning instrument, assessment model or review procedure to provide support for the Special Trustee's decision;

WHEREAS, the Special Trustee did not make use of any established planning instrument, any established assessment model or any established review procedure in reaching his decision;

WHEREAS, in consequence of the resolution, 6 academic programs are to be discontinued and March 15 notices delivered to 19 Compton CCD faculty members;

WHEREAS, the decisions actually reached in these particular cases have no discernible rationale within an academic plan for the Center that would match program and course offerings to the needs of Compton students;

WHEREAS, the decisions reached compromise the legislative mandate to offer a full range of programs and courses leading to the associate degree;

WHEREAS, the resolution and decisions reached expressly contravene conditions laid down by the California Community College Chancellor, who has primary authority as Trustee of the Compton Community College District;

WHEREAS, despite the loss of accreditation, District/Center officials are professionally bound to comply with accreditation standards;

WHEREAS, the failure to adhere to established policy instruments and procedures would violate numerous accreditation standards if the Center were judged as a College;

WHEREAS, the Compton Academic Senate is authorized to make recommendations in such areas as educational program development, college governance, and institutional planning;

NOW, THEREFORE, BE IT RESOLVED,

First, for the reasons set forth, that the decisions reached in Resolution No.06/07 – 022707C be subject to a rigorous formal institutional planning, assessment and review process;

Second, that no May 15 notices be delivered unless and until such a process has been completed;

Third, that, in all matters hereafter, the leadership at Compton pay honor, in labor over lip service, to the norms of shared governance and integrated planning.

EL CAMINO COLLEGE
Office of the Vice President – Academic Affairs

NOTES – COUNCIL OF DEANS
15 MARCH 2007

Present: F. Arce, A. Collette, K. Curry, A. Garten, D. Goldberg, A. Grigsby, B. Jaffe, T. Lew, N. McCallum, G. Miranda, W. Mulrooney, R. Natividad, J. Nishime, D. Patel, B. Perez, J. Schwartz, A. Spor, K. Townsend, J. Wagstaff, L. Widman

I. **DISCUSSION/ACTION**

A. Enrollment Management:

-- Recommendations developed at the Enrollment Management Workshop held on March 2 are being reviewed. Prioritization and planning process will be the next step.

-- B. Mulrooney reported that a meeting will be held on March 23 to discuss online training of electronic rosters. B. Mulrooney will provide information to A. Garten to post information for faculty regarding this issue. The availability of electronic rosters is scheduled to begin fall 2007 although a pilot program will begin in summer 2007. Electronic rosters will allow registration to remain open without downtime prior to the beginning of the semester as experienced in the past. Concern was expressed if the computer system capacity would withstand the possibility of overload (i.e. students downloading schedule and faculty downloading rosters at the same time). It was suggested that printers be available (i.e. division offices) for faculty to print the rosters.

B. Recruitment Targets: Information on Fall 2007 Enrollment Goals by Program and Top 21 service area high schools was distributed. It was noted that counselors cannot be placed in out-of- district high schools unless an invitation is extended to the College. Other recruitment tools will need to be reviewed to reach out-of-district high school students. Public charter schools should be included in the College's current recruitment activities.

C. Accreditation Progress Report: The Progress Report will be included on the March 19 Board agenda for approval. Included in the report were the three recommendations made by the Accrediting Commission: (1) Program Review (2) classified evaluations (3) budget linked to planning and program review.

D. Planning Summit: The Planning Summit will be held on April 18-19 at Crestmont. Various collegial consultation groups will be invited to attend. The external data regarding economic, social and environmental data will be discussed.

E. Late Adds: B. Mulrooney will create a spreadsheet to include (1) number of students denied, (2) number of students asked for late adds after census; and (3) valid third time repeaters. It was noted that students who cannot register in classes they want should be provided with alternatives so that they do not drop out.

II. INFORMATION

A. Introductions: The following were introduced as new members to the Deans Council: B. Jaffe – Associate Dean of Humanities and J. Schwartz – Interim Dean of Fine Arts.

B. Noel Levitz: Noel-Levitz consultants will meet with faculty, staff and administrators at ECC and CEC on March 28-29 to conduct an assessment on recruitment and retention. On March 30, the consultants will present an exit briefing and preliminary assessment on both facilities. Various focus groups from Financial Aid, Admissions, Enrollment Management, academic deans/directors, staff, students, VPs, and faculty will be asked to participate.

C. Student Success: An article on student success was distributed. The article addressed multiple reasons for attending community college.

The College received $400,000 in supplemental funds for developmental and basic skills in Math and English. B. Jaffe, T. Lew and D. Goldberg are working on initiatives to ramp up this area. Funding opportunities may continue beyond this year.

D. Academic Senate: L. Widman provided an update of the last Academic Senate meeting: --
-- The audit policy was reviewed and final adoption will be presented at the next Senate meeting.
-- The impact of curriculum after A. Collette's upcoming retirement (Note: position will be filled).
-- Ongoing concerns expressed by CEC Academic Senate regarding reduction of some faculty positions and programs.

E. Information Technology:
-- Allowing faculty to add students on electronic rosters will not be available at this time. Issues such as fee holds, repeats and prerequisites will need to be worked out.
-- The College is in a holding position to implement Version 18 of Datatel. The tentative launch date is October 2007.

PLANNING & BUDGETING COMMITTEE
April 5, 2007
1:00 – 2:30pm
Location: Alondra Room

Facilitator: David Vakil & Arvid Spor Note Taker: Ruth Sanchez

STATEMENT OF PURPOSE

The Planning and Budgeting Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the President on all planning and budgeting issues and reports all committee activities to the campus community.

Members

- ☐ David Vakil, Co-chair (non-voting)
- ☐ Arvid Spor, Co-chair (non-voting)
- ☐ Miriam Alario, ECCE
- ☐ Virginia Rapp, Academic Affairs
- ☐ Dawn Reid, Student Services
- ☐ Cheryl Shenefield, Administrative Services
- ☐ Harold Tyler, Management/Supervisors
- ☐ David Westberg, ECCFT (temp. repl. for Taylor)
- ☐ Lance Widman, Academic Senate
- ☐ Saad Husain, ASO co-representative (see below)

Attendees

- ☐ Luis Mancia – Alt., ECCE
- ☐ Ken Key – Alt., ECCFT
- ☐ Susan Taylor – 2nd alt. ECCFT
- ☐ Teresa Palos – Alt., Acad. Senate
- ☐ Tom Lew – Alt., Ac. Affairs
- ☐ Rocky Bonura – Alt., Adm. Serv.
- ☐ John Means – Alt., Stud. Serv.
- ☐ Bo Morton – Alt., Mgmt/Sup.
- ☐ Virginia Amezcua - co-rep ASO
- ☐ Francisco Arce – Support
- ☐ Thomas Connolly – Support
- ☐ Mike D'Amico – Support
- ☐ Susan Dever – Support
- ☐ Janice Ely – Support
- ☐ Jeff Marsee – Support
- ☐ Jeanie Nishime – Support
- ☐ John Wagstaff – Support

AGENDA

1. Approval of Minutes for March 15 & 22 ------ All PBC participants ----------1:00 p.m.
2. Program Review & related recommendations -- VPs Nishime & Arce ---------- 1:10 p.m.
3. Subcommittee meetings ---------- Arvid Spor / David Vakil ------- 2:10 p.m.
4. Non-agenda items & agenda development-- All PBC participants ----------2:25 p.m.
5. Adjournment---------- 2:30 p.m.

Next Scheduled Meeting – April 19, 2007, Alondra Room

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
March 15, 2007

MEMBERS PRESENT

___x_David Vakil, Co-Chair	__x__Arvid Spor, Co-Chair
_____Miriam Alario	__x__Harold Tyler
__x__Cheryl Shenefield	__x__Lance Widman
_____Susan Taylor	__x__Vivian Amezcua
__x__Dawn Reid	__x__Saad Husain

OTHERS ATTENDING: Francisco Arce, Myeshia Armstrong, Tom Connolly, Janice Ely, Ken Key, Tom Lew, Luis Mancia, Jeff Marsee, Jeanie Nishime, John Wagstaff, Dave Westberg

Handouts:

1. PBC Subcommittees List
2. 2007-2008 Preliminary Budget
3. Maintenance Contracts (3/1/07)
4. Estimated FTES 2006-07 through 2009-10

The meeting was called to order at 1:07 p.m. by David Vakil.

Approval of Minutes: The minutes of March 1 were approved. There was discussion on the following:

1. Page 1 – (Preliminary Indicator Work) – Item #2 was reviewed.
2. Page 2 - #6 & #11 – Examples were requested.

Program Review Updates: Five program reviews in Academic Affairs (Astronomy, Math, Music Dance and ESL) are complete. Francisco Arce will distill the information and bring it to the April 5 meeting. Jeanie Nishime will bring her program review information at that time also.

Since the information won't be ready until the April meeting, the meetings on March 22 and March 29th are cancelled.

Since it is easier to identify student learning outcomes in the other two VP areas, Administrative Services will focus on three areas for its program review: 1) Flowcharting, 2) Indicators, 3) Customer Service Surveys. Indicators are currently being identified.

Technology Funds Report: Copies of a list of ITS Maintenance Contracts (hardware and software) dated 3/1/07 were shared with the group. Noted:

1. One goal is to move funding to the mandatory category.
2. Another goal is to come up with a replacement cycle that provides hardware and software (academic and administrative) appropriate to the task at hand and doesn't require employees to compete with each other for funds.
3. The proposal is to hold the line at 2,500 computers. On a five-year replacement cycle, 500 machines would be replaced each year. The cost would be $900,000 to $1 million.
4. A physical inventory of all computer labs on campus has been completed. There are 1,500 computers across campus.
5. Many computer labs are underutilized due to over specializing. Could some labs be consolidated? The lab situation is a bigger issue.

6. There are 900 – 1,000 staff computers.
7. Many institutions are implementing a four to five year replacement cycles. ECC should be safe with a five-year replacement cycle as long as it gets a five year warranty.
8. After five years, the computer would have to be surplused and kept out of the system.
9. In general, the oldest computers would be replaced first.
10. Some academic software had to be added to the list because it was added without going through ITS.
11. For programs that are growing, computers could be added to the existing installed base; however, replacement funds need to be added to the budget.
12. These numbers represent ECC only. No data is available from Compton. Compton has its own source of funding.
13. Many of Compton's buildings are not network ready; however, they are being upgraded as they are remodeled.
14. Vista make the entire installed base worldwide obsolete. ECC will need a whole new operating system before it can run Vista.
15. Expired contracts will be renewed.
16. Decision Centric will need to be added ($6,000 or $7,000 a year).
17. A total of $1.8 million will be needed, and that is in the Tentative Budget.

PBC Subcommittees: Copies of the PBC Subcommittees list were shared with the group. It was noted that the subcommittees were formed in an effort to understand all aspects of the budget in order to make informed decisions. The following changes were made to the subcommittee list:

1. Delete the Legal, Regulatory and Mandated Cost Reimbursements subcommittee.
2. Remove Ken Key from the Interfund Transfers, Matching Requirements subcommittee and add Dawn Reid to this committee.
3. Add Ken Key, Luis Mancia and Dave Westberg to the Instructional Component subcommittee.
4. Delete the question mark after Marcia Wade under Insurance and Benefits subcommittee.

It is hoped that the utilities subcommittee can get together before the April 5 meeting. David will send out an updated list of the subcommittees.

Ideas for subcommittees:

1. Utilities: What is the cost for the last 12 months; what are the projections for increases; what about solar and alternative energy; what about shutting down areas of the campus to save energy, etc?
2. Insurance: Confirm inflationary number and report back to PBC?
3. Instructional Component: Research the 80% rule.

Other suggestions:

1. Some of the technology planning and some of the facilities planning should tie into PBC because they impact budget and planning. New building will greatly increase energy and computer support needs. The college will be replacing small buildings that had no technology, and this is not plugged into the budget.
2. Form a Technology subcommittee to look into the ITS data and make recommendations. Someone from the PBC could sit in on existing committees like the Technology Committee. Noted: The PBC just makes funding recommendations.

Introductions: Thomas Connolly, Interim Director of Accounting (ECC), and Myeshia Armstrong, Accounting Manager, (Compton) were introduced.

Preliminary Budget Discussion: Input on the current version of the budget is needed. There have been some changes since last time. Copies of the Estimated FTES 2006-07 through 2009-10 and the 2007-2008 Preliminary Budget were shared with the group. Noted:

1. Estimated Summer FTES might be closer to 1,800.
2. ECC can borrow from summer 2007 to increase the number of FTES reported for 2006-07 to 19,300 and should be eligible for 2007-08. Research is needed to determine when the college can next apply for stabilization funds if necessary.
3. The Preliminary Budget has been created for the worst case scenario.
4. The State is now funding ECC with an extra $1 million, but this has dropped due to lack of growth. The clerical error came next week. This statement we think is accurate.
5. With Compton, ECC is considered a multi-district campus, so it now has $7 million ($4 million for ECC and $3 million for Compton).
6. Lottery projections have been lowered.
7. State appropriations cover expenditures. This leaves only lottery money to fund discretionary accounts.
8. This budget shows $2 million less in Operational Expenditures (page 4). One change is software licensing. Another is the $900,000 for computer replacement.
9. There is a substantial reduction in GASB funds.
10. Salary increases are not built into this budget.
11. The $1 million deficit needs to be c1osed.
12. Page 3: Other Program Services (account #5910) is the $2,500,000 from Compton partnership that PBC made recommendations on.
13. Page 1, #3 (One Time Reappropriation/Trailer Bill): This money is one time only and will not be repeated next year. $960,000 will need to be contributed each year.
14. $950,000 appears in two places (dental and workers' comp). This solves some budget problems because it means the college now has that money.
15. Reduce interfund transfers by that amount.
16. COLA for 2007 – 08 is still an estimate.

Budget Assumptions: If the PBC endorses the Preliminary Budget assumptions, then the budget with assumptions will be forwarded to Cabinet. The assumptions just explain how the budget numbers were created. There were no objections to A – F of the assumptions. Suggestions:

1. Change (A) to FTES at 18,900.
2. Save (G) for later.
3. Talk about GASB at the next meeting.

There was a motion to accept assumption G as it is now. Three were in favor, three were against. Motion not passed.

Noted:

1. Even though the District has already made an offer, this goes forward to Cabinet with no salary increase.
2. The Preliminary Budget is flawed at this time because there is no salary increase in it; however, the budget is not finished yet.
3. The Preliminary Budget evolves into the Tentative Budget, which is due in May.

Meeting adjourned at 2:45 p.m.

pbc315

DRAFT

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
March 22, 2007

MEMBERS PRESENT

☒ David Vakil, Co-Chair
☒ Arvid Spor, Co-Chair
☒ Miriam Alario
☒ Virginia Rapp
☒ Dawn Reid
☒ Cheryl Shenefield
☒ Harold Tyler
☒ David Westberg
☒ Lance Widman
☐ Saad Husain

OTHERS ATTENDING: L. Mancia, K. Key, J. Marsee, J. Wagstaff, J. Ely, T. Connolly

Handouts: ECC 2007-08 Preliminary Budget
Determining Foundation Revenue – 2006-07 First Principal Apportionment

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

Preliminary Budget Update:

1. J. Ely – previous budget projected at 18,900 FTES for 2007-08, but projection will be funded at what is reported at the end of this year (2006-07) – 19,300 FTES for 2007-08.
2. $900,000 was transferred from interfund transfer (7300 account) into GASB 45 – interfund transfer has totaled $2.5 million (see p. 21 of budget book) and the 06-07 contribution is $1.6 million.
3. Foundation-based revenue – decreased from $7 million to $5 million. J. Ely placed call to the state to find out reason for change. As a multi-college district, will receive $4 million for ECC and $1 million for Compton Center. Does not think reduction occurred statewide – formula has remained the same. This may be an error, and J. Ely will follow up.
4. "Multi-college" pertains to funding model only.
5. ECC and Compton Center FTES apportionment is separate for base funding. Foundation funding uses combined FTES.
6. Funding stream used for Compton Center (6,400 FTES based on 2004-05 enrollment) – 90%, 80%, 70% guaranteed for successive years. Currently at 2,600 FTES. Target growth is 4,480 FTES to match 70% funding.

Assumptions about salaries and GASB interfund transfer:

1. Original proposal – salaries would not be adjusted and stay at 0% increase for 2006-07. Last week's vote was tied and the motion to endorse the tentative budget with this salary assumption failed.
2. Suggestion to do nothing about possible salary increases is not prudent and will leave the district open to a significant hole. Suggest some amount be set aside to avoid mid-year trauma.
3. Estimated utility increase it not a negotiated related issue. Inflationary increase in benefits is not a negotiated change in benefits.
4. Labor-related negotiation items should not be discussed by PBC – per advice from the district's legal counsel as reported by J. Marsee.

5. PBC should recommend areas to be adjusted to compensate for any proposed salary increases for ongoing expenses. President will make recommendation if PBC cannot identify areas - cabinet will use discretionary funds.
6. Regarding a previous PBC recommendation, the committee did not look at one-time fund for ongoing costs. But looking to cover a one-time retroactive lump sum payment for a potential increase this fiscal year, which becomes an ongoing cost the following fiscal year. PBC would recommend ongoing funding source to cover ongoing increases.
7. Estimates are not negotiated; they are just estimated costs. Estimates for benefits are based on inflation – not related to changes in benefits.
8. $1 million funded by the partnership with the Compton Center was added into discretionary fund. (This assumes the Foundation funding calculation cited in #3 in "Preliminary Budget" above is actually an error, as expected.) This $1 million is classified as one-time funding.
9. Suggestion was made to move 2.5% into a reserve fund and identify the source of funds.
10. $2 million change from foundation revenue almost offset by $1.8 million in increased FTES.
11. Suggest pulling out $900,000 from GASB interfund transfer account to put into a reserve account. $1.8 million was set aside last year for GASB ($1.2 million of the $1.8 million was from one-time funds; the rest from recurring funds).
12. GASB $900,000 amount determined by expenses amortized over 30 years. Fund is not irrevocable until the district decides to do that. GASB board doesn't require irrevocability until 2008.
13. 2006-07 budget will be amended one more time.
14. L. Widman proposed motion, seconded by D. Westberg:
    - Move $2 million from departmental operating budget to a contingency reserve account.
    - *3 In favor*; 4 *opposed*. Motion failed.
15. D. Westberg proposed motion, seconded by L. Widman:
    - Take $900,000 from GASB and move it to a contingency account.
    - *3 In favor*: 3 *opposed*; 1 *abstained*. Motion failed.
16. Need clarification for three items in Department Operations Expenditures: 5100-Contract for Personal Services; 5600-Contracts, Rentals and Repairs; and 5800-Other Services, Postage, Advertising.

The next meeting is scheduled on April 5, 2007.

Meeting adjourned at 2:20 p.m.

Note taker: Lucy Nelson

PBC subcommittees

Each subcommittee should investigate what the current expenditures are, why they are set at that level, any anticipated changes or trends, relevant comparison benchmarks, and options that may be available to reduce costs (long and/or short-term).

GASB (retiree benefits long-term plan)
- David Vakil
- Jeff Marsee
- Harold Tyler
- Carolee Casper (?)

Utilities
- Arvid Spor
- Jeff Marsee
- Bob Gann
- Miriam Alario
- John Wagstaff
- Cheryl Shenefield

Interfund Transfers, Matching Requirements
- Jeff Marsee
- Dawn Reid
- Janice Ely and/or Thomas Connolly
- Momi Elliott

Instructional Component (e.g. Faculty Load & how the "Instructional" budget is developed)
- Teresa Palos
- Arvid Spor
- Francisco Arce
- Ken Key
- Luis Mancia
- Dave Westberg

Committee to examine specific funds: 5100, 5600, and 5800
- No members yet.

PBC Members/Alternates not on any subcommittees:
- Susan Taylor
- Saad Husain/Vivian Amezcua
- Other administrative alternates
  - Virginia Rapp
  - Rocky Bonura
  - John Means
  - Bo Morton

Created April, 2006.
Revised March & April 2007.

EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE
DISTANCE EDUCATION GUIDELINES AND
COURSE DEVELOPMENT PROCEDURES

Distance Education Guidelines

DEFINITION:
Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

COURSE QUALITY STANDARDS:
The same standards of course quality are applied to distance education courses as are applied to traditional classroom courses. Determinations and judgments about the quality and design of distance education courses shall be made with the full involvement of faculty.

INSTRUCTOR CONTACT:
All approved courses offered as distance education shall include regular effective contact between instructor and students through such avenues as group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, chat rooms, correspondence, and voice mail and e-mail messages.

FACULTY SELECTION AND COURSE SCHEDULING:
Instructors of sections delivered via distance education technology are to be selected by the same procedures used to determine all instructional assignments. Each instructor shall possess the minimum qualifications for the discipline assigned to the course.

Prior to being scheduled to teach a distance education course, faculty will be required to complete the Distance Education Training Program or demonstrate proficiency in the utilization of technology and techniques necessary for the particular course delivery method to the Distance Education Office.

Each semester, an instructor who has met the requirements for teaching a distance education course will submit a Distance Education Schedule Request to the division dean. The division dean will evaluate the request based on such factors as instructor load, department needs, and potential for enrollment. If the request is approved, it will be forwarded to the Director of Learning Resources. The Distance Education Office, in conjunction with the Director of Learning Resources, will prepare a distance education schedule based on such criteria as the courses submitted by the division deans, facilities, available technology, and license agreements.

CLASS SIZE:
Class size for telecourses is 125 students. Class size for distance education versions using formats such as online is the same as the traditional classroom course. If an adjustment is deemed necessary, then the academic dean must receive approval for the adjustment from the Vice President of Academic Affairs. For those courses which have no traditional course counterpart, standard college procedures will be used to determine class size.

Distance Education Course Development Procedures

COURSE DEVELOPMENT:
Any faculty member who wishes to propose a distance education version of an existing course or a new distance education course must follow standard division procedures for course development. In general, the proposal is first reviewed by the department and then reviewed and approved by the Division Curriculum Committee (DCC)*. The proposal is then reviewed and approved by the College Curriculum Committee (CCC) before being forwarded to the Board of Trustees for its approval.

**If a DCC's membership does not include a representative currently teaching a distance education course, then a member of the Distance Education Advisory Committee(DEAC) must be involved in the review and approval of a distance education course.*

PROPOSAL FOR A DISTANCE EDUCATION VERSION OF AN EXISTING COURSE:
Before a distance education version can be developed, the course outline of record for the existing course must meet current Title 5 regulations and have been reviewed by the CCC within the past six years.

If an existing course has a distance education version and is undergoing course review, then the distance education version must be updated as part of the course review process. If an existing course does not have a distance education version and is undergoing course review, faculty are encouraged to consider the feasibility of establishing a distance education version.

A proposal for creating a distance education version of an existing course must include the following:

- Proposal for Course Revision – CCC Form 3, 4/2002
- Distance Education Addendum – CCC Form 11, 5/2005
- Course Outline of Record for existing course - CCC Form 1, 5/2006
- Content Review Documentation – CCC Forms A, B, C, D (as appropriate)
- Transfer Status Documentation (if appropriate)

PROPOSAL FOR A NEW DISTANCE EDUCATION COURSE:
A proposal for a new distance education course is identical to a proposal for a traditional new course and must include the following:

- Proposal for New Course – CCC Form 2, 4/2001
- Course Outline of Record – CCC Form 1, 5/2006
- Distance Education Addendum – CCC Form 11, 5/2005
- Content Review Documentation – CCC Forms A, B, C, D (as appropriate)
- Credit Mode Worksheets – CCC Forms 6, 7, 8 (as appropriate)
- Transfer Status Documentation (if appropriate)

Adopted by the College Curriculum Committee: March 27, 2007
Adopted by the Academic Senate:

Proposed changes to ECC Academic Senate Constitution

Restructuring resulting from Partnership with Compton – Mar. 20, 2007

ARTICLE I Name and Definitions

Section 2. Definitions

The term "faculty" shall mean all personnel defined in the El Camino College Federation of Teachers Agreement and Compton Community College District Federation of Teachers Agreement

The term "division senator" is the individual who is elected by the full-time faculty of a division or educational center to represent such unit.

The term "educational center" shall mean a formally recognized El Camino College educational center as defined in Title 5.

The terms "faculty council" or "educational center council" shall mean a standing committee of the Senate located at each educational center. This Committee will represent the needs and concerns of faculty at its educational center and will select its membership in accordance with locally developed bylaws that shall be approved by the Senate.

ARTICLE III Senate Membership

Section 1. Senators

The composition of the Senate shall be one senator for each twelve Full-Time Equivalent Faculty (FTEF) members per division to be elected by full-time faculty. Each division shall have at least two senators. Adjunct faculty shall have two members-at-large from the Main Campus and up to one from each educational center on the Senate to be elected by the adjunct faculty of that center.

Divisions and educational centers having FTEF shall be entitled to senate members on the following basis:

1 through 24	-	two	(2)	members
25 through 36	-	three	(3)	members
37 through 48	-	four	(4)	members
49 or more	-	five	(5)	members

The division or educational center represented may exercise recall of a full-time senator at any time. See Bylaws Article III.

ARTICLE IV Officers

Section 1. Officers. The Senate shall elect from among its members:

- President;
- President-Elect, who may also hold another senate office, until beginning his or her term as president;
- Vice Presidents: Vice President of Educational Policies, Vice President of Legislative Action, Vice President of Finance and Special Projects, Vice President of Faculty Development, and Vice President of Educational Centers (an elected chair of an educational center council);
- Secretary:
- Other Officers, as deemed necessary.

Section 4. Duties of Officers and Other.
It shall be the duty of each officer to uphold the academic and professional matters as delineated in Title 5 of *The California Code of Regulations*.

4.1 Senate President: The president shall preside over meetings of the Senate, as outlined in Robert's Rules of Order; chair the Executive Committee; represent the Senate to the administration, the Board of Trustees, and the State Academic Senate for the California Community Colleges (ASCCC); appoint representatives to educational center councils; and appoint a parliamentarian, newsletter editor and sergeant-at-arms, as deemed necessary.

Vice Presidents: The vice presidents shall preside over meetings of their respective standing committees, as outlined in *Robert's Rules*, report to the Senate, interface with the college administration in the appropriate areas, and bring proposals to the Senate for approval by the body.

4.3.1 Vice President of Educational Policies, in coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor and propose matters concerning educational policies, such as degree and certificate requirements, grading policies, standards and policies regarding student preparation and success, and the processes for program review and accreditation.

4.3.2 Vice President of Legislative Action shall investigate, monitor and propose matters concerning district and college governance structures as related to faculty roles and disseminate state legislative action matters to the Senate.

4.3.3 Vice President of Finance and Special Projects shall be the Senate's voting member of the Planning and Budget Development Committee (PBC); report on the proposed actions of the PBC; represent the Senate position to the PBC; monitor and propose processes for

institutional planning and budget development; and, handle special projects as assigned by the Senate president.

4.3.4 Vice President of Faculty Development, in coordination with the Vice President of Academic Affairs, shall investigate, monitor and propose policies for faculty professional development activities, and present proposals for use of faculty development funds to the Senate.

4.3.5 Vice President of Educational Centers, in coordination with the Senate President, shall communicate the needs and concerns of faculty at educational center councils to the full Senate.

Section 1. Committees

1.1 Standing Committees: The following committees are deemed to be long-term in nature and dealing with substantive issues. (See Article IV Section 1.3)

a. College Curriculum
b. Educational Policies
c. Faculty Development
d. Finance and Special Projects (to represent the Senate as a voting delegate on the Planning and Budget Committee) [PBC]
e. Legislative Action
f. Educational Center Faculty Council

ARTICLE VI - Executive Committee

Section 1. Voting Members: president, vice-presidents and secretary.

Ex-Officio Members: past president, president-elect, newsletter editor and parliamentarian, and others, as appointed.

Section 2. Powers: The Executive Committee may make agreements with the District on non-policy issues provided these agreements are approved by a majority of the Executive Committee. Agreements on policy issues (as listed in Article II, Section 1) require a majority vote of the Senate.

BYLAWS OF THE EL CAMINO ACADEMIC SENATE COMPTON CENTER FACULTY COUNCIL

PREAMBLE

We, the faculty of the El Camino Compton Education Center, having been authorized by the El Camino College Academic Senate (Constitution of the El Camino Academic Senate Article 1.2) to establish a standing subcommittee to discuss issues of academic and professional concern as they pertain to the Center, do hereby establish, subject to the limitations set forth by the EL CAMINO COLLEGE ACADEMIC SENATE, these bylaws for a Faculty Council, effective after ratification by the El Camino Academic Senate and by two-thirds of the full-time Center faculty voting in said ratification referendum.

ARTICLE I: NAME

The name of this organization shall be the COMPTON CENTER FACULTY COUNCIL.

ARTICLE II: PURPOSE AND MISSION

It is the primary purpose of the Compton Center Faculty Council to serve as the principal voice for faculty participation in the academic and professional operation of the Center and , as a standing committee of the El Camino Academic Senate, to communicate concerns to the full Senate for its due consideration and action, as deemed appropriate. The Council remains a constituent committee of the El Camino Academic Senate and shall not affiliate with any professional association, organization or group, except as authorized by the El Camino Senate.

ARTICLE III: EXPRESS DUTIES

It is hereby reaffirmed that the principal duties of the Compton Center Faculty Council are:

1) To establish and maintain a consistent communication process, both formal and informal, between itself, as the voice of faculty, and the Compton Center Administration Such communication is crucial, for an informed faculty is a participatory faculty.

2) To accept the responsibility for equal partnership in the collegial operation of the Center particularly in matters relating to academic issues and faculty professionalism.

3) To make timely, compelling recommendations to the Administration of the Center, regarding academic growth, development, and improvement of the Center.

4) To regularly inform Compton Center faculty on all matters of relevance.

5) To act as campus lobbyist, advocate, and articulator of Compton Center faculty views and interests, with the Administration and the full El Camino Academic Senate .

6) To raise faculty integrity, professionalism, and respectability, and to monitor faculty adherence to those standards and defend the faculty against any who seek to weaken those standards.

7) To adhere to a proactive, progressive, and winning stance in all matters that pertain to the growth and development of the Compton Center.

8) To communicate the concerns of Center faculty to the El Camino Academic Senate and to select voting representatives to serve on the Senate as set forth in the Senate's bylaws, in order to further the growth, development, and improvement of the El Camino College District and its constituent center(s).

ARTICLE IV: COMPOSITION

SECTION 1. ELECTORATE

a. The full-time Electorate (hereinafter referred to as the full-time faculty) shall be limited to those non-management certificated persons who are employed on at least a ten-month contract (Code, 53200(a) to work at the Compton Center under the auspices of the El Camino College District The full-time faculty shall elect divisional, non-divisional, and Councilpersons at-large.

b. The part-time Electorate (hereinafter referred to as the Adjunct Faculty) shall be limited to those non-management persons who are employed less than sixty percent over the ten-month academic year (Code 53200 (a) to work at the Compton Center under the auspices of the El Camino College District. The Adjunct Faculty shall elect the Adjunct Councilpersons.

c. For purposes of eligibility, nomination, and voting in individual elections for the Council, a faculty member with assignment in two or more divisions shall vote in the division in which he/she performs the major part of work. A faculty member may vote only in this division.

d. The immediate Past-Chairperson of the Council shall sit as a voting member of the Council until a new Chairperson is elected, thus making the current Chairperson the Past-Chairperson.

e. If the immediate Past-Chairperson is unable or declines to serve in this capacity, any previous Past-Chairperson appointed by the Chairperson may fill the void position until elections make the current Chairperson the Past-Chairperson.

SECTION 2. ORGANIZATION

a. There shall be two Councilpersons from each division, a division being defined as a faculty unit represented by a Division Chairperson, selected by faculty, approved by the Provost/CEO of the Compton Center and ratified in contract.

b. There shall be one Councilperson from each group of non-teaching faculty who are not formally represented by a Division Chairperson, such as Librarians and Counselors.

c. There shall be two Councilpersons elected at large by the full-time faculty.

d. Councilpersons representing divisions, non-teaching faculty, and the faculty at large shall be tenured members of the faculty; in the event that no tenured members of the faculty are willing to serve from a specific division or group (which must be documented in writing), non-tenured full-time faculty shall be considered eligible.

e. There shall be two Adjunct Councilpersons elected at large by the part-time faculty.
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f. The immediate Past-Chairperson of the Council shall sit as a voting member of the Council until a new Chairperson is elected, thus making the current Chairperson Past-Chairperson.

ARTICLE V: ELECTION

SECTION 1. DIVISIONAL AND NON-DIVISIONAL REPRESENTATIVES

a. Each division and non-divisional faculty group shall be responsible for the election in April each year of representatives to the Faculty Council, who shall assume their responsibilities at the last regular General Meeting in May. These Councilpersons will serve a one year term.

b. When a Division's or non-divisional group's Representative has been elected Chairperson of the Faculty Council, that Division or group shall be invited to elect a replacement Councilperson, whose term of office shall coincide with the term of the newly elected Chairperson.

c. If at any time the seat of a representative is vacated before a term expires, the Nominations Committee shall conduct a special nomination and election process to replace that representative.

SECTION 2. MEMBERS-AT-LARGE

a. The Nominations Committee solicits candidates from the full-time faculty to hold an election to determine who shall serve as Councilpersons-at-large. All members of the full-time faulty shall be apprised of vacant positions in this process.

b. Councilpersons-at-large shall be elected from a list of interested candidates referred to the Nominations Committee.

c. Councilpersons-at large shall be elected for three-year terms in April and shall assume their responsibilities at the last regular General Meeting in May. The two top vote-getters will be elected automatically.

d. If at any time the seat of a Councilperson-at-large is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Councilperson.

SECTION 3. ADJUNCT COUNCILPERSONS

a. The Nominations Committee solicits candidates from the adjunct faculty to hold an election to determine who shall serve as Adjunct Councilpersons.

b. The Adjunct Councilpersons shall be elected from a list of interested candidates referred to the Nominations Committee.

c. Adjunct Councilpersons shall be elected for a one-tear term in April and shall assume their responsibilities at the last regular General Meeting in May.

d. If at any time the seat of an Adjunct Councilperson is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Senator.

ARTICLE VI: OFFICERS

SECTION 1.

The Faculty Council shall choose its Chairperson, Vice Chairperson, Secretary, and Curriculum Representative from among the members of the Faculty Council. All Council officers must be tenured members of the full-time faculty.

SECTION 2.

Election shall be by secret ballot at the last regular General Meeting in May. Nominations for each office shall be followed by election before proceeding to the nomination and election of a subsequent office. The order of election of offices shall be Chairperson, Vice-Chairperson, Secretary, and Curriculum Representative. Notice of election of these officers will be duly communicated to the President of the El Camino Academic Senate by the Council Secretary.

a. The Nominations Committee shall solicit and conduct all election procedures at the last meeting in May; candidates eligible to be nominated as officers shall consist of divisional representatives.

b. Nominations for office are made from the floor by Councilpersons.

c. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated.

d. To be elected, a candidate must receive a vote from a majority of those Councilpersons present and voting.

e. In the event no candidate for a position receives a majority, the run-off will be limited to the top two candidates with the largest number of votes.

f. Newly elected officers shall assume their responsibilities immediately upon election.

SECTION 3.

Officers shall assume their responsibilities immediately upon election. The Vice Chairperson shall conduct subsequent elections.

SECTION 4.

The term of office shall be for one year. This shall not preclude an individual holding a given office at another point in time. Officers may also be elected to subsequent one year terms by the Electorate.

SECTION 5. DUTIES OF THE CHAIRPERSON

a. The Chairperson shall serve as a Vice President of Educational Center of the El Camino Academic Senate, in accordance with Article 4.3.5 of the Constitution of the El Camino Academic Senate. (Officers)

b. The Chairperson shall serve as a member of the Executive Committee of the El Camino Academic Senate, in accordance with Article 6.1 of the Constitution of the El Camino Academic Senate. (Executive Committee: Voting Members)

c. The Chairperson will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)

d. The Chairperson may appoint a parliamentarian.

e. The Chairperson shall preside over meetings.

f. The Chairperson or a designee, shall, upon invitation, attend meetings of the Provost's Cabinet and/or other appropriate Center and El Camino meetings.

g. Except in matters that call for a secret ballot in tie votes, unless otherwise expressly set forth in this document, the Chairperson shall not vote on regular issues before the Faculty Council, but shall act as a facilitator and mediator on such issues.

h. The Chairperson shall perform other duties as authorized by the Faculty Council.

SECTION 6. DUTIES OF THE VICE CHAIRPERSON

a . The Vice Chairperson will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)

b. The Vice Chairperson shall preside over meetings in the absence of the Chairperson.

c. The Vice Chairperson shall conduct all elections and appoint the Nominating Committee.

d. The Vice Chairperson shall perform other duties as authorized by the Chairperson to assist in carrying out the purposes and policies of the Faculty Council. These duties may include, but are not limited to, chairing the Flex Day Committee, the Commencement Committee, and other special event committees

e. The Vice Chairperson succeeds to the Chairmanship in the event of the vacancy of that office.

SECTION 7. DUTIES OF THE SECRETARY

a. The Secretary will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)

b. The Secretary shall keep a record of the proceedings of all meetings, which shall be distributed to the faculty, to administration, and to the President of the El Camino Academic Senate.

c. The Secretary shall be responsible for all official Council correspondence.

d. The Secretary shall perform other duties as authorized by the Faculty Counlcil.

SECTION 8 DUTIES OF THE CURRICULUM REPRESENTATIVE

a. The Curriculum Representative will serve as one of the Center's duly allotted representatives to the El Camino Academic Senate, in accordance with Article 3.1 of the Constitution of the El Camino Academic Senate (Senate Membership: Senators)

b. The Curriculum Representative will serve as a voting member of the El Camino Curriculum Committee and shall be expected to attend all meetings of that committee on the El Camino campus.

c. The Curriculum Representative shall serve as a support person for Center faculty developing courses or proposing new programs ,and as a liaison between Center faculty and Divisional Curriculum Committees.

d. The Curriculum Representative shall keep the Council and Center faculty aware of all matters related to curriculum as discussed by the El Camino Curriculum Committee

SECTION 9. DUTIES OF THE PAST-CHAIRPERSON

The immediate past-Chairperson of the Council shall be considered an ex-officio officer of the Council.. The past-Chairperson's duties shall be to advise the Chairperson of the Council and to serve as a voting member of the Executive Committee of the Council.

SECTION 10. MEMBERSHIP OF THE EXECUTIVE COMMITTEE

a. All officers, the Past-Chairperson, and one of the Adjunct Councilpersons shall constitute the Executive Committee.

SECTION 11. RECALL OF OFFICERS

Any officer of the Council may be recalled for cause, as set forth by a member of the Council and approved by a 2/3 vote of the Council membership

ARTICLE VII: MEETINGS

a. Regular meetings of the Faculty Council shall be held at least twice a month during the academic year, on the first and third Thursdays therein. The Chairperson shall establish a calendar of meeting dates and shall distribute same to all Councilpersons.

b. Special meetings of the Faculty Council shall be held as deemed necessary by a majority of the Council members or by the Chairperson of the Council.

c. All meetings of the Faculty Council shall be open to any member of the faculty and, upon request to the Chairperson of the Faculty Council, to any other interested parties as well.

d. The agenda of the Faculty Council shall be established by its members.

e. The agenda will contain a place for Report from the El Camino Academic Senate, reserved for the ECC Senate President of his/her designee.

f. Actions of the Faculty Council shall be in the form of motions or resolutions approved by a majority of a quorum of the membership present.

g. No proxy voting will be allowed.

h. The Chairperson may place the Council into executive session as prescribed in Robert's Rules of Order (latest rev. ed.).

i. Absence from three consecutive Council meetings without excuse, said absence recorded by the Secretary, shall be construed as resignation.

i. A quorum of the Councilpersons may adjourn any Council meeting to meet again at a stated day and hour. Notice of the time and place of holding an adjourned meeting shall be given to absent Councilpersons, either in writing or electronically. In the absence of a quorum, a majority of the Councilpersons present at any Council meeting, either regular or special, may adjourn until the time fixed for the next regular meeting of the Council.

j. The Chairperson, Vice Chairperson or, in their absence, any Councilperson elected by the Councilpersons present, shall preside at meetings of the Council. The Secretary of the Council or, if absent, any person appointed by the presiding officer shall act as Secretary of the Council meeting. Except as otherwise provided, Robert's Rules of Order (Latest rev. ed.) shall govern the conduct of all meetings.

k. The agenda for all meetings shall be prepared by the Executive Committee, distributed to all faculty members, and posted electronically at least three school days prior to regular meetings of the Council. A motion to approve the agenda shall be called for as the first order of business, at which time any motions to amend the agenda or order of items shall be considered.

l. Members of the faculty may refer inquiries and recommendations to the Council through any Councilperson or through any officer of the Council, and any such referrals shall come before the Council, be acted upon, and shall result in a report by the Council to the referring member.

m. Any recommendation referred to the faculty which shall be approved by a majority of those voting shall become official policy of the Council and shall be forwarded to the Administration and the President of the El Camino Academic Senate as the recommendation of the Council.

n. The Executive Committee of the Faculty Council shall meet at least twice a month. The Chairperson shall establish a calendar of meeting dates to be distributed to all Executive Committee members.

ARTICLE VIII: COMMITTEES

SECTION 1.

The Council shall have the power to create standing or temporary committees as it deems necessary, subject to consultation with and approval of the El Camino Academic Senate. Such committees shall be known as "Faculty Council Committees." Faculty Council Committee members shall be appointed by the Council Chairperson. The membership of any Faculty Council Committee may be changed by majority vote of the Council.

The Faculty Council shall have primary responsibility for the operation of the following Center committees, in consultation with the El Camino Senate:

1. Curriculum (this committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the appropriate El Camino College Division Curriculum Committees through the Council's elected Curriculum Representative to the El Camino College Curriculum Committee.
2. Transfer Collaborative
3. Distance Education (this committee will discuss distance education needs at the Center and will work in conjunction with the ECC Distance Learning Committee and Center representatives on that committee)
4. Campus Events (e.g., Black History, Convocation, Commencement, etc)

ARTICLE IX: REPRESENTATIVES ON EL CAMINO SENATE

Section 1: ELECTIONS

The Faculty Council will coordinate and conduct the election of Center faculty members to the El Camino Academic Senate, in accordance with Article 3: Section 1 of the Constitution of the El Camino Academic Senate (Senate membership: Senators). Only an elected Councilperson may serve as a Center representative to the El Camino Senate.

Section 2: COUNCIL OFFICERS AS SENATORS

The elected Chairperson, Vice Chairperson, Secretary, and Curriculum Representative shall be duly designated as voting representatives to the El Camino Academic Senate. All remaining allotted seats will be open to election at the last regular General Meeting in May. Should one person serve in two official capacities, an additional representative will be selected.

Section 3: REIMBURSEMENT FOR MILEAGE

All Center faculty serving as voting members of the El Camino Academic Senate shall be entitled to mileage reimbursement at the established rate, and both for regular Senate and Senate-related meetings on the El Camino Campus.

Section 4: REMOVAL

Absence from three consecutive El Camino Academic Senate meetings without excuse,

as recorded by the ECC Senate Secretary, shall be construed as resignation, and a replacement Senate representative will be duly elected at the next meeting of the Council.

ARTICLE X SENATE REPRESENTATIVES ON COUNCIL

The President of the El Camino Academic Senate shall have the right to appoint representatives to the Faculty Council in accordance with Article 4.4.1 (Duties of Officers and Other).

ARTICLE XI: AMENDMENT TO BYLAWS

SECTION 1. ADMENDMENT PROCESS

a. Amendments to these bylaws may be adopted in one of two ways:
   (1) By recommendation of 2/3 vote of the Council membership and ratification by 2/3 of those full-time Center faculty members voting or
   (2) By recommendation of 10% or more of the full-time Center faculty and approval of 2/3 of the full-time Center faculty members voting.

b. All amendments adopted by Center faculty must be formally approved by the El Camino Senate.

c. The amendment procedure may be used to substitute a new set of regulations for the organization.

c. The Secretary of the Council shall conduct all voting concerning amendments; voting being held not earlier than five school days after publication of proposed amendments.

d. All voting shall be by secret ballot and a notice of all ratified changes shall be sent to the El Camino Academic Senate President. Voting may be conducted electronically, as authorized by the Council.

ARTICLE XII OPERATING PROCEDURES

SECTION 1.

In order to implement its purposes, the Council may request information from or meet with (a) the Provost, (b) Administrative officers of the Center or (c) any Compton Center office or its representatives.

SECTION 2.

Notwithstanding anything in this document to the contrary, if the Council, by a two-thirds vote of its membership, finds that there are compelling reasons not to hold an election for Council members in April of a given academic year, or not to hold an election for Council officers in May of a given academic year, the Council may postpone the election or elections until the fall semester. In any action taken to postpone an election pursuant to this section, the Council shall also set a new date for the election which shall be no sooner than two and no later than four weeks after the beginning of the fall semester.

Adopted 4/07

Board Policy 4040 Library Services

It is the policy of El Camino College to maintain library services that are an integral part of the educational program. The district will provide the means to assure the planned and systematic acquisition and maintenance of library materials, resulting in a well-balanced collection having the depth, scope, and currency necessary to meet the needs of the El Camino College community.

The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, coordination and provision of academic resources and services that meet the information needs of the El Camino College community. Donated materials will be evaluated using the same criteria as other materials.

Library resources shall be accessible to all users. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework. The libraries shall be open during all terms in which classes are offered. Libraries shall operate under the supervision of library faculty during all open hours.

The District supports the American Library Association's Bill of Rights that affirms both library users' right to read what they choose and the library's responsibility to provide books and materials presenting a variety of points of view

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

Reference: Education Code, Section 78100

EU 11/9/06
El Camino College
Adopted:

Replaces Board Policy #6142

Administrative Procedures 4040 Library Services

The following guidelines will be used in implementing the Library Policy.

- **Prioritization**

    1. To provide materials that meet direct curricular needs in the courses of study
    2. To include standard reference works in the major fields of knowledge
    3. To provide materials of current interest and concern
    4. To provide a well-rounded reading experience.

Materials will be purchased that are appropriate to the diversity of backgrounds and skills in the student body and works written by authors from a wide variety of backgrounds and perspectives.

- **Selection Criteria**
  When selecting materials, the library considers the following:
  1. Meeting the needs of the students and faculty
  2. Timeliness
  3. Relevance and authority
  4. Overall balance of the collection

Faculty members are encouraged to recommend titles in their areas of expertise; however librarians have the final responsibility for maintaining a well-balanced materials collection. Limitations will be applied as needed.

Donations

The same criteria will be utilized when adding donations to the collection as when selecting new titles. If the donor places special conditions on the donation (e.g., that the materials ***must*** be added to the collection) the donation will not be accepted. All donations will be acknowledged by the **C**ollege **F**oundation.

Special Collections

Special browsing collections of books, placed in a separate location in the library, will be established only when there is a real and observable benefit to the students. Under no circumstances will a new special collection be established when the books under consideration are already placed together by subject on the shelves under the Library of Congress classification system.

Government Publications

The library is not a designated government depository library**;** therefore, government documents will be cataloged and added to the book collection.

Discarding

Factors that will be considered when withdrawing materials are the physical condition, the number of duplicate copies, contemporary relevance, and previous usage.

Replacements

Missing, lost, or damaged materials that are paid for will not necessarily be replaced.

Controversial Materials.

Library materials are selected within the framework of the American Library Association's "Freedom to Read Statement" and "The Library Bill of Rights" documents which affirm both library users' right to read what they choose and the library's responsibility to "provide books and materials presenting all points of view concerning the problems and issues of our times."

The library does not promote particular beliefs, nor is the selection of any item meant to indicate endorsement of that item's viewpoint. The library recognizes that many items are controversial and may offend some users. However, selections are not made on the basis of anticipated approval or disapproval, but solely on the merits of the work in relation to building the collection and serving the interests of the El Camino College community.

Materials will not be marked or identified to show approval or disapproval of the contents, and no catalogued material or other item will be sequestered, except for the purpose of protecting it from injury or theft.

If library materials are questioned, the concern must be addressed in writing to the Director of Learning Resources, signed by the person raising the question, and must indicate specific objections. The Director and the college librarians will review the matter. The Director will respond in writing and forward copies of the letters to the Vice President of Academic Affairs. The questioner may accept the review or present an appeal to the College President and, if not satisfied, to the Board of Trustees.

El Camino College
Learning Resources Unit

TO: **Faculty, Academic Deans, Administrative Assistants**

FROM: Alice Grigsby

DATE: April 2, 2007

RE: Spring 2007 Courses - ECC

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 2007. If you have any questions, please contact Howard Story or me via email. Thank you.

Online Offerings

Course	Section Number	Instructor
Anthropology 1	4100	J. Pfeiffer
Anthropology 2	4103/4104	M. Waters
Art 1	4500	C. Cornelius
Art 2	4503/4504	E. Atherton
Astronomy 20	4835/4836	D. Pierce
Business 1A	4300	M. Liu
Business 1B	4302	J. Andre
Business 15	4304	T. Pao
Business 17	4306	T. Pao
Business 54	4312	K. Stauber
Business 60B	4316/4317	K. Maschler
Business 60C	4318/4319	K. Maschler
CADD 31ABCD	4790	R. Hughes
Child Development 3	4115	C. Phillips
Child Development 4	4116	J. Young
Child Development 9	4117	C. Phillips
Child Development 29	4125	J. Montgomery
Child Development 30	4127	J. Montgomery

Course	Section Number	Instructor
CIS 13	4342	W. Harris
CIS 13	4343	P. Vacca
CIS 134	4357	J. Thompson
Contemporary Health 1	4570	L. Delzeitl
Contemporary Health 1	4571	T. Hazell
Contemporary Health 1	4572	D. Lofgren
Economics 1	4130	M. Keskinel
Economics 2	4132	M. Keskinel
English 1A	4600/4601	J. Jung
English 1A	4604	S. Blake
English 1A	4607/4608	R. Reichle
English 1B	4611	S. Blake
English 1C	4621	E. Armao
English 1C	4622/4623	J. Zhao
English 1C	4624	P. Marcoux
English 7	4630	I. Newbury
English 7	4631	S. Corbin
English 27	4633	J. Schenk
History 1A	4150	R. Murray
History 1B	4156	R. Murray
History 3	4158	J. Suarez
History 4	4157	J. Suarez
Journalism 1	4660	J. Combs
Journalism 1	4661	S. Frith
Journalism 4	4663	S. Frith
Law 5	4376	M. Botello
MTT 11abcd	4792	R. Bombassei
Music 11	4515/4516	W. Doyle
Nutrition and Foods 11	4798	M. Lyons
Oceanography 10	4850	J. Noyles
Philosophy 2	4170	E. Sedgwick
Philosophy 3	4175	R. Pielke
Philosophy 5	4179	E. Shadish
Philosophy 7	4181	E. Shadish
Philosophy 8	4183	R. Pielke
Political Science 1	4190	J. Georges
Psychology 3	4195	A. Simon
Psychology 5	4196	A. Himsel
Psychology 5	4197	R. Mascolo
Psychology 16	4199	A. Himsel

Course	Section Number	Instructor
Real Estate 11	4380	R. Rooks
Real Estate 13	4383	V. DeLuca
Real Estate 14A	4386	F. Capotosto
Sociology 101	4290	M. Butler
Sociology 101	4291	F. Dowden
Sociology 104	4293	M. Butler
Speech Communication 14	4520	C. Hunt
Theatre 1	4525	S. Fagan

Telecourses Offered

Course	Section Number	Instructor
History 1A	4152	M. Eula
Humanities 1	4650	J. Madden
Political Science 1	4191	L. Widman
Psychology 5	4198	A. Simon

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1.0 ACADEMIC SENATE

1.01 S07 Establishment of New Local and District Senates

Jane Patton, Mission College, Executive Committee

Whereas, Many colleges are in the process of seeking accreditation for academic centers and the accreditation process requires that a local academic senate be formed before accreditation can be granted;

Whereas, Multi-college districts are also considering how best to form district academic senates and often seek advice about how best to work together to form local district senates; and

Whereas, New colleges and academic centers will need to establish participatory governance policies;

Resolved, That the Academic Senate for California Community Colleges conduct research and investigate good practices for local colleges interested in forming new local and/or district academic senates;

Resolved, That the Academic Senate for California Community College create and distribute materials to faculty at colleges that are developing new colleges and academic centers that will aid them in this process; and

Resolved, That the Academic Senate for California Community College consider joining with other statewide faculty and administrator organizations to explore developing instructions to guide local senates in establishing effective participatory governance policies at new colleges and academic centers.

1.02 S07 Ensuring Participatory Governance

Michelle Pilati, Rio Hondo College, Executive Committee

Whereas, California's AB1725 (1988) recognized the role of local academic senates to make policy development and implementation recommendations to local governing boards on all academic and professional matters and the Legislature adopted §§70901 of the Education Code and the Board of Governors adopted §§ 53200-53203 of Title 5 to strengthen the role of local academic senates in the governance of colleges and districts by requiring local governing boards to "consult collegially" with academic senates;

Whereas, Local academic senates need knowledge and opportunities to develop the skills necessary to participate effectively in local governance;

Whereas, Faculty, administrators, local governing boards, and students all have a common goal of providing students with opportunities for achieving success in whatever academic goals students pursue in the California community colleges; and

Whereas, Statewide collaborations such as the System Advisory Committee on Curriculum have demonstrated the effectiveness of a true collaborative relationship among faculty, administrators, and the System Office and suggested, by extension, the benefits of participatory governance;

Resolved, That the Academic Senate for California Community Colleges find additional ways to provide guidance to local senate leaders to ensure that they have the knowledge they need to participate in governance effectively at the local level; and

Resolved, That the Academic Senate for California Community Colleges work with the groups representing the Chief Instructional Officers, Chief Student Services Officers and the College Presidents to develop a proactive approach to participatory governance, such as providing training designed to highlight the benefits of engaging in collegial consultation and identifying best practices that facilitate effective participatory governance at the local level.

1.03 S07 Appointment of Faculty Representatives
Michelle Pilati, Rio Hondo College, Executive Committee

Whereas, The mission statement for the Academic Senate for California Community Colleges states, "The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters";

Whereas, Faculty appointed to statewide committees, commissions, and consultation groups are representing the faculty as a whole and need to be cognizant of positions taken by the Academic Senate when dealing with the academic and professional matters that are the purview of the Senate;

Whereas, The Academic Senate, as the voice representing the faculty on all California community colleges intentionally and specifically seeks out feedback from faculty through its deliberative process at plenary sessions, area meetings, through surveys, and other venues and thus is truly representative of faculty views; and

Whereas, Individual faculty, other systems of higher education, and other statewide entities may not recognize the need for appointments to be made by the Academic Senate for California Community Colleges;

Resolved, That the Academic Senate for California Community Colleges work to educate local senates, all other appropriate groups/organizations, and individuals about its role in appointing faculty as representatives to statewide committees that seek a faculty representative in order to ensure that such representatives are familiar with the positions adopted by the Academic Senate as the representative body for the faculty regarding academic and professional matters.

1.04 S07 Process for Recommending Changes to Title 5 Regulations
Beth Smith, Grossmont College

Whereas, Recommending changes to Title 5 Regulations is significant and affects all colleges within the State; and

Whereas, Local senates need time to fully absorb the impact of recommended changes to programs, faculty, and students;

Resolved, That the Academic Senate for California Community Colleges develop a process to be adopted at a future plenary session that details a procedure for review and recommendation of proposed changes to Title 5 regulations.

Note: Nonurgent resolution from Fall 2006.

1.05 S07 Education Opportunity to Improve Effective Governance
Beth Smith, Grossmont College, Area D

Whereas, The twentieth anniversary of AB 1725 provides the opportunity for governance at colleges and districts to begin a new era of collegial consultation;

Whereas, Many universities in California and other organizations provide instruction and professional development for administrators; and

Whereas, More of the administrators being hired in California community colleges hail from outside the state, come from private industry or other leadership posts and are not sufficiently educated in the spirit of AB 1725 and collegial consultation;

Resolved, That the Academic Senate for California Community Colleges research the possibility of making presentations at professional development leadership seminars and at universities; and

Resolved, The Academic Senate for California Community Colleges expand its long-standing practice of providing workshops, in accord with Community College League of California, for any college or district interested in furthering the ability of its faculty, administrators, staff and students to participate effectively in governance.

2.0 ACCREDITATION

2.01 S07 Faculty on Accreditation Teams
Larry Steuben, Columbia College, Area A

Whereas, The 2002 Accrediting Commission of Community and Junior Colleges (ACCJC) Accreditation Standards provide a robust peer review process that benefits from input from all institutional constituencies; and

Whereas, Current ACCJC accreditation teams can benefit from faculty expertise in evaluating and making recommendations addressing the accreditation standards, particularly those related to student learning outcomes, which can contribute to productive peer review processes;

Resolved, That the Academic Senate for California Community Colleges request of and work with the ACCJC to evaluate accreditation team training and college visitation schedules to consider faculty assignments and accommodate classroom obligations;

Resolved, That the Academic Senate for California Community Colleges request of and work with the ACCJC to explore training modes such as interactive online training, webinars, CCCConfer and other distance options to accommodate accreditation team training; and

Resolved, That the Academic Senate for California Community Colleges suggest to the ACCJC a goal of a minimum of two faculty participants on each visiting team to further enrich the review of accreditation standards and recommendations.

3.0 EQUITY AND DIVERSITY

3.01 S07 Honors Programs and Student Equity

Lesley Kawaguchi, Santa Monica College, Executive Committee

Whereas, A survey of honors programs in the California community colleges found that most of the respondents did not keep student equity or transfer data and the data that was submitted suggests that students who participate in honors programs may not reflect the diversity of California community college students as a whole; and

Whereas, The Academic Senate for California Community Colleges has long supported student equity as a part of student success;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to advocate for the maintenance of both student equity and transfer data on their student participants in honors programs; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with administrators and faculty who oversee these programs to find ways to encourage all qualified students to participate in their programs; and disseminate information on best practices regarding honors programs.

3.02 S07 Using Data to Promote Equity and Diversity at the Program Level

Wheeler North, San Diego Miramar College, Executive Committee

Whereas, Many colleges focus their equity and diversity efforts at the institutional level;

Whereas, Current institutional research and information technologies provide faculty and staff access to detailed data at the program and course level for use in improving retention and success rates and addressing equity and diversity barriers; and

Whereas, Many faculty may find it difficult to use the data effectively in their equity and diversity decisions at the course, program, and curricular levels if they do not know how to interpret the data properly;

Resolved, That the Academic Senate for California Community Colleges research ways to help local faculty make more purposeful use of program-level student equity data on their campuses and draft a paper and/or conduct a breakout that presents the results of this research and suggests best practices for the use of this data when local colleges develop their equity and diversity plans.

3.03 S07 Grading, Student Equity, and Developing Senate Guidelines
Sterling Roulette, Mt. San Jacinto College, Area D

Whereas, The disparity between grade distribution for students taking the same course with different instructors, formats and lengths within the same department/program/college raises questions of academic rigor and common standards;

Whereas, Students can now access the grade distributions of faculty at a given institution and may begin to make course selections based on the grade distribution of individual faculty;

Whereas, This practice of selecting a course section based on the grade distributions of an individual faculty member, could "incentivize" some faculty to change their grading standards in order to ensure their courses "make" and thus exacerbating the problem of grade inflation and/or disparity; and

Whereas, The Academic Senate for California Community Colleges, while recognizing the importance of academic freedom in the primacy of faculty to assign grades, also supports meaningful dialog among faculty about grading standards and rigor;

Resolved, That the Academic Senate for California Community Colleges research the prevalence of grade inflation within the California Community College System and the impact, if any, of the availability of faculty grade distributions on grade inflation;

Resolved, That the Academic Senate for California Community Colleges develop a white paper to empower local academic senates seeking to initiate local campus discussions on the topics of grade inflation and academic rigor; and

Resolved, That the Academic Senate for California Community Colleges use its appropriate institutes and plenary sessions to share the results of its research on grade inflation.

3.04 S07 African American Student Success
John Gamber, American River College, Area A

Whereas, Low success rates in course completion, persistence and retention by African American students are clearly documented by the Datamart system maintained by the System Office;

Whereas, Several papers and articles on student success and basic skills also document that a disproportionate number of African American students are failing to meet the minimum level for academic success;

Whereas, Successful programs, such as Puente, IDILE, and Mathematics, Engineering, Science Achievement (MESA) program, have been demonstrated to improve success rates and transfer rates for students of color; and

Whereas, Other successful programs focused on African American students can serve as a model for the development of programs that can also improve success rates for African American students;

Resolved, That the Academic Senate for California Community Colleges investigate successful statewide and national models designed to encourage the persistence and retention of African American and other underrepresented students including both instructional and student services components;

Resolved, That the Academic Senate for California Community Colleges share the results of this investigation at a future plenary session.

5.0 BUDGET AND FINANCE

5.01 S07 Funding for Student Learning Outcomes Assessment Training and Development
Wheeler North, San Diego Miramar College, Executive Committee

Whereas, Student Learning Outcomes are seen by many as fundamental to developing quality curriculum that better serves students and also meets the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards; and

Whereas, At the January 2007 Academic Senate for California Community Colleges Accreditation Institute, Chancellor Drummond addressed the participants and indicated his plan to request additional funding to support the development and assessment of Student Learning Outcomes;

Resolved, That the Academic Senate for California Community Colleges work with the System Office to identify existing and new funding and secure such funding for the training in and development of Student Learning Outcomes assessment, both systemwide and for local initiatives.

5.01.01 S07 Amend Resolution 5.01
David Beaulieu, East Los Angeles College, Area C

Amend the Resolved to read:

Resolved, That the Academic Senate for California Community Colleges work with the System Office to identify existing and new funding and secure such funding for training in Student Learning Outcomes development and assessment

Deleted: the

Deleted: and development of

Deleted: , both systemwide and for local initiatives

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S07 Student Health Service Fees
Wheeler North, San Diego Miramar College, Executive Committee

Whereas, The Academic Senate for California Community Colleges has a long standing position of no student fees whatsoever, but student health service fees are determined locally and are levied on a per student basis;

Whereas, These fees are often applied inconsistently to students with local exceptions being made for various cohorts such as Board of Governor waiver recipients or pre-employment academies such as public safety programs;

Whereas, There are also some students who cannot legally make use of the health services on their campuses, such as students in the military; and to exclude these students from the equations that determine funding for local health services programs could strip the health services programs of critically needed funding; and

Whereas, The collection of health fees is an additional barrier to course registration that can lead to students being dropped for non-payment, which results in a subsequent loss of FTES base funding;

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges, the Governor's Office and the System Office to secure dedicated apportionment for student health services in California community colleges that would backfill districts for students who receive a Board of Governor waiver and permit local exemptions for those students who cannot benefit from these services while sustaining the viability and exceptional value of these services for those who need them.

6.02 S07 Noncredit Repeatability
Andrea Sibley-Smith, North Orange County CCD-Noncredit, Area D

Whereas, There are many important and educationally sound reasons why course repeatability is critical to noncredit student success;

Whereas, Currently, noncredit has no course repeatability limits; and

Whereas, The Board of Governors has recently discussed making changes to Title 5 that would impose "appropriate" limitations on course repeatability for all noncredit students by June 30, 2009;

Resolved, That the Academic Senate for California Community Colleges oppose efforts to set limitations on noncredit course repeatability, until input and current information is gathered from the noncredit field in all nine areas of instruction, on the possible effects of repeatability limits on student needs, access, educational efficacy, and public benefit; and

Resolved, That the Academic Senate for California Community Colleges then, using the gathered information, make appropriate noncredit repeatability recommendations for all students in all nine areas before the Academic Senate Spring 2009 Plenary Session.

6.03 S07 Clarify Title 5 on Degree-applicability of Courses
John Gamber, American River College, Area A

Whereas, Title 5 §55805.5 subsection (a) provides for associate degree applicability for any course accepted for transfer to the California State University or the University of California;

Whereas, System Office Legal Opinion O02-16 has interpreted other parts of §55805.5 as barring this applicability in some cases; and

Whereas, this interpretation unnecessarily complicates evaluation of a student's progress toward a degree;

Resolved, That the Academic Senate for California Community Colleges recommend a change in language to Title 5 §55805.5 so that subsection (a) supersedes its other subsections.

6.04 S07 Defining Student Success in Title 5
Rick Santos, Fresno City College, Area A

Whereas, Students attend California community colleges for many different reasons;

Whereas, The goals that students wish to achieve are as varied as their reasons for attending California community colleges;

Whereas, Student success is defined in Title 5 as a "C" or better in a course; and

Whereas, Community college as well as the communities that the college serve look at student success as more than being a "C" or better in a course;

Resolved, That the Academic Senate for California Community Colleges consider the options for and ramifications of broadening the definition of student success in Title 5; and

Resolved, That the Academic Senate for California Community Colleges, after consideration, recommend broadening the definition, if warranted.

7.0 CONSULTATION WITH THE CHANCELLOR
7.01 S07 Cooperative Work Experience Title 5 changes
Shaaron Vogel, Butte College, Area A

Whereas, Cooperative Work Based Education helps students acquire desired work habits and skill competencies that aid student success in the classroom and the workplace;

Whereas, Current Title 5 language requiring parallel or alternate plans restricts student options for work experience;

Whereas, Title 5 §55256 requires consultations “in person” with the employer and does not allow for other methods of contact such as phone and email; and

Whereas, Faculty prefer having “in person” contact with employers but also recognize that remote contact is appropriate sometimes;

Resolved, The Academic Senate for California Community Colleges support Title 5 changes that remove the restrictive guidelines requiring “parallel” or “alternate” plans; and

Resolved, The Academic Senate for California Community Colleges support changes modifying to §55256 that leave in place “in person” contact with employers as a preferred method but allows for other methods of contact.

9.0 CURRICULUM
9.01 S07 Defining the Types of Associate Degrees
Mark Wade Lieu, Ohlone College, Associate Degree Ad Hoc Committee

Whereas, The historical use of the terms "arts" and "science" in universities pertains to the separate disciplines under the Arts and under the Sciences;

Whereas, The use of the terms "associate of arts" and "associate of science" is inconsistent across the California Community College System; and California community colleges, because of their mission, have found it necessary to include occupational programs under either the associate of arts or associate of science;

Whereas, Title 5 language does not define the associate degree, and the result is a lack of meaningful distinction between the associate of science and the associate of arts, in addition to colleges pursuing the creation of other associate degrees such as the associate in fine arts; and

Whereas, Students and others are ill-served by the lack of clarity as to the nature of a degree title;

Resolved, That the Academic Senate for California Community Colleges support the establishment of statewide definitions for the types of associate degrees offered by California community colleges.

9.01.01 S07 Amend 9.01 S07
Stephanie Dumont, Golden West College, Area D

Amend the fourth whereas to read:

Whereas, Students and others are ill-served by the lack of clarity and the Academic Senate survey revealed a need to clarify the nature of a degree title;

Deleted: as to

Amend the resolved to read:

Resolved, That the Academic Senate for California Community Colleges support and accomplish the establishment of statewide definitions for the types of associate degrees offered by California community colleges.

9.02 S07 Curriculum Guidelines for Alternative Math/English Courses for Associate Degree in Vocational Education
Scott Rosen, Santa Rosa Junior College, Occupational Education Committee

Whereas, The Title 5 Regulation changes for raising the math and English requirements for an associate degree become effective in Fall 2009;

Whereas, Some faculty are struggling to develop alternative courses in math and English to help students, especially in vocational education disciplines, meet these new requirements;

Whereas, The best learning results happen when faculty across the curriculum work together; and

Whereas, The Academic Senate, through its Math and English Implementation Ad Hoc Committee is gathering samples of course outlines of alternative math and English courses to meet new associate degree requirements;

Resolved, That the Academic Senate for California Community Colleges identify examples and develop guidelines for ways that vocational faculty and math and English faculty can work to develop math and English course materials that might better promote successful completion of the new math and English graduation standards; and

Resolved, That the Academic Senate for California Community Colleges share these examples and guidelines and ways to integrate curriculum at future plenary sessions and institutes.

9.02.01 S07 Amend Resolution 9.02
Beth Smith, Grossmont College, Area D

Amend the first Resolved to read:

Resolved, That the Academic Senate for California Community Colleges cooperate with discipline professional organization to identify examples and develop guidelines for ways that vocational faculty and math and English faculty can work to develop math and English course materials that might better promote successful completion of the new math and English graduation standards; and

9.02.02 S07 Amend Resolution 9.02
Jane Patton, Mission College, Area B

Amend the Resolves to read:

Resolved, That the Academic Senate for California Community Colleges identify examples and ~~guidelines for~~ suggest ways that vocational faculty and math/English faculty can work across the curriculum to develop math and English course materials that might better promote successful completion of the new math and English graduation standards; and

Deleted: develop

Resolved, That the Academic Senate for California Community Colleges share these suggestions ~~guidelines and ways to integrate curriculum~~ at future plenary sessions and institutes.

9.03 S07 Statewide Mandatory Assessment
Executive Committee

Whereas, The Board of Governors adopted a motion on March 6, 2007, which says in part "to begin the process of evaluating the implementation of a system-wide, uniform, common assessment with multiple measures of all community college students. . ." without adequate information and input from constituent groups;

Whereas, The Academic Senate and faculty representatives as well as administrators and others present at this Board of Governors' meeting reminded the members of the Board of Governors that assessment is an area of faculty primacy, and that the Academic Senate, which is the official voice of the faculty on issues of academic and professional matters per Education Code (§70901) and Title 5 Regulations (§53206), has not yet taken a position on whether uniform statewide assessment is appropriate, workable, or desirable;

Whereas, While the Board of Governors should rely primarily on the Academic Senate (Board of Governors Standing Order 332), and although it can choose to move ahead without the participation of faculty, it would be imprudent for them to enact changes that would affect all 2.5 million students prior to thorough and necessary research and evaluation of any changes to assessment or placement practices; and

Whereas, The Consultation Council has proposed a task force be convened immediately, chaired by the Academic Senate, to explore the issues inherent in the Board of Governors motion about assessment and placement;

Resolved, That the Academic Senate for California Community Colleges continue to participate fully in all statewide discussions on assessment, provide leadership to the Task Force on Assessment, and inform and solicit input from local academic senates;

Resolved, That the Academic Senate for California Community Colleges advocate for an appropriate timeline in response to the Board of Governors' motion to evaluate mandatory statewide assessment; and

Resolved, That the Academic Senate for California Community Colleges urge the Board of Governors to model the participatory governance required of local community college trustees by ensuring the necessarily deliberative process with reliance on the Academic Senate in academic and professional matters.

9.04 S07 Changes in Transfer GE Requirements that Increase Barriers to Transfer
Michelle Pilati, Rio Hondo College, Area C

Whereas, IGETC and CSU GE Breadth have and do serve our students well, despite initial implementation challenges;

Whereas, IGETC currently serves as an effective common GE pattern for students and any limitations in the usefulness of IGETC to all CSU and UC students relate to policies by which the IGETC agreement is applied;

Whereas, The UC is more restrictive than the CSU in the courses it will accept for transfer and for GE applicability; and

Whereas, Even minor changes in GE requirements can have a significant negative effect on the variety of students' course selections and can create serious unintended consequences for a college's ability to offer an array of general education courses;

Resolved, That the Academic Senate for California Community Colleges oppose any changes in GE requirements for transfer that increase the units needed to complete GE, decrease the courses a student may select as applicable to GE, and otherwise hinder transfer; and

Resolved, That the Academic Senate for California Community Colleges urge the UC to adopt a policy that permits certification of IGETC after transfer in the absence of hardship.

9.05 S07 Basic Skills Strategies
Janice Takahashi, San Joaquin Delta College, Area A

Whereas, The Center for Student Success recently published a document entitled "Basic Skills as a Foundation for Student Success in California Community Colleges"; and

Whereas, This document addresses effective practices for basic skills, assessment tools, and methods to estimate costs and downstream revenue for basic skills programs; and

Whereas, Student success and equity are greatly impacted by the effectiveness of the System's Basic Skills Initiative;

Resolved, That the Academic Senate for California Community Colleges express its appreciation to the Research and Planning Group and System Office for conducting this research study; and

Resolved, That the Academic Senate for California Community Colleges research and recommend strategies to develop additional assessment indicators addressing student equity in basic skills.

10.0 DISCIPLINES LIST

10.01 S07 Disciplines List -- Counseling
Dan Crump, American River College, Executive Committee

Whereas, Both written and oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supported the following change in the Counseling Discipline;

> Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, *marriage and family therapy (MFT), marriage, family and child counseling (MFCC*), or career development, **OR**
> The Equivalent.
>
> (NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, supports the revision;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the proposed change in the Disciplines List for Counseling.

10.02 S07 Disciplines List – Creative Writing
Dan Crump, American River College, Executive Committee

Whereas, Both written and oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supported and opposed adding a new discipline called Creative Writing;

> Master's in English with an emphasis in Creative Writing **OR** an MFA in English or Creative Writing **OR** The Equivalent.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, felt the need for further debate by the delegates;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the proposed addition to the Disciplines List for Creative Writing.

10.03 S07 Disciplines List – Art History
Dan Crump, American River College, Executive Committee

Whereas, Both written and oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supported and opposed adding a new discipline called Art History;

> Master's in Art History, History of Art and Architecture, or Visual Culture/Visual Studies
> **OR** Master's in Art with a recorded concentration/option/emphasis in Art History
> **OR** The Equivalent.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, felt the need for further debate by the delegates;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the addition to the Disciplines List for Art History.

10.04 S07 Disciplines List – Global/International Studies
Dan Crump, American River College, Executive Committee

Whereas, Both written and oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," opposed adding a new discipline called Global/International Studies;

> Any Master's with an emphasis in global or international studies, **OR** any Master's **AND** a Bachelor's in international or global studies,
> **OR** The Equivalent.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, opposed the revision;

Resolved, That the Academic Senate for California Community Colleges do not forward the proposal to change the Disciplines List for Global/International Studies to the Board of Governors.

10.05 S07 Disciplines List – Yoga
Dan Crump, American River College, Executive Committee

Whereas, Both written and oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the

"Disciplines List," supported and opposed adding a new discipline to the nonmaster's list called Yoga;

> Add as a discipline in which a Master's degree is not generally expected or available. Any bachelor's degree and two years of experience, **OR** any associate degree and six years of experience.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, opposed the revision;

Resolved, That the Academic Senate for California Community Colleges do not forward the proposal to change the Disciplines List for Yoga to the Board of Governors.

10.06 S07 Disciplines List – Commercial Dance
Dan Crump, American River College, Executive Committee

Whereas, Both written and oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supported and opposed adding a new discipline to the nonmaster's list called Commercial Dance;

> Add as a discipline in which a Master's degree is not generally expected or available. Any bachelor's degree and two years of experience, **OR** any associate degree and six years of experience.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, opposed the revision;

Resolved, That the Academic Senate for California Community Colleges do not forward the proposal to change the Disciplines List for Commercial Dance to the Board of Governors.

10.07 S07 Disciplines List – Health
Dan Crump, American River College, Executive Committee

Whereas, Both written and oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supported revising the Health Discipline as follows:

> Master's in health science, health education, *public health*, biology, nursing, physical education, dietetics, or nutrition **OR** Bachelor's in any of the above **AND** Master's in public health, or any biological science,
> **OR** The Equivalent.

Whereas, The Executive Committee felt that a public health degree does not guarantee inclusion of necessary health courses; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, opposed the revision;

Resolved, That the Academic Senate for California Community Colleges do not forward the proposal to change the Disciplines List for Health to the Board of Governors.

10.08 S07 Defining Eminence
Patricia Sandoval, Antelope Valley College, Area C,

Whereas, There is no clear definition of "eminence" for use when assessing equivalency for minimum qualifications for the hiring of faculty;

Resolved, That the Academic Senate for California Community Colleges conduct a survey on local practices for assessing "eminence" and develop guidelines for local senates to consider when determining "eminence".

13.0 GENERAL CONCERNS
13.01 S07 Support for Student Access to Educational Opportunities
Freddy Teti, City College of San Francisco, Area B

Whereas, The State of California has established three segments of public postsecondary education—the University of California, the California State University, and the California Community Colleges (CCCs)—with the goal of providing educational opportunity and success to the broadest possible range of Californians, especially those historically and currently underrepresented in high school graduation rates and in enrollment at California higher educational institutions;

Whereas, The State of California has clearly stated goals that educational equity is achieved not only through a diverse and representative student body and faculty, but also by affording all persons, regardless of race, gender, age, disability, or economic circumstances an opportunity to fully develop their potential;

Whereas, Each segment of California public postsecondary education has its own distinct mission and responsibility and the CCCs (per Education Code §76000) must admit any California resident with a high school diploma or the equivalent or over the age of 18 who is capable of benefiting from instruction; and

Whereas, The CCC Board of Governors and the local Boards of Trustees rely primarily on academic senate recommendations in all CCC curricular matters;

Resolved, That the Academic Senate of California Community Colleges pursue policies that preserve the autonomy of the California Community College System and of the colleges themselves (per Education Code §70901(a) and §70902(b)) to develop their own curriculum in order to provide students with equal access to educational opportunity, the broadest educational experience, and the services necessary to optimize their chances for success; and

Resolved, That the Academic Senate of the California community colleges pursue policies that provide educational opportunities to all Californians with the fewest impediments to students, and resist the unilateral imposition from institutions outside the California Community College System of prerequisites and corequisites.

13.02 S07 MESA Field Trips
Catherine Cox, Mission College, Area B

Whereas, The primary objective of the Mathematics, Engineering, Science Achievement programs (MESA) in California community colleges is to increase the number of educationally and financially disadvantaged students pursuing degrees in mathematics, sciences, engineering, or computer science, who are eligible for and plan to transfer to a four-year college or university;

Whereas, A main component of the MESA Community College Program, as outlined by the System Office, is to provide students with leadership and other skill development opportunities which are offered through regional and national conferences hosted by organizations such as the Society of Hispanic Engineers (SHPE), the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) and the National Society of Black Engineers (NSBE) many of which are scheduled in out-of-state venues; and

Whereas, Currently Title 5 §55450 states that “No District funds shall be used to support student expenses for out-of-state field trips or excursions”;

Resolved, The Academic Senate for California Community Colleges recognize that, since no student shall be prevented from participating in a field trip or excursion because of lack of “sufficient funds” (Title 5 §55450), and because students accepted into the MESA Program are financially disadvantaged, the MESA Programs should be allowed to financially support MESA students interested in attending appropriate regional and national out-of-state conferences;

Resolved, The Academic Senate for California Community Colleges recommend that MESA Programs interested in using grant funds to support MESA students in attending appropriate out-of-state conferences present their request to their respective District Boards of Trustees within 30 days of the scheduled event; and

Resolved, The Academic Senate for California Community Colleges recommend to the Board of Governors that Title 5 be amended to permit, District Board of Trustees to approve the financial support of MESA Students attending out-of-state field trips coordinated by MESA Programs on a case-by-case basis.

13.03 S07 Noncredit Name Change
Andrea Sibley-Smith, North Orange County CCD-Noncredit, Area D

Whereas, The use of the name "noncredit" for community college adult education was originally chosen to distinguish it from credit instruction as an alternative educational delivery system in the community colleges, as well as distinguish it from adult education in the K-12 educational system;

Whereas, The term "noncredit" only describes one aspect of noncredit instruction, namely that no credit is given for such courses, and does not represent the wide spectrum of noncredit programs and services that support student success;

Whereas, The term "noncredit" is considered pejorative by many, as it identifies a whole educational system by something that it is NOT, and not by what it IS; and

Whereas, Participants in the Noncredit Alignment Project agreed that a name change for noncredit instruction is needed;

Resolved, That the Academic Senate for California Community Colleges work with noncredit faculty and program coordinators and others involved in noncredit instruction to determine possibilities for a new name for noncredit instruction; and

Resolved, That the Academic Senate for California Community Colleges present promising choices for a new name for noncredit instruction to the body at a future plenary session for further discussion and action.

15.0 INTERSEGMENTAL ISSUES

15.01 S07 Intersegmental Collaboration
Bernie Day, Foothill College, Educational Policies Committee

Whereas, The Academic Senate for California Community Colleges has long valued collaboration with and among its intersegmental faculty partners, particularly the Academic Senate of the California State University (CSU) and the Academic Senate Council of the University of California (UC), and has respected their autonomy in appointing their own faculty to segmental and intersegmental activities;

Whereas, The Academic Senate has often fought to see that those academic senates of the CSU and UC were invited to send representatives to legislative drafting sessions affecting the conduct of their academic and professional matters, and has further insisted upon writing into statute the consultation or collaboration of systems with their senates (e.g., SB1785, SB652);

Whereas, The Academic Senate has similarly honored requests from other systems for collaboration and consultation by appointing community college faculty representatives who are qualified to serve, bring experience and expertise, and speak on behalf of and report to the community college faculty and the Academic Senate; and

Whereas, The CSU Lower Division Transfer Pattern (LDTP) project and its related transfer numbering mechanism (TCSU) permits each TCSU faculty discipline review group to invite, if it wishes, a single community college faculty member to join in their efforts, thereby violating the long-standing Academic Senate processes to appoint faculty representatives to intersegmental projects;

Resolved, That the Academic Senate for California Community Colleges disavow the participation of, the opinions expressed by, and the conclusions reached on academic and professional matters by any community college faculty member not appointed by the Academic Senate who serve on an intersegmental project or activity with other CSU and/or UC faculty members who are serving at the behest of their own senates; and

Resolved, That the Academic Senate for California Community Colleges, when appropriate, remind its Intersegmental Committee of Academic Senates (ICAS) partners, all systems' administrators, and legislators that mutual respect of faculty appointing processes is essential and that faculty not appointed through the Academic Senate process do not speak on behalf of the system on academic and professional matters.

19.0 PROFESSIONAL STANDARDS

19.01 S07 Adoption of Sabbatical Rights Paper
Greg Gilbert, Copper Mountain College, Educational Policies Committee

Whereas, Sabbatical rights are academically and professionally valuable to higher education faculty and relate directly to professional growth and currency within vocational and general education areas;

Whereas, Resolution F06 19.01 expressed concern that some of California's community colleges had temporarily suspended sabbatical rights during recent budgetary problems, and asked that the Academic Senate conduct research to assist local faculty efforts to ensure that sabbatical rights are retained and supported; and

Whereas, The Academic Senate for California Community Colleges conducted a systemwide survey on sabbatical rights and discovered that while such rights are generally strong, colleges could benefit by reviewing the various processes and approaches that are employed throughout the System;

Resolved, That the Academic Senate for California Community Colleges adopt the paper, *Sabbatical Rights*. See Appendix B.

19.02 S07 Adoption of Academic Integrity Paper
Beth Smith, Grossmont College, Educational Policies Committee

Whereas, Faculty throughout the California Community College System have expressed concerns with their regulatory rights and authority concerning the failing of a student for an act of academic dishonesty; and

Whereas, Resolution 14.01 F05 requested an investigation of legal and professional obligations and options for faculty with regards to grading policies and disciplinary actions following student academic dishonesty, and concluded by asking that best practices for defining academic dishonesty and awarding course grades in cases of academic dishonesty, including an explanation of student rights, be developed;

Resolved, That the Academic Senate for California Community Colleges adopt the paper, *Promoting and Sustaining an Institutional Climate of Academic Integrity*. See Appendix C.

19.02.01 S07 Resolution to Amend Adoption of the Academic Integrity Paper
Beth Smith, Grossmont College, Area D

Whereas, Faculty have been given the authority in California Education Code to determine the final grade for a student in a course in a community college (see Education Code §76224(a)); and

Whereas, The authority to determine final grades for students remains with the instructor even in cases of academic dishonesty;

Resolved, That the following amendments be added to the paper, *Promoting and Sustaining an Institutional Climate of Academic Integrity:*

1. After the period in line 729, add:

For reference, the California Education Code §76224 (a), giving faculty the authority and responsibility to assign grades to students states:

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."

2. Add second bullet on page 37, after line 850:

Support local faculty rights regarding Education Code §76224(a), which provides that faculty have the final authority on grade determination, in the absence of mistake, fraud, bad faith, or incompetency.

3. Add to Appendix II at the beginning, line 996, the Education Code section prior to the Title 5 language:

California Education Code §76224(a) states:
"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."

20.0 STUDENTS
20.01 S07 E-texts
Erich Holtmann, Los Medanos College, Area B

Whereas, The high cost of textbooks is a barrier to student access, retention, and success, and the expense of textbooks often forces students to sacrifice academic time for work hours;

Whereas, Electronic web-based material is often less expensive than a printed text and may be of greater educational value because of its interactive and multimedia nature, and is sometimes paid for through licensing fees rather than purchased like a textbook;

Whereas, The continuing and tangible value of web-based materials is provided to the students in the form of instructor-provided materials as well as printouts, student notes, assignments, portfolios, and other coursework; and

Whereas, Faculty are hired for their content expertise and individual instructors should be allowed to choose the educational resources that best suit their course and teaching methods;

Resolved. That the Academic Senate for California Community Colleges support the academic freedom of instructors to choose the required educational resources for which students must pay, including textbooks, permanent electronic media (e.g. CD's), and temporarily licensed electronic media (e.g. web-based content); and

Resolved. That the Academic Senate for California Community Colleges explore pragmatic solutions that would lower overall costs to students of educational resources (license fees, electronic media, and textbooks) needed for a class.

21.0 VOCATIONAL EDUCATION

21.01 S07 Educating the Body on Occupational Education Issues
John Frala, Rio Hondo College, Occupational Education Committee

Whereas, Occupational Programs are an integral part of the California Community College System;

Whereas, Over the past two years, the Governor, through his budget, and the Legislature have funded many career and technical education and other economic development projects and initiatives;

Whereas, Local senates, curriculum committees and all faculty need to be aware of issues affecting occupational programs; and

Whereas, The public and governing bodies often have inaccurate perceptions of occupational programs and students;

Resolved, That the Academic Senate for California Community Colleges attempt to integrate occupational education issues and perspectives throughout presentations at plenary sessions, institutes, and other Senate events as appropriate;

Resolved, That the Academic Senate for California Community Colleges actively seek out vocational faculty to address the Board of Governors regarding vocational education at community colleges; and

Resolved, That the Academic Senate for California Community Colleges consider publishing one *Rostrum* a year on occupational education issues.

21.01.01 S07 Amend Resolution 21.01
Janice Takahashi, San Joaquin Delta College, Area A

Amend final resolve to read:
Resolved, That the Academic Senate for California Community Colleges consider publishing at least one article per *Rostrum* on occupational education issues.

Deleted: a year

21.02 S07 Paper on Occupational Education
Shaaron Vogel, Butte College, Occupational Education Committee

Whereas, The Academic Senate adopted papers addressing occupational education funding and legislation are outdated;

Whereas, There is a national and state focus on occupational education issues and needs; and Whereas, Academic Senate adopted papers are useful tools to educate faculty, administrators, community and state and federal leaders;

Resolved, That the Academic Senate for California Community Colleges research new legislation, laws and funding issues that affect occupational programs in community colleges and develop a paper addressing these issues; and

Resolved, That the Academic Senate for California Community Colleges review all of its adopted papers on occupational programs for needed updates and/or revisions.

21.03 S07 Survey of Occupational Education Students
Shaaron Vogel, Butte College, Occupational Education Committee

Whereas, There is a lack of student input concerning their perceptions of occupational programs;

Whereas, Student input can be a valuable tool for course and/or program level development and improvement;

Whereas, Understanding student perspectives regarding occupational programs can help increase student success, retention and completion; and

Whereas, The workforce of tomorrow needs to learn more about occupational educational programs;

Resolved, That the Academic Senate for California Community Colleges work with the Student Senate for California Community Colleges to conduct a survey of students in occupational education programs or those thinking of entering these programs to inform instruction, and program creation and development.

21.03.01 S07 Amend Resolution 21.03
Sigrid Sexton, Long Beach City College, Area D

Add a final resolve to read:

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to survey their own occupational education students, including current and former students, to gather information to better inform local programs.

From: Academic Senate Presidents [ASP-ALL@LISTSERV.CCCCO.EDU] on behalf of Bogue-Feinour, Carole [cbfeinour@CCCCO.EDU]

Sent: Monday, April 09, 2007 4:32 PM
To: ASP-ALL@LISTSERV.CCCCO.EDU
Subject: Title 5 Revisions

Attachments: regsforconsultation407.doc; index040207 draft.doc

STATE OF CALIFORNIA

California Community Colleges
Chancellor's Office
1102 Q street
Sacramento, Ca 95814-6511
(916) 445-4826
http://www.cccco.edu

April 9, 2007

TO: Superintendents and Presidents
Chief Instructional Officers
Chief Student Services Officers
Chief Business Officers
Academic Senate Presidents
Student Senate Presidents
Systemwide Advisory Committee on Curriculum

FROM: Carole Bogue-Feinour, Vice Chancellor for Academic Affairs
Ralph Black, Assistant General Counsel

SUBJECT: Second Draft of Revisions to Chapter 6 of Title 5

On March 26th we distributed an initial draft of proposed revisions to chapter 6 of title 5 dealing with curriculum standards and course and program approval. The March 26th draft covered the first two subchapters of the reorganized chapter 6, but work was not then complete on the balance of the chapter. The new attached draft includes the full set of proposed regulation changes covering all of chapter 6. We will be presenting this draft to the Consultation Council for their review on April 19th.

The new portion of the package begins with proposed new section 55200 on page 60.

Below we have listed the most important topics addressed in the package. Most of these topics

were already covered in the earlier draft, but new topics include items 11 through 17 below:

1. An expanded set of permanent regulations on noncredit is proposed to replace emergency regulations adopted by the Board of Governors in January. This includes proposed provisions addressing high school diploma programs (§ 55154), short-term vocational programs of 288 hours or more in length (§ 55152), other noncredit programs of similar length (§ 55153), and a first step toward establishing rules related to state funding for repetition of noncredit courses (§ 58161).

2. The conditions for local approval of stand-alone courses are established pursuant to AB 1943. (§ 55100.)

3. Regulations on the associate degree are clarified to better define the treatment of ESL and reading courses and to permit completion of a transfer curriculum established by CSU, UC or a similar public system in a neighboring state to be used to satisfy general education requirements for the degree. In addition, terminology is revised to indicate that an "area of emphasis," as opposed to a traditional "major," is acceptable for completion of an associate degree. Effective in 2009, students would be required to achieve a passing grade in each course counted toward their major. (§§ 55062 and 55063.)

4. Additional repetitions of credit courses are allowed under certain circumstances, and rules related to awarding credit and calculating a student's GPA after course repetition are clarified. (§§ 55040 and 58161.) Administrative policies on repetition of "activity courses" are clarified and placed in regulation. (§ 55042.) A provision is added to define rules for repetition of variable unit open entry/open exit courses. (§ 55043.)

5. A limit is established on the number of times a student may withdraw from a course, receive a "W" and subsequently re-enroll in the course. (§§ 55024 and 58161.5.)

6. Rules related to grade changes and removal of the "W" symbol from a student's transcript are clarified. (§§ 55024 and 55025.)

7. The terminology for the "credit-no credit" option is changed to "pass-no pass" to avoid confusion with noncredit. (§§ 55022 and 55023.)

8. Requirements for filing certain plans and reports with the System Office are eliminated. For example, districts would no longer be required to file dismissal policies with the System Office (§ 55033) and would no longer be required to file reports related to contracts with vocational schools (§ 55607).

9. The provision relating to the remedial coursework limit is revised to clarify the treatment of students who reach the limit. (§§ 55035.)

10. Terminology related to credit and noncredit certificates is clarified. (§§ 55070, 55151 and 55155.)

11. Regulations related to distance education are revised to make clear that the requirement for separate course approval applies when instruction in the course is conducted through distance education in lieu of face-to-face interaction. (§ 55206.) On the other hand, reporting requirements are limited to situations where at least 51% of the instruction in a course is provided through distance education. (§ 55210.)

12. The provision dealing with field trips and excursions is revised to permit districts to use funds from auxiliary organizations, federal or state grants or categorical programs to pay for student expenses while on a field trip, provided such expenditure is allowed by the funding source. (§ 55220.)

13. Regulations restricting the types of courses which may be offered through independent study are repealed. (§§ 55316 and 55316.5.)
14. Regulations on cooperative work experience education are amended to eliminate outdated distinctions between "parallel" and "alternate" plans. (§§ 55252 and 55253.)

15. Provisions related to offering courses outside of district boundaries are substantially rewritten and simplified. (§ 55300-10.) A new provision (§ 55302) sets forth a general rule for resolution of situations where one district wants to offer courses in the territory of another district. It replaces a number of sections which now contain rules for dealing with various specific situations in which one district may wish to offer certain types of instruction outside its territory. However, a "grandparenting" provision is added which preserves the right of a district which currently operates programs outside its territory to continue to do so despite the proposed repeal of many of the program-specific provisions in the existing regulations. (§ 55310.)

16. Matriculation regulations are amended to allow for the use of specialized assessment instruments for nursing programs as authorized by Education Code section 78261. (§ 55521.)

17. Regulations related to compressed calendar and flexible calendar operations are amended to clarify that a district cannot adopt an academic calendar which results in provision of less than 32 weeks of instruction during an academic year or which would provide less than the established ratio of hours of instruction to units of credit awarded. (§§ 55701 and 55720.)

Attached, along with the regulations themselves, is an index to help explain how the new

proposed regulations would be organized. A quick review of the index document should help explain where particular regulations have been moved.

Although it will not be possible to make changes in the package prior to its review by the Consultation Council on April 19th, we nevertheless invite any preliminary input anyone would like to provide at this stage. The package will be distributed for formal public comment in late April or early May and a public hearing will occur at the May Board of Governors meeting. We fully expect to again convene the SACC Subcommittee (which helped draft the package) in early June to consider further changes based on the input we receive. Thus, there will be approximately two months for input on the package before it is finalized for presentation to the Board in July.

If you have comments or questions about the proposal, you may forward them to Ralph Black at rblack@cccco.edu

cc: Marshall Drummond, Chancellor
Steven Bruckman, Executive Vice Chancellor and General Counsel
Cabinet

El Camino College and Compton Center

Review of Findings and Recommendations

Tim Culver, Vice President

Michael Poindexter, Senior Associate Consultant

March 30, 2007

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The Value of Not Planning

"The nicest thing about not planning is that failure comes as a complete surprise and is not preceded by a period of worry and depression."

John Preston
Boston College

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Agenda for our Time Together

- Driving Forces/Inhibiting Factors/Current State
- Enrollment planning recommendations
- Marketing and recruitment recommendations
- Retention recommendations
- Discussion

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Driving Forces

- No absence of good ideas
- Commitment to growth goals and managing FTES
- Capacity for growth
- Strong sense of community
- Strong support programs, Tutoring, (CRLA Certification at Compton) SI™, Learning Communities. MESA, EOPS, CalWorks, et al.
- Faculty engagement levels are high
- Compton Center recognizes need to build academic programs as a vehicle to regain status
- Strong assessment practices and data to support the teaching and learning process

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Driving Forces

- Students dedicated, loyal to their respective locations
- Fulfill transfer and degree-granting roles
- Students support change (require it at Compton)
- Beginning the process to create a student-friendly schedule

Inhibiting Factors

- Lack of communication flows internally and externally maintain silos and mistrust.
- Lack of shared vision on what growth goals should be.
- Campus competition (real or perceived)
- Course schedules are based upon faculty convenience and not necessarily student progression.
- Limited time devoted to planning because “we’re always putting out fires.”
- Resources drive planning vs. planning driving resources.
- Structures needed for planning are limited or need enhanced

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Inhibiting Factors

- Excessive activity syndrome, little data to prove exertions, anecdotal response
- Not all locations believe they have capacity
- Students express desire for more help with degree planning and knowing what courses to take, how to get started and stay on track
- Increase in under prepared students
- Programs and services are targeted toward high school graduates, limits marketability

Inhibiting Factors

- Limited student involvement in the planning process.
- Limited tracking and outcomes assessment, i.e. Low levels of evidence for what is working and what isn't working.
- Low trust levels between constituencies.
- Ensure faculty and staff at Compton have a realistic picture of time, tasks, responsibilities, etc required to regain status.
- Interim administration and lack of shared vision leads to low confidence levels and slow change or apathy.
- Educate the community on the partnership between ECC and Compton. Takeover vs. Partnership

Recent New Student Enrollment Results, ECC

- 2004 Yield Rate, 51.8%
- 2005 Yield Rate, 52.8%
- 2006 Yield Rate, 42.3%

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Types of preparedness (ACT 2006 classifications)

SELECTIVITY LEVEL	ACT	SAT
Highly Selective	27–31	1220–1380
Selective	22–27	1030–1220
Traditional	20–23	950–1070
Liberal	18–21	870–990
Open	17–20	830–950

Average scores per type of institution

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First- to second-year retention: Public institutions (ACT, 2006)

Admissions Selectivity	AA	BA	MA	PhD
Highly Selective	N/A	93.0	91.5	92.6
Selective	N/A	87.7	81.0	81.7
Traditional	49.8	72.7	71.3	73.4
Liberal	57.3	64.7	65.9	69.2
Open	52.3	59.2	67.3	68.8

First time, full time, degree seeking

ECC, 50%

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Graduation rates: Public institutions

Admissions Selectivity	AA	BA	MA	PhD
Highly Selective		74.5	NA	76.4
Selective	N/A	N/A	48.5	53.6
Traditional	22.2	41.1	37.2	39.9
Liberal	29.5	31.0	31.2	29.5
Open	26.6	27.5	31.7	39.2

- Three years for an AA

ECC in the range

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Agenda for our Time Together

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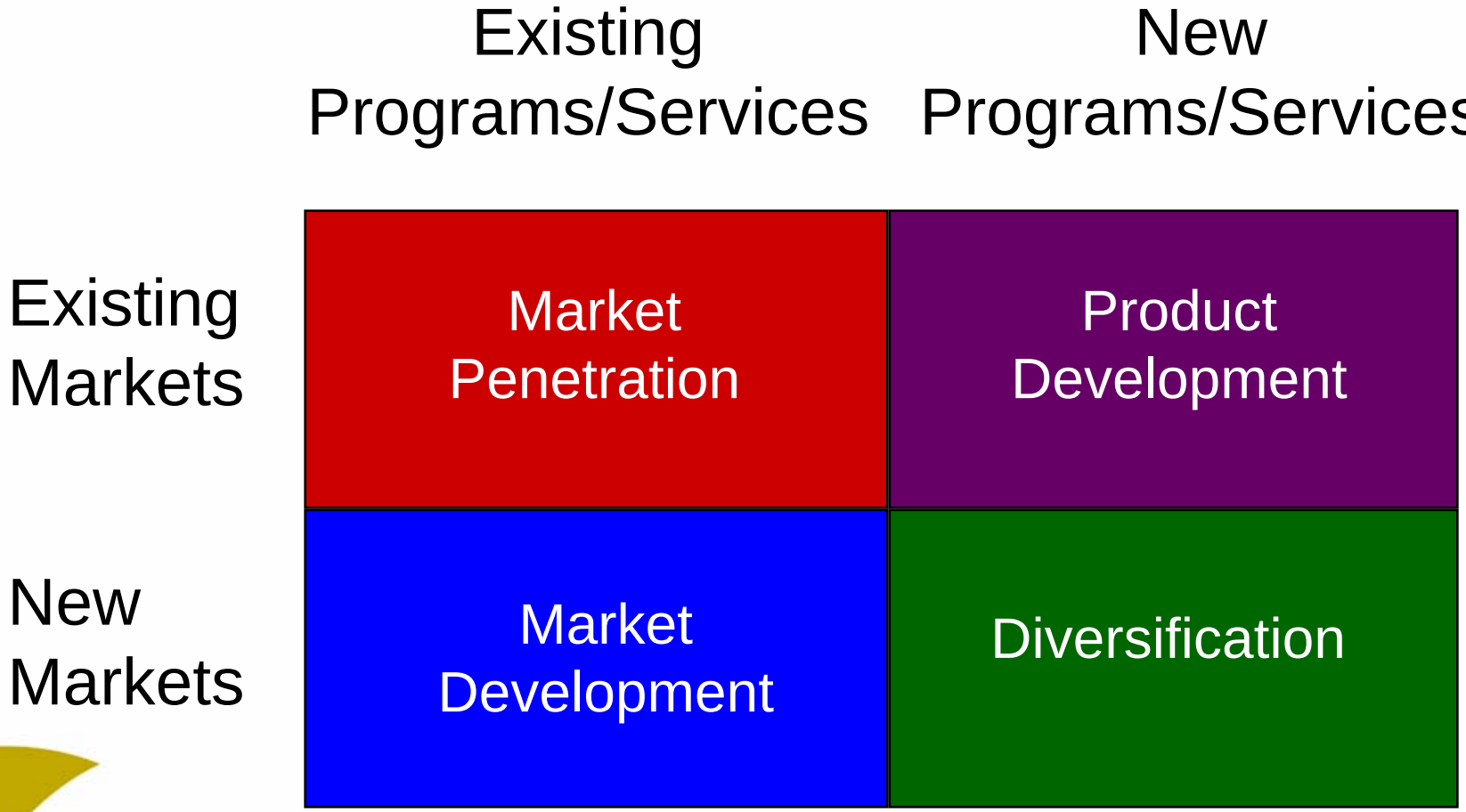
Enrollment Planning

- Clearly define the desired enrollment state. Minimally, the campuses need to identify new student enrollment goals by:
  - Entry status (FY versus TR versus Other)
  - Geographic market (District, Non-resident)
  - Majors and academic programs
  - Race/ethnicity
  - New markets (adults, workforce development)
- Determine growth strategies whereby new enrollments might be obtained.

Enrollment Growth Strategy Matrix



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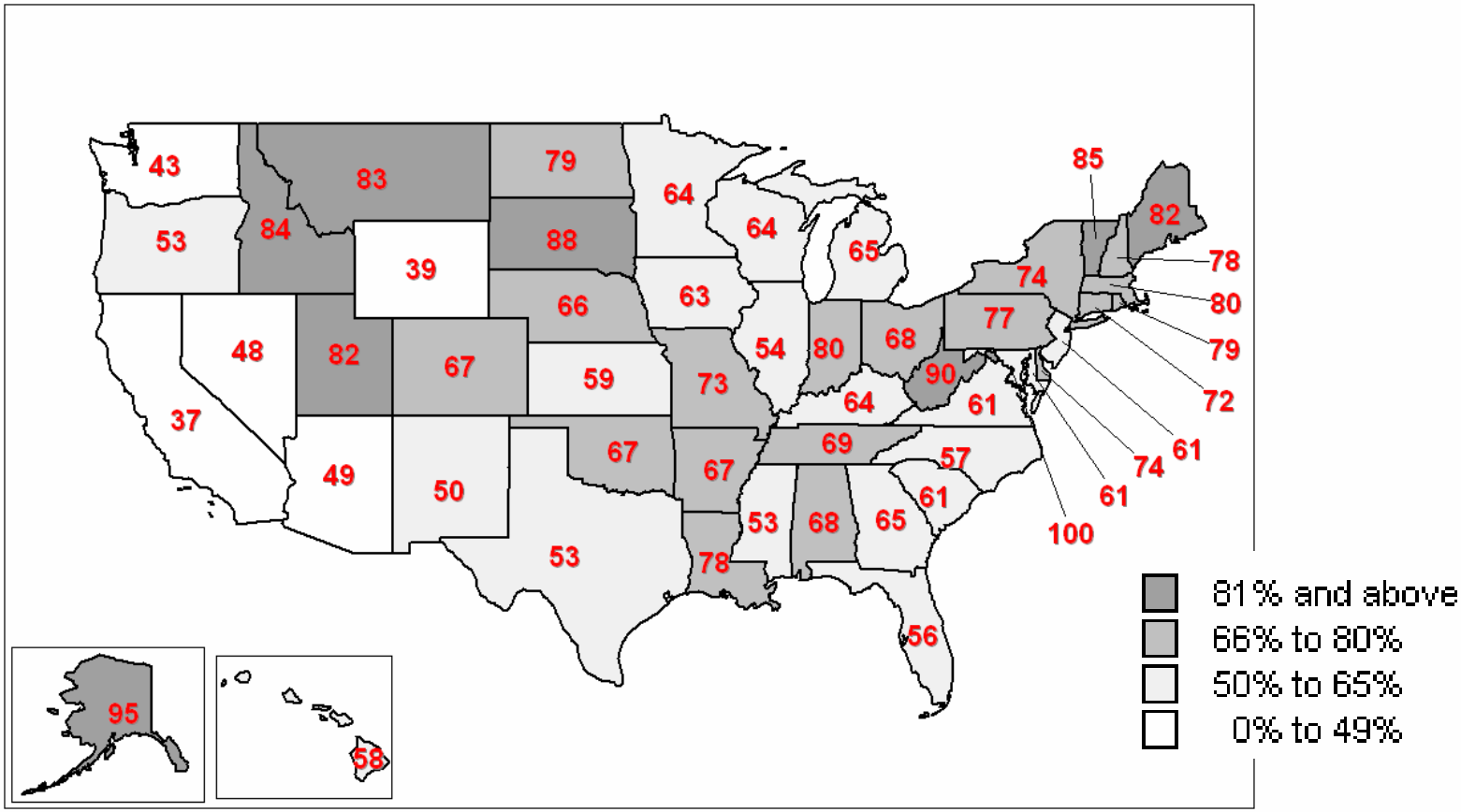
Proportion of college students who are enrolled at four-year institutions, fall 2002



Source: U.S. Department of Education

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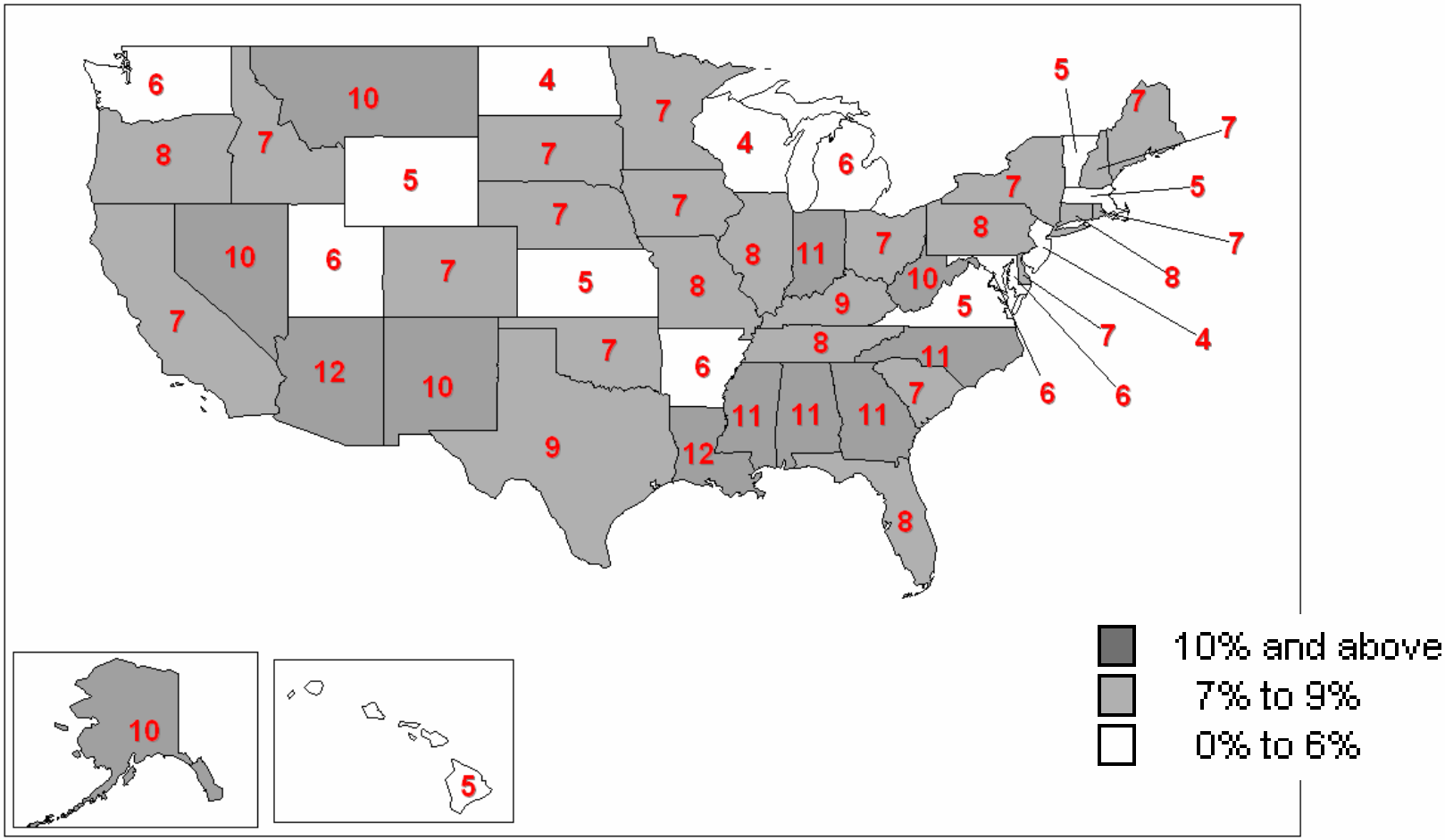
High school dropout rates, 2003



Source: Annie E. Casey Foundation

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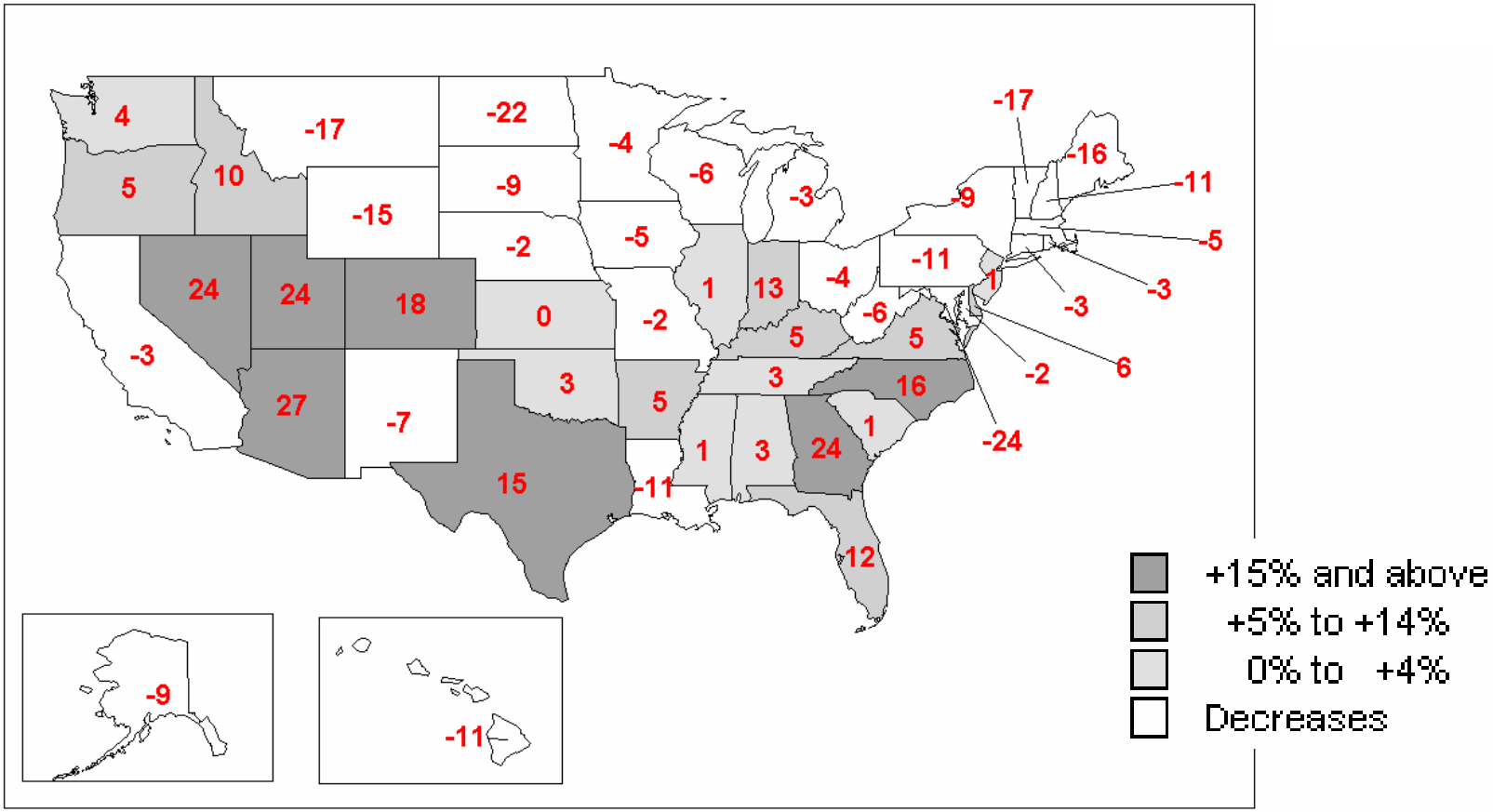
Projected change in the number of high school graduates, 2005-06 to 2015-16



Source: Western Interstate Commission for Higher Education

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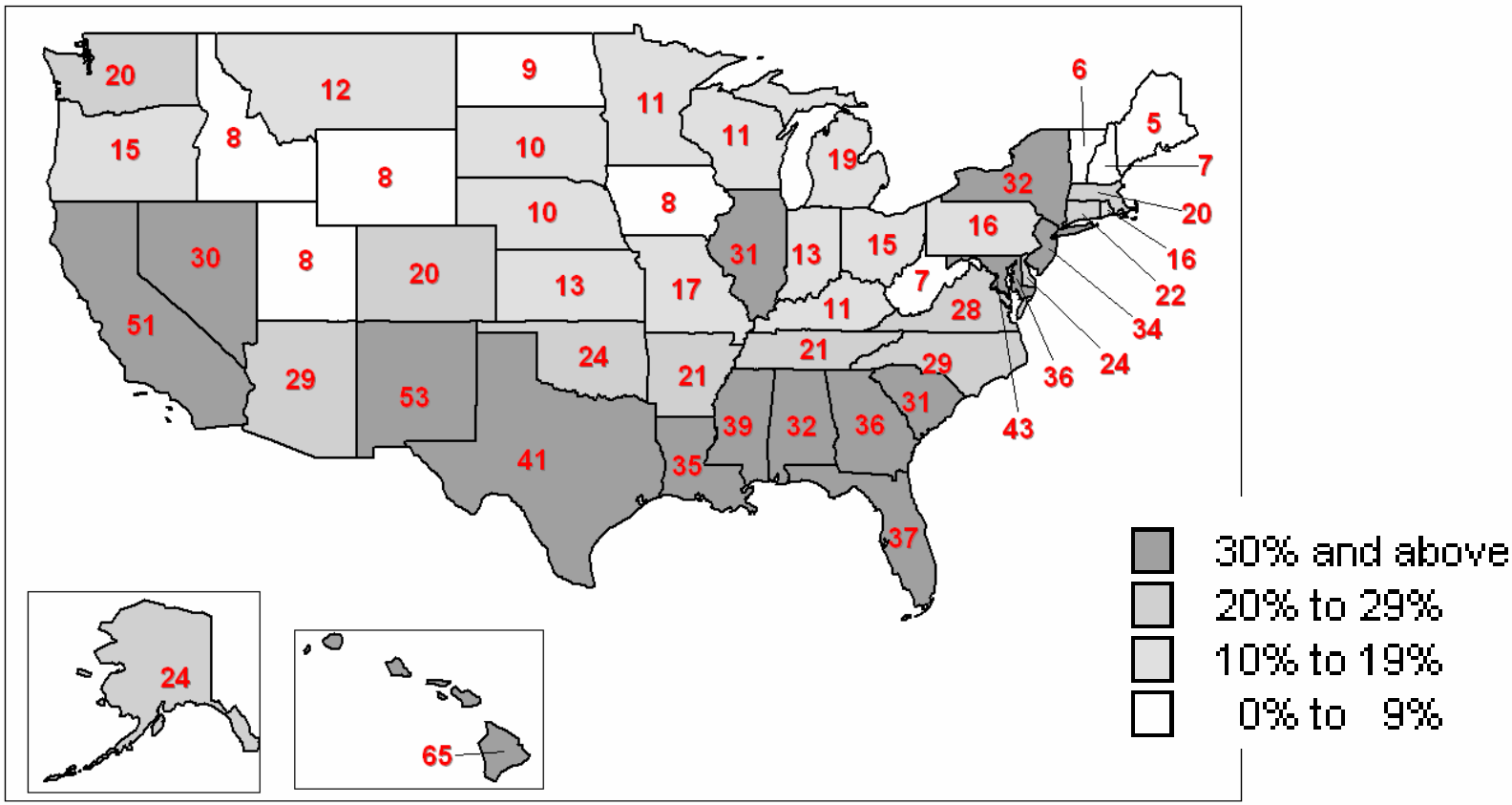
Proportion of college students who are minority group members, fall 2002



Source: U.S. Department of Education

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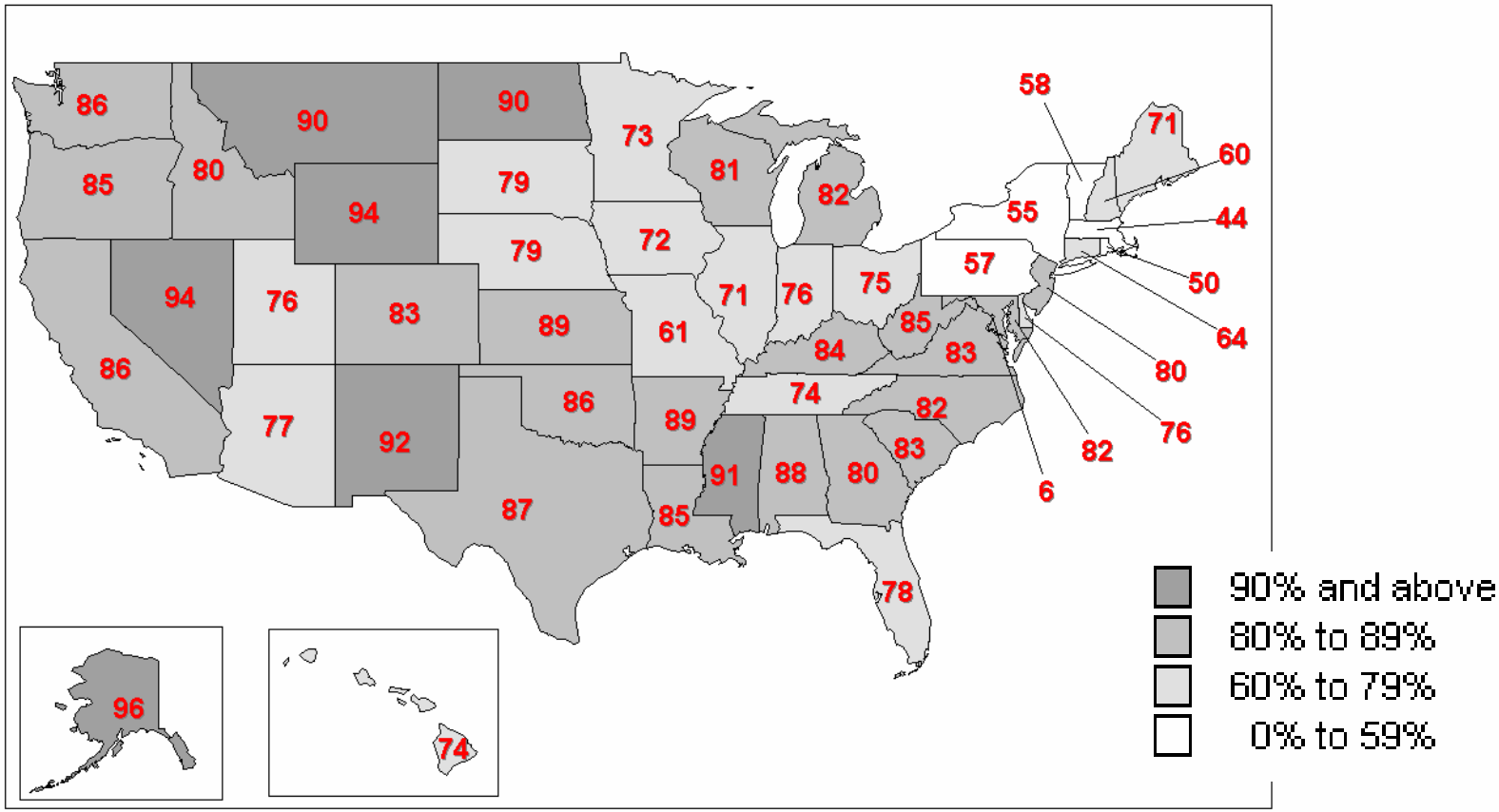
Proportion of college students who are enrolled at public institutions, fall 2002



Source: U.S. Department of Education

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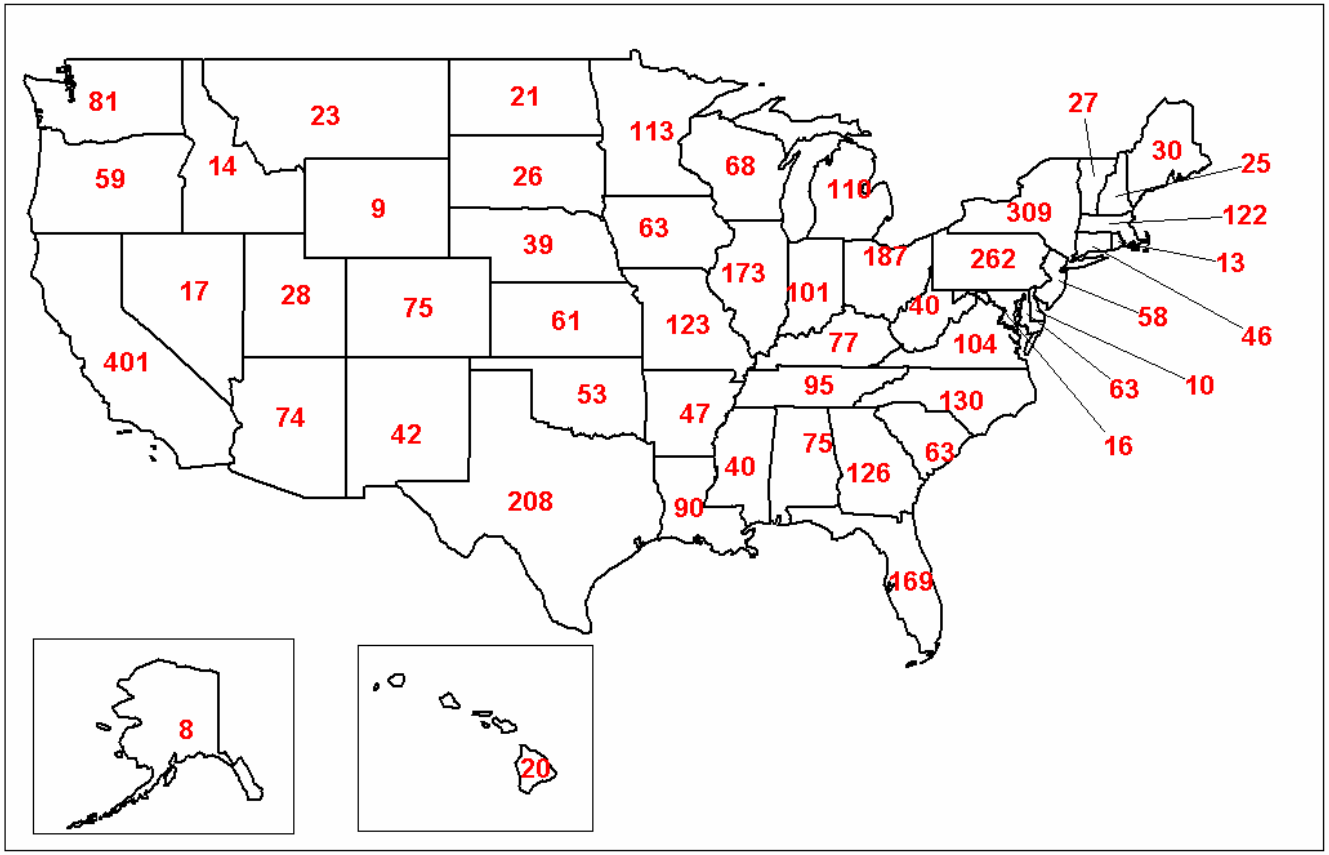
Number of colleges and universities, 2003-04



Source: U.S. Department of Education

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Enrollment Planning

- Establish a college-wide research and effectiveness agenda.
- Define desired overall growth that will come from new student enrollment versus improvements in student retention
- Develop both an annual and strategic (3-5 year) enrollment management plan
  - Should be a written document
  - Plans should contain *measurable* goals and strategies, action plans, and needed resources (not just a list of activities)
  - Although integrated total enrollment goals should be presented, we recommend separate sections to address marketing/recruitment and student retention

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Institutional Strategic Plan
Master Enrollment Plan
Master Marketing/ Recruitment Plan
Master Retention Plan
Clear Goals
Key Strategies
Detailed Action Plans
Objectives - Timetables
Responsibility - Budgets
Evaluation

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Annual Enrollment Plan Outline

- Table of contents
- Introduction
- Executive summary
- Institutional mission and goals
- Situation analysis
- Planning assumptions
- Organizational structure for enrollment management
- Enrollment goals
- Key enrollment strategies
- Action plans
- Resource requirements
- Summary of goals, strategies, and activities

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Enrollment Planning

- Conduct market research in order to develop the “products” that will go-to-market.
- Conduct a capacity and financial assessment to determine the incremental costs and revenue associated with serving the desired student profile over the next 3-5 years
- Define a college-wide enrollment management committee structure and approach. Each EM Committee should have two or three permanent sub-committees where most of the work will occur (marketing/recruitment/retention). The retention sub committee should be 50% faculty.

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EM Committee Responsibilities

- Determine the desired enrollment state for the college/center (projecting 3-5 years)
- Establish overall and program-specific annual enrollment goals
- Approve and monitor implementation of the annual master enrollment management plan (recruitment and retention)
- Review all recommendations related to enrollment management and work within the college's decision-making process to gain approval for recommendations deemed important to achieving goals

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EM Committee Responsibilities

- Design, conduct, analyze, and disseminate enrollment-related studies and research
- Conduct periodic audits of key program/service areas, process and program quality control
- Initiate a process for identifying and eliminating problems that interfere with the quality of student life and learning
- Establish a communication plan designed to keep campus personnel informed about enrollment issues and progress
- Discuss and determine strategic enrollment issues (aid strategy, positioning, image/reputation, product, etc.)

Enrollment Management Paradigm

- A systematic, holistic, and integrated approach to achieving enrollment goals by exerting more control over those institutional factors that shape the size and characteristics of the student body
- It encompasses all activities associated with attracting and retaining students including marketing, recruitment, financial aid, orientation, student life, advising, and instruction
- Involves examining institutional mission, program and service offerings, organizational structure, and resource allocation
- The enrollment management process relies heavily on the use of pertinent data and information for informed decision-making

You cannot accomplish all of this within an enrollment management division, it is a campus-wide process

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Agenda for our Time Together

- Driving Forces/Inhibiting Factors/Current State
- Enrollment planning recommendations
- Marketing and recruitment recommendations
- Retention recommendations
- Discussion

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Marketing and Recruitment Recommendations, Data and Information

- Conduct market research to determine the college's competitive position and image in key market segments. Important audiences include:
  - First-year students
  - Transfer students
  - In-state, and non-resident
  - Parents/families/community
  - High school counselors
  - Distance learners
  - Adults
  - Hispanic Males
  - Workforce Development (Employers)
  - Non-credit learners

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Marketing and Recruitment Recommendations Data and Information

- Develop a weekly admissions report that contains the following basic comparative information
  - Inquiry-level data (Campus and Center must track inquiries and prospects in a consistent manner)
  - Pre-app stage (FAFSAs no apps, transcripts with no apps)
  - Assessment database
  - Applications
  - Enrolled
- These data should be tracked by market segment (first-year, transfer, high school, adult, etc.)

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Annual Enrollment Funnel (First-Year Students)

Stage	2005	2004	2003	2002	2001
Apps	16,306	15,762	15,425	15,077	13,310
Accepts	16,306	15,762	15,425	15,077	13,310
Enrolled	10,064 61.7%	9,594 60.9%	9,325 60.5%	9,534 63.2%	8,752 65.8%
Census	7,902 78.5%	7,664 79.9%	7,480 80.2%	7,641 80.1%	7,148 81.7%

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Marketing and Recruitment Recommendations

- Although an e-mail response is sent to students who apply there is limited communication. Again, the communication sequence must be developed to deal with this.
- Record lead sources and study data for which marketing strategies were most effective.
- Develop communiqués to parents/families regarding the good choice that the campus/center is for their student.
- Continue communicating with students after they have registered.
- Evaluate the response rate for voice and emails and create plan to respond timely.

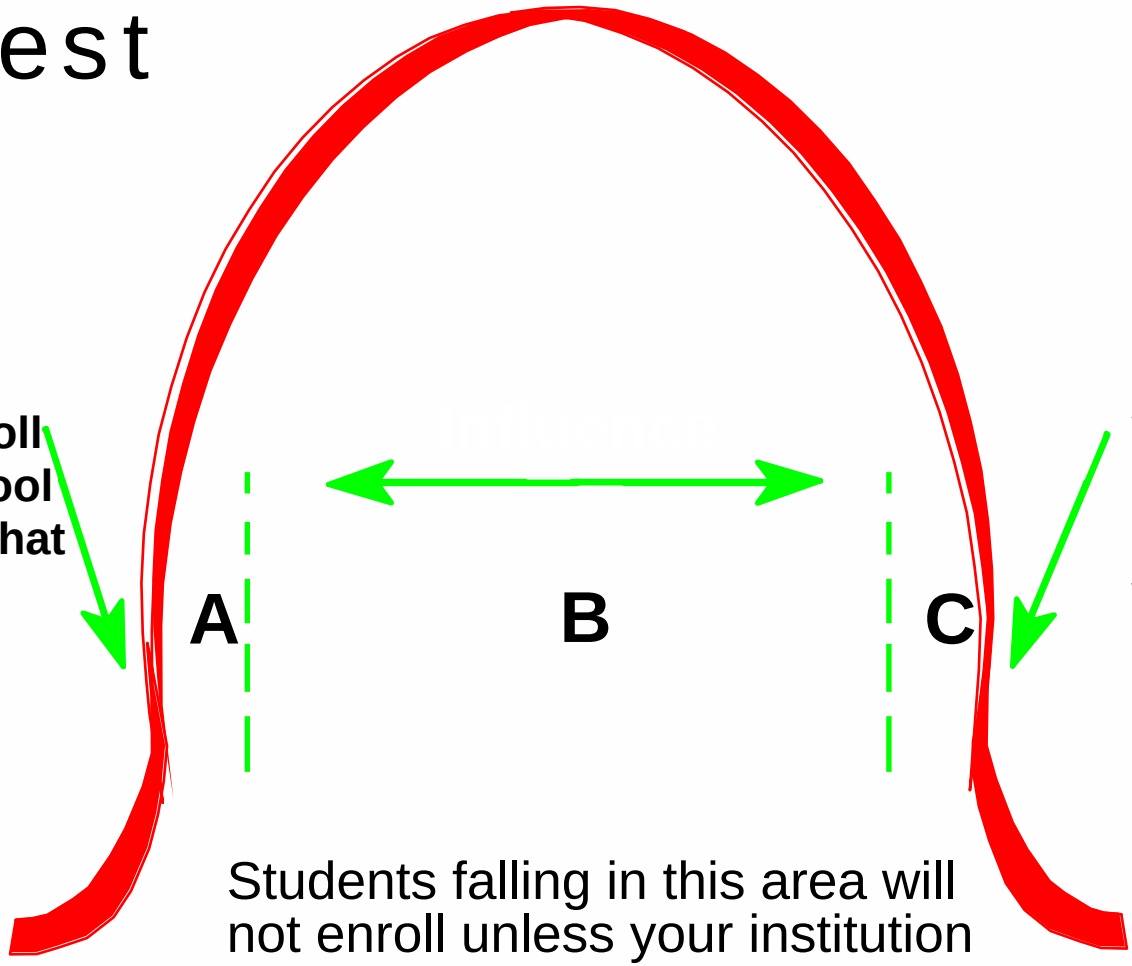
Marketing and Recruitment Recommendations

- Identify the role of faculty in the recruitment process and provide training.
- Expand campus visit programs and conduct communication follow-up for all attendees
- Evaluate if campus visit programs yield enrollment

Inquiry Pool Development and Management

- Develop a process to prioritize the inquiry file (who are the hot leads?)
  - Identification of predictive attributes (e.g. inquiry source, geo market, majors, etc.)
  - Qualifying question on all reply mechanisms
  - Tracking student contacts
  - Phone team interest codes
  - Staff interest codes

The Distribution of Student Interest



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Marketing/Communication Recommendations

- Emphasize and divert resources to direct marketing activities in your marketing communications mix. There are four ways to directly communicate with a prospective student
  - Direct mail
  - Telephone
  - Internet
  - Face-to-face
- Make navigation through the website easy—locate most items within two-three clicks
- Update the website

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E-EXPECTATIONS
CLASS OF 2007™

Hispanic Students and the Web

The E-Expectations of College-Bound Hispanic High School Students

As the Hispanic population continues to grow in the United States, more and more Hispanic students are graduating from high school and attending college. But how do Hispanic high school students research colleges and universities? What do they expect from college Web sites?

The E-Expectations series measures the online behavior and expectations of college-bound high school students. As part of the Class of 2007 study, Noel-Levitz, James Tower, and the National Research Center for College and University Admissions (NRCCUA) examined the responses of 242 Hispanic students along with the responses from white students. Did these two groups have different e-expectations?

Marketing/Communication Recommendations

- Identify lead recruiting messages through market research and then develop promotional materials around the identified themes
- Clearly define the role marketing will play in support of the campus/center enrollment management goals including the interface between the marketing and enrollment management committees

Agenda for our Time Together

- Driving Forces/Inhibiting Factors/Current State
- Enrollment planning recommendations
- Marketing and recruitment recommendations
- Retention recommendations
- Discussion

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Recommendations, Retention Data

- Ensure retention planning efforts are data-driven. Define success and measure it.
  - Develop a data tracking plan which includes the following measurements (total students, special cohorts, subgroups)
    - Persistence (course and term)
      - Persistence rate pre-term to day one
      - Persistence rate day one to census date (do well)
      - Persistence rate census date to midterm
      - Persistence rate midterm to end-of-term
      - Persistence rate end of term 1 to beginning of term 2
      - And so on…..

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Recommendations, Retention Data

- Ensure retention planning efforts are data-driven. (cont'd)
  - Develop a data tracking plan which includes the following measurements (student intent, total students, special cohorts, subgroups)
    - Progression
      - Successful persistence (course success, alert, probation, suspension, standards of progress, frequency of drop/adds, major changes, advisor changes)
    - Retention
      - Fall to fall
    - Completion (graduation, goal attainment)
  - Develop a non-persisters profile (who are they?)
    - Athletes? Developmental students? Undecided majors? Late arrivers? Men? Transfer? Outreach students?

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Retention Recommendations, Academic

- Continue matriculation studies to determine if placement predicts success in current and subsequent courses
- Consider Place-Write (writing sample) as a way to place students into English.
- Mirror best practices across the college (share best practices, don't protect them)
- Ensure the schedule is available in order to begin registration in April for summer and fall.
- Ensure proper planning is in place to support ESL students. Such issues as inadequate signage for ESL students, language barriers, and programs that support enrollment processes.

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Retention Recommendations, Academic

- Consider alternative course delivery approaches for students enrolled in developmental courses (self-paced, lab/lecture, lecture, flex entry, flex exit, lab only with guided practice)
- Ensure the right courses are being offered at the right time. The deans must work together to eliminate course conflicts. Use course demand projections during the process. A centralized scheduling approach in conjunction with deans may be an approach to use.
- Collaborate to offer online tutoring (Smarthinking)
- Implement a degree audit system for students.
- Promote completion and graduation by proactively delivering degree planning and then offering the courses that are on those plans. (special programs, counseling, avoid duplication)

Retention Recommendations, Academic

- Establish a teaching/learning center for faculty development. This center should support development for faculty as they teach at-risk students with diverse learning needs. Additionally, as they teach honors students, encounter ESL, etc.
- Ensure there a systematic, regular, on-going conversation between instructional faculty and counseling faculty.
- Conduct a cost-benefit analysis of the winter term vs. starting the spring term in January vs. delaying the spring term until February.
- Invest in summer bridge programs and offer HD8 during the program.
- Stop shutting down the registration system two days before first day of term.
- Provide SI™ at Compton

Retention Recommendations, Early Alert

- Ensure the early alert system is online and first administered during the 3rd week for all students. Subsequently, measure effectiveness of the program.
  - Identify students who may be at risk for dropout
  - Create intervention plans for those students deemed at risk
  - Frontload services and programs for those students who have dropout proneness (give them what they need before they know they need it)
    - Required career course for undecided majors for example
  - Ensure the system is user friendly for faculty and staff
    - Online approaches work well
    - Close the loop back to the faculty once a referral is made

Retention Recommendations, Quality Service

- Establish a students first approach across all divisions at both locations.
- Develop cross-training approaches where applicable in order to create shared vision and knock down silos, reduce run-around, and hold students harmless when caught in the middle.
- Include retention initiatives during new employee orientation
- Conduct a process mapping study, secret shopper approach, experiential approach.
- Provide for shared faculty and staff development (training) with respect to
  - Advising
  - Teaching and learning styles
  - Integrating technology into the classroom (technology boot camps)
  - Distance delivery
  - Datatel

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Retention Recommendations, Quality Service

- Provide for faculty and staff development (training) with respect to
  - Quality service
    - Develop a service mission statement with appropriate expected behaviors of all employees
    - Empower staff to reduce student run around by examining outdated policies and procedures for elimination/update
    - Provide workshops for faculty and staff regarding enrollment management (marketing, recruitment and retention) roles

Retention Recommendations, Other

- Use student employment and work study as a strategy to connect students to the college therefore improving persistence rates.

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Agenda for our Time Together

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