

**2006-2007 ACADEMIC SENATE  
OFFICERS & EXECUTIVE COMMITTEE – May 15, 2007**

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

Jacque Thompson (06-07) CIS 3206  
 Tim Miller () Accounting  
 Dagmar Halamka () Law

**Compton Educational Center**

Saul Panski (06-07) 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 – Schwartz 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 (06-07) Theatre  
 Gary Robertson (06-07) 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 – Drew 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** – Chief

**Federation Office** – Don Brown, & Nina Velasquez

**Health Center** – Debbie Conover

**Admissions & Records** – Bill Mulrooney

**SLO Coordinators** – Lars Kjeseth & Jenny Simon

**Human Resources** – Barbara Perez

**President/Superintendent** – Thomas Fallo

**VP Academic Affairs** – Francisco Arce

**VP Administrative Services** – Jeff Marsee

**VP Student & Community Advancement** – Jeanie Nishime

**Board of Trustees**

Ms. Combs	Miss O'Donnell	Dr. Jackson
Mr. Beverly	Dr. Gen	Mr. Peters

## Academic Senate Website

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[www.elcamino.edu/academics/academicsenate/](http://www.elcamino.edu/academics/academicsenate/)  
<http://www.elcamino.edu/cgi-bin/discus/discus.cgi> - ECC Discussion Board

## A REMINDER OF SENATE'S REASON FOR EXISTENCE

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### 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)

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### 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.<sup>1</sup>

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**El Camino College**  
**ACADEMIC SENATE**  
**AGENDA**

May 15, 2007

<b>1. <u>CALL TO ORDER</u></b>		12:30
<b>2. <u>APPROVAL OF MINUTES:</u> May 1, 2006</b>		
<b>3. <u>PRESIDENT'S REPORT AND/OR ANNOUNCEMENTS</u></b> <ul style="list-style-type: none"> <li>• Enrollment Management Workshop - Compton</li> <li>• Draft ECC Mission &amp; Strategic Goals</li> <li>•</li> </ul>		
<b>4. <u>VICE PRESIDENTS' &amp; OTHER REPORTS</u></b> <ul style="list-style-type: none"> <li>a. <b>EDUCATIONAL POLICIES</b> (Evelyn Uyemura)</li> <li>b. <b>FACULTY DEVELOPMENT</b> (Lisa Raufman)</li> <li>c. <b>FINANCE &amp; SPECIAL PROJECTS/IBC</b> (Lance Widman)</li> <li>d. <b>DEANS' COUNCIL REPORT</b> (Lance Widman)</li> <li>e. <b>LEGISLATIVE ACTION</b> (Pete Marcoux)</li> <li>f. <b>CURRICULUM</b> (Janet Young)</li> <li>g. <b>CEC Faculty Council</b> (Saul Panski)</li> <li>h. <b>STUDENT LEARNING OUTCOMES</b> (Lars Kjeseth, Jenny Simon)</li> <li>i. <b>CALENDAR COMMITTEE</b> (Lyman Hong)</li> <li>j. <b>TECHNOLOGY COMMITTEES</b> (Pete Marcoux, Michael Wynne)</li> <li>k. <b>ACCREDITATION</b> (Arvid Spor, Susie Dever)</li> <li>l. <b>ENROLLMENT MANAGEMENT</b> (Vice Presidents)</li> </ul>		
<b>5. <u>UNFINISHED BUSINESS</u></b> <ul style="list-style-type: none"> <li>• Resolution – Construction of Counselors' Offices in New Student Services Building (final reading)</li> <li>• Resolution – Standardizing Technology in Classrooms (final reading)</li> <li>• Board Policy 4231 – Grade Change update</li> <li>•</li> </ul>		
<b>6. <u>NEW BUSINESS</u></b> <ul style="list-style-type: none"> <li>• Nominations for Senate officers – emergency motion</li> <li>• Minimum ECC residency requirements for Compton Students per AB 318</li> <li>•</li> </ul>		
<b>7. ANNOUNCEMENTS</b>		
<b>8. GENERAL DISCUSSION – Topics not on agenda</b>		
<b>9. ADJOURN</b>		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

<b>Fall</b>	<b>Spring</b>
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

May 1, 2007

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

## Behavioral & Social Sciences

<u>Cannon, Elaine</u>	X
<u>Gold, Christina</u>	X
<u>Widman, Lance</u>	X
<u>Wynne, Michael</u>	X

## Business

<u>Halamka, Dagmar</u>	X
<u>Miller, Tim</u>	
<u>Thompson, Jacquie</u>	X

## Counseling

<u>Beley, Kate</u>	X
<u>Gaines, Ken</u>	X
<u>Raufman, Lisa</u>	X

## Fine Arts

<u>Ahmadpour, Ali</u>	
<u>Berney, Dan</u>	exc
<u>Davidson, Jason</u>	X
<u>Georges, William</u>	
<u>Wells, Chris</u>	X

## Health Sciences & Athletics

<u>Van Lue, Nick / Hazell, Tom</u>	
<u>Orton, Tory (sharing)</u>	X
<u>Moon, Mary (sharing)</u>	
<u>Sinopoli, Louis / Makaru, Roy</u>	
<u>Stanbury, Corey</u>	

## Humanities

<u>Breckheimer, Debra</u>	
<u>Hong, Lyman</u>	X
<u>Larsen, Karen</u>	X
<u>Marcoux, Pete</u>	X
<u>Uyemura, Evelyn</u>	X

## Industry & Technology

<u>Cafarchia, Vic</u>	
<u>Hofmann, Ed</u>	X
<u>Marston, Doug</u>	X
<u>Nothern, Steve</u>	X
<u>Rodriguez, George</u>	

## Learning Resources Unit

<u>Dever, Susan</u>	X
<u>Striepe, Claudia</u>	X

## Mathematical Sciences

<u>Ghyam, Massoud</u>	
<u>Kasabian, Judy</u>	
<u>Scott, Greg</u>	
<u>Tummers, Susan</u>	X
<u>Wang, Lijun</u>	

## Natural Sciences

<u>Cowell, Chas</u>	X
<u>Golestaneh, Kamran</u>	X
<u>Palos, Teresa</u>	X
<u>Vakil, David</u>	X

## Adjunct Faculty

<u>Almos, Carolyn</u>	X
<u>Robertson, Gary</u>	X

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

Guests: Ann Collette, August Hoffman, Julian Peters, Estina Pratt, Jim Schwartz

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. Basic Skills initiative could have broad impacts on ECC.
2. Nominations for senate officers were postponed.
3. There are many title 5 revisions that may impact ECC.
4. Calendar committee is considering 2 alternate proposals for summer & winter.
5. First reading of Academic Technology standardization resolution.

6. First reading of Grade Change Policy revisions.
7. First reading of counselors' private offices resolution.
8. Accreditation & Enrollment Management will be publishing documents for review soon.
9. Distance Education Guidelines were approved.
10. Distance Education class sizes should be examined by the load committee.
11. Compton center Faculty Council bylaws were passed.

President's report – Susan Dever (henceforth SD)

1. There have been 2 enrollment management workshops, one for administrators in March and one primarily for faculty last week. There were fascinating differences. The results from these workshops and other related topics from Noel-Levitz are posted on the Discussion Board. An email will be sent explaining how to use this Discussion Board and also giving login information. People receiving ECC listserv emails already have accounts created; those not on the listserv will need to have accounts created. Please give feedback.
2. Several people attended the state senate meeting. A number of resolutions were passed, including one related to the ECC/Compton partnership. This resolution supported not reducing Compton's programs and faculty positions; a copy was distributed during the meeting. More details about the other resolutions at the meeting will appear in the next packet.
3. Evelyn Uyemura reported: the Basic Skills Initiative is a creation of the system's office, state senates, and VPs across the state. Their definition of basic skills is broader than ours; their definition is basically pre-collegiate level. The initiative is looking for sweeping ideas to help with underprepared students. There will be a series of conferences/workshops being held across the state. Our region's conference will be May 18 at Mt. San Antonio College by invitation only. Please note that it is everybody's business to address underprepared students, not just teachers of classes specifically at that level.
4. On page 36 appear a plethora of emails related to budget (mostly at Compton), planning (mostly at Compton), and department chairs (mostly at ECC, with input from Saul Panski at Compton, where they have "division chairs.")
5. SD received some survey forms from the state senate related to actual costs of attending community colleges. We will survey several classes, and if you are interested in having your students be surveyed, contact SD. SD will also coordinate with Irene Graff.

Minutes – approved as written

Educational Policies Report – Evelyn Uyemura

There was originally going to be an emergency motion about the grade change policy on pages 32-33. This will not be an emergency motion, just a regular motion that entails 2 meeting's reading. Input from the deans is needed, as is work related to the procedures.

The committee will continue to review the probation and dismissal policy. At your department meetings please inquire if we should continue to have the "grey area" of a GPA between 1.75 & 2.00 where students can be on probation forever.

Faculty Development – Lisa Raufman

The faculty development committee selected 4 people to attend the Great Teachers Seminar from the 7 applicants. The committee is discussing the August 23 flex day, with a theme of “teaching and learning,” although “basic skills” may also be incorporated.

In 2005-2006, there were a total of 59 applause cards submitted. So far in 06-07, there have been 74 applause cards submitted. Please consider authoring applause cards. These cards are especially meaningful for student workers, who appreciate receiving these cards a lot.

Innovation mini-grants for the summer are available from Staff Development for up to \$1500. You can partner with another person when authoring a proposal. Please see the email from Donna Manno.

The First Year Experience program is having a conference with Alexander & Helen Astin, experts in education and higher education. They will present several ideas about how to reach students.

The Recognition Reception will be on May 17.

Finance and Special Projects – Lance Widman

No PBC or Deans’ Council meetings since the last senate meeting.

Legislative Action – Pete Marcoux

As reported earlier, there were many workshops at the state senate related to the Basic Skills initiative, and this needs to be a larger focus at ECC, and not limited to just English and Math.

Nominations for senate officers were supposed to be in November rather than May. The election of officers will be discussed by the exec committee.

Curriculum Committee – Janet Young

The committee approved Business, Industry & Technology, and Math courses. Janet attended many title 5 workshops at state senate plenary session. Proposed Title 5 revisions will mean:

1. We can no longer offer credit certificates of completion and competence; a different certificate (achievement?) will be needed or we’ll use non-credit certificates. More details later.
2. Students will be required to earn a C or higher in their major to earn a degree. There is some ambiguity about whether the requirement relate to major classes or general educations.
3. Transfer studies and general studies degrees are on their way out. The reason given was that a major should have an area of emphasis, not just a completion of requirements. However, it was noted that liberal studies is an approved program.
4. The interpretation of associate degree requirements in title 5 is also being debated. Low-unit certificates (12-17 units) don’t have to go to the chancellor’s office for approval, but they shouldn’t be listed on the transcript unless approved by the chancellor’s office.

Question: the current model is thought to be that a certificate of achievement is awarded

for 18 or more units, and a certificate of completion is for less than 18 units. Response: This is not the way it will be. Credit certificates will be “achievement;” non-credit certificates will be either “competence” or “completion” depending on other criteria. Certificate names will be switched for already approved certificates. For new programs, certificates will still have to go to LOWDL (Los Angeles Orange County Workforce Development Leaders).

5. Terminology for grades is changing. We will not be able to use “credit/no-credit.” The term will now be “pass/no-pass.”

What’s the process for feedback on these changes? Email SD and Ann Collette, who will contact Ron Black at [rblack@cccoco.edu](mailto:rblack@cccoco.edu) in the chancellor’s office.

Compton Center report – Estina Pratt & August Hoffman

No report.

Student Learning Outcomes – Lars Kjeseth & Jenny Simon

No report.

Calendar Committee – Lyman Hong

Calendar committee approved the pre-Labor Day starting calendar for 2008-2009 that senate had approved earlier.

2 other items:

1. Hypothetical idea: should we overlap winter and spring semesters to reduce downtime between fall and spring? No formal proposal has been made.
2. Compton Center is using 2 back-to-back 5-week summer sessions. If the enrollment numbers look good, should we consider adopting their summer calendar? This has already been posted to the discussion board.

Academic Technology Committee – Pete Marcoux, Michael Wynne

There’s a mock website for generating online rosters that faculty will need to generate and print once printed rosters are no longer available. This website cannot (currently) generate an actual roster. It shows you a variety of options about which data you will see. \See page 11 in the packet for the website and please give feedback.

The ATC discussed software. Someone from Special Resource Center wants a list of software to find out if the software is accessible to all.

The committee also discussed classroom technology; there is a resolution here for first reading regarding standardization of technology in classrooms.

Accreditation – Arvid Spor & Susan Dever

SD & Arvid Spor met with the accreditation committee chairs. A “content review” will be posted on the website soon (May 14), and there will be an open forum to discuss the content. Please look at the report when it comes out and attend the forum. Make sure your opinion is heard.



### Enrollment Management – Francisco Arce & Jeanie Nishime

The first draft of the enrollment management plan will be available in the next 2 weeks, and senate will be given a copy for approval. The planning summit results will also be coming out soon. On May 9, there will be another enrollment management workshop at Compton. The marketing plan for Compton is completed. Arvid met with Keith, Ann, and Stephanie to develop the activities worksheet.

### Unfinished Business

#### *Distance Education Guidelines – second reading, pages 18-19*

A few changes to the material on page 18:

1. Under "Instructor Contact" the first sentence should read "... such avenues as group or individual meetings, laboratory sessions, orientation and review sessions ..."
2. Under "Class Size", we have "Class size for a telecourse is 125 students. Class size for any other type of distance education course is the same as the on-campus course counterpart..."

Pete Marcoux & David Vakil moved to approve.

There was much discussion about the class size issue:

1. Senate cannot easily change the class size.
2. Class size hasn't been discussed lately.
3. Why 125 students in a telecourse? It came from a workshop that Sam Schauerma attended a long time ago.
4. Why treat telecourses systematically different from other types of classes?
5. It is rare that a class is full (125 people).
6. Ambiguity about "class size." Is this the minimum or maximum? If 125 is the maximum, what's the minimum?
7. Typical behavior has been similar to on-campus counterparts.
8. A bigger issue might be the size of online courses; they are more labor intensive.
9. We should examine the standards for online classes, both here and at other campuses.
10. Title 5 may specify that class sizes for distance education must be no larger than the same as their on campus counterparts. Or this may be a local policy at another college.
11. Noted: the proposed document only contains guidelines.

Where are class sizes established? Distance Education Guidelines are produced by the office of distance education. Class size was captured in that document. When the decision was made to bypass DEAC for curriculum, the curriculum committee created these guidelines based on the distance education office. The sizes now fall under the load committees.

Senate would like the class size issue to be examined by the appropriate campus committee, which was reported to be the load committees.

The motion passed: 19-6, no abstentions.

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*Compton Education Center Bylaws*

The proposed bylaws for the Compton Educational Center Faculty Council appear on pages 20-31.

Revisions:

- page 26, El Camino College Curriculum (section 8, letters b & d).
- page 29, delete “2. Transfer Collaborative” and renumber.

Pete Marcoux & Chris Wells moved to approve. Noted: these were approved by the Compton Faculty Council.

Motion passed.

New Business*Board Policy 4231 – Grade Change, page 32*

Several concerns about the proposed policy were mentioned:

1. Regarding the 4<sup>th</sup> paragraph: when a student presents a case to the dean, where does the faculty have a chance for input? It is not listed in the policy.\
2. There is a considerable amount of procedure that needs to be examined more carefully.
3. There were concerns about cases where a student might not want to directly confront an instructor.
4. There needs to be a lot of review of this, in particular for Ed Code language.
5. One potential flaw is that instructors have final authority over grades. Instructors have to make changes even if students’ protest are warranted.
6. Cases of deceased or unavailable instructors are not handled. For such cases, we’d need to develop a procedure for peer review.

VP Jeanie Nishime read excerpts from the letter from the chancellor’s office:

Even where the review properly starts with the instructor, the review process must not be restricted to the sole judgment of the instructor who gave the grade in the first place. The instructor may well recognize if a grade was given in error and immediately correct the error. However, where the instructor stands by the original grade, the student should have access to an impartial assessment for further review.

...

It is improper to deny a grade review simply because the instructor who issued the grade is no longer employed or is otherwise unavailable. If an hourly instructor is not employed in the subsequent term after giving the grade or an instructor takes a sabbatical leave after issuing the grade, other means of initial review must be found. Student grades is one of the enumerated matters that have a significant effect on students pursuant to title 5, sections 51023.7 and policy changes in the area trigger student shared governance obligations.

*Counselors’ resolution – pages 34-35*

Construction of the new student services building will create open cubicle areas as offices for counselors where they interact with students. This will jeopardize student privacy. This also jeopardizes work standards and ability to deal with students on a personal level, which is a daily occurrence for counselors. There may also be legal implications.

It was noted that the original drawings for the building included enclosed offices. Changes were made to provide the cubicles.

Final building drawings will be ready in July.

The proposed resolution restricts traditional offices to full-time counselors. Consider including any area where counseling occurs (e.g. part-time counselors).

Further discussion will occur at the next meeting, where there will be a second reading.

*Technology Committee Resolution*

A resolution was handed out and revisions were made to it. The revised version appears below. There is a wide variation of technology in classrooms and buildings. The ATC came up with a bare-minimum list of equipment needed; the proposed resolution contains these minimum requirements.

Cost estimate is approximately \$6 million, which is why the resolution allows for 5 years for implementation.

Will this ensure all faculty will be able to use all technology in any room? Yes.

This will be available for a 2<sup>nd</sup> reading at the next meeting.

Meeting was adjourned at 1:56 pm.

*Academic Senate Resolution for Standardized Classrooms*

Pete Marcoux representing the Academic Technology Committee

May 1, 2007

Whereas, many El Camino faculty teach in classrooms and in buildings outside their departments and divisions, and

Whereas, teaching technology and other learning devices available at El Camino varies significantly from classroom to classroom and building to building, and

Whereas, these variations cause undue hardship for faculty, making teaching with technology unreliable and difficult, and

Whereas, these difficulties have a direct and negative impact on student learning and retention; therefore,

Be it resolved that the Academic Senate recommends to the Board that within five years every classroom on El Camino's campuses, including Compton Center, be equipped, maintained, and supported with the following: an internet connection via wire or wireless, a control console, a computer and monitor, a hook up for laptop computers, a VCR/DVD player, a ceiling mounted LCD projector, a document camera, an audio amplifier, and speakers.

DRAFT

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting of April 30, 2007

Present: Ms. Amezcua, Dr. Arce, Mr. Brown, Dr. Dever, Dr. Fallo, Dr. Nishime, Dr. Marsee, Mr. Robertson, Ms. Smith, Dr. Spor, and Ms. Pickens.

1. The slide show from the Planning Summit will be posted on the website.
2. Committee listing on portal – the following committee assignments & updates.
  - a. Academic Senate & Curriculum Committees – Susie Dever will follow-up with Jeff Marsee to find out why these are not available on the portal.
  - b. Faculty Position Identification Process – Francisco Arce will post minutes and membership.
  - c. Council of Deans – Francisco Arce will update.
  - d. Insurance Benefits – only met once this year – will ask Barbara if minutes are up to date.
  - e. ASO Student Finance Committee – Vivian reported that Carolee will post minutes.
  - f. Academic Technology – Susie reported that Dr. Rapp will post the membership.
  - g. Area Council – Student & Community Advancement – this committee meets monthly. Jeanie reported that Mattie will post minutes.
  - h. Area Council – VP Academic Affairs – this committee met in February. Francisco Arce will have minutes posted.
  - i. Calendar Committee – this committee met last month. Jeanie will work on posting minutes. Still working on posting minutes.
  - j. Division Council – Campus Police Services – this committee has not met for over a year. It was reported that some issues discussed are related to tactics, and strategies. Jeff Marsee will discuss with Campus Police whether minutes should be posted or not. Jeff to give us an update soon.
  - k. Division Council – Community Advancement – this committee disbanded. Jeanie Nishime will direct them to meet.
  - l. Division Council – Counseling Division – Jeanie Nishime will have minutes posted.
  - m. Division Council – Enrollment Services - Jeanie Nishime will have minutes posted.
  - n. Division Council – Facilities Planning & Svc. Day & Night Shifts – still need to find out if they are meeting – Jeff Marsee to follow-up.
  - o. Division Council – Fine Arts – Dr. Arce says they do meet and he will follow up on the posting of the minutes.
  - p. Division Council – Fiscal Services – this committee does meet monthly. Jeff Marsee is to follow-up.
  - q. Division Council – Human Resources – minutes need to be posted. Jeff Marsee to follow-up.

- r. Division Council – Information Tech Services – minutes need to be posted. Jeff Marsee to follow-up.
- s. Division Council – Instructional Services – it was reported that this should be changed to “Learning Resources Unit.” It was also mentioned that there is another name that has been proposed for this Division. Don Brown will make sure minutes are posted. Don will speak with Wilma about having Alice Grigsby making a recommendation on the name change.
- t. Division Council – Purchasing & Business Services – Jeff Marsee is to follow-up on the correct name for this division and also have minutes posted.
- u. Faculty Development Team – Jeff Marsee will follow-up with Donna Manno.
- v. College Load Review Committee – Francisco Arce to follow-up.
- w. Auxiliary Services Board – Jeanie Nishime to follow-up.
- x. Planning Council – Counseling Division – Jeanie to follow-up. Arvid Spor reported they do meet.
- y. Safety & Health – Jeff Marsee to follow-up with Rocky Bonura.
- z. Staff Development Advisory Committee – Jeff Marsee to follow-up on which Development committee is which.
- aa. Vocational Technical Educational Act (VTEA) – Stephanie Rodriguez said she would post the minutes.

The Matriculation Advisory Committee is not included in the listing. Please report any committees that should be included in the listing and also suggestions on which categories committees should be in. A listing of deleted committees will be developed. The final review of the committee listing will be on 5-14-07. Susan Pickens found that all committees can be accessed from the website at the following link: <http://www.elcamino.edu/administration/>. Sheryl Kimball advised that it is not possible to designate certain committees be available internally only.

- 3. Process of recommendations from other committees – is informal. Information is brought here by a chair, representative, or an area Vice President. This will be communicated to the campus in the President’s Newsletter.

Agenda for the May 7, 2007 Meeting:

- 1. Minutes of April 30, 2007
- 2. Team Reports
- 3. Collegial Consultation Procedure 2510
- 4. El Camino College Committee Listing on Portal 5-14-07
- 5. Schedule date for Policy update by V.P.’s
- 1. 2006-2007 Goals and Timelines
  - a. Define Collegial Consultation and Shared Governance – and communicate to campus community.
  - b. Resolve how to get information out and responses back to College Council. Discussion is on-going.
  - c. Review Procedure 2510 – Collegial Consultation.
  - d. Build a sense of community

**MINUTES  
OF THE  
EL CAMINO COLLEGE ACADEMIC SENATE  
COMPTON CENTER FACULTY COUNCIL  
APRIL 26, 2007  
HELD IN THE BOARD ROOM**

**MEMBERS PRESENT:**     **14 members present:**  
Saul Panski, Dr. August Hoffman, Estina Pratt, Carol Sandvik, Abiodun Osanyinpeju, Jerome Evans, Dr. Art Flemming, Shemiran Lazar, Michael Odanaka, Jennell Allen, Manzoor Ahmad, Hilda Gaytan, Majid Saghafi, Marjeritta Philips

**MEMBERS ABSENT:**     **4 members absent:**  
Darwin Smith, Diane Collins, Pieter Van Niel, Shirley Thomas.

**ADMINISTRATORS PRESENT:**     **0 administrators present:**

**VISITORS PRESENT:**     **3 visitors present:**  
Mike Khalilzadeh, Stan Allotey, Aurora Cortez-Perez

**21 IN ATTENDANCE**

**I.     CALL TO ORDER**

The meeting was called to order by Saul Panski at 12:25 p.m.

**II.    APPROVAL OF AGENDA**

Moved/seconded (Estina Pratt/Carol Sandvik) that the agenda for 4/26/07 be accepted. Passed.

**III.   APPROVAL OF MINUTES**

Moved/seconded (Carol Sandvik/Marjeritta Phillips) to approve the minutes of 04/05/07. Passed.

**MINUTES OF  
COMPTON CENTER FACULTY COUNCIL**

**IV. REPORTS**

**A. Institutional Planning Summit**

Saul reported that the summit at the Crestmont retreat was well attended by Faculty and Division Chairs. There was a great sense of collegiality among the faculty from both ECC and the Compton Center.

Saul commented that the more we interact with the faculty at ECC, the better we'll all work together.

- B.** The death of the ECC police chief was announced. This has left a void especially on our campus in the light of the recent happening at Virginia Polytechnical Institute. The whole of the campus is concerned as Compton Center has no emergency equipment. We do have a serious problem.

A discussion followed about campus safety and security. Marjeritta Philips commented that a drill should be done within the first 2 weeks every semester. Carol Sandvik mentioned that the lighting is worse especially at night.

**NEW BUSINESS**

Bruce Gains was introduced to the Senate by Dr. August Hoffman as Curriculum Specialist.

A motion to adopt the Council by-laws was introduced and moved/seconded (Jerome Evans/August Hoffman). Passed unanimously.

Saul reminded the Senate that he will send out a notice of the election to faculty. 2/3 of faculty's vote is needed to adopt the new by-laws of the Council. He said based on our ratification, ECC will ratify theirs by May 6<sup>th</sup>.

At this point, the meeting was adjourned to the Senate.

Saul apologized for not following the rules, and reconvened the Council Meeting.

Saul announced that ECC change proposal now recognizes the Compton Center.

ECC Senate President, Susie Dever, reported that she would be meeting with the accreditation chairs on her campus and she needs Compton's input on the Accreditation process.

**ADJOURNMENT**

Motion to adjourn moved/seconded (Carol Sandvik/Estina Pratt) to adjourn at 1:50 p.m.



**EL CAMINO COLLEGE COMPTON CENTER  
FACULTY COUNCIL**

**AGENDA**

Faculty Council Meeting

**Thursday, May 10, 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 5/1/07
  
- B. Council President Saul Panski
  - 1. Result of Ratification Vote on Bylaws

**V. DISCUSSION ITEMS**

- A. Enrollment Management/ Recruitment Update Keith Curry
- B. Police Department Update Officer Jackson

**VI. ACTION ITEMS**

- A. Revisions to Council Bylaws

**VII. ADJOURNMENT**

**From:** Saul Panski [panski\_s@compton.edu]

**Sent:** Monday, May 07, 2007 8:33 PM

**To:** CCC Federation Of Employees (Certificated)

**Cc:** Givens, Doris; Callahan, Mary; Jackson, Tom; Curry, Keith; Dever, Susan; P. LANDSBERGER@YAHOO.COM

**Subject:** (S)ELECTION OF COUNCIL MEMBERS FOR 2007-2008

**Follow Up Flag:** Follow up

**Flag Status:** Red

FROM THE FACULTY COUNCIL/ ACADEMIC SENATE

With the ratification of the Proposed Council Bylaws and revised Academic Senate Constitution, it becomes necessary for the faculty to select its representatives for 2007-2008. When an individual is selected to serve on the Council he will also be selected to serve on the Senate.

Your support, assistance, and participation are needed as follows:

1)When faculty in the five new divisions meet shortly to select a Division Chairperson, please also select 2 faculty members to serve as Council members for 2007-2008 and let the Council Vice Chairperson, August Hoffman (anhoff@aol.com, x2434) know who you have selected.

2) Librarians, Counselors, Nursing faculty, and Child Development faculty have been asked to meet under the aegis of their appropriate administrator to select 1 faculty member from each group to serve as Council Member for 2007-2008. Again, please communicate your selection to Dr. Hoffman.

3) Faculty members who are interested in serving as Council Members-at-large (for a 3 year term) are asked to submit their names to Dr. Hoffman. In the event that more than two faculty members express a desire to serve, there will be an election by the entire faculty. There will be 2 positions to fill.

All of the above should be tenured members of the faculty; however if there is no tenured faculty member willing to serve, a non-tenured faculty member may serve.

Adjunct faculty members who are interested in serving as Council Members for 2007-2008 are also asked to submit their names to Dr. Hoffman. In the event that more than two adjunct faculty members express a desire to serve, there will be an election by the adjunct faculty. There will be 2 positions to fill.

The plan is to have all Council Members (s)ected as soon as possible so that they can take their seats on Thursday, May 24, 2007. At that time Council Officers for the 2007-2008 academic will be selected by the body.

Faculty members interested in serving at-large or as adjunct representatives are respectfully asked to submit their names to

Dr. Hoffman by no later than Friday, May 18, 2007, so that an election can be held, as needed, from May 21-23, 2007.

THANK YOU!!!

Saul Panski  
CCCD Academic Senate President  
Professor of ESL/History  
El Camino Compton Center  
1111 E. Artesia Boulevard  
Compton, CA 90221  
310 900-1600 x2560  
Saulp@aol.com  
Panski\_s@compton.edu  
spanski@elcamino.edu

**From:** Saul Panski [panski\_s@compton.edu]

**Sent:** Monday, May 07, 2007 8:02 PM

**To:** CCC Federation Of Employees (Certificated)

**Cc:** Thomas Henry; P.LANDSBERGER@YAHOO.COM; Givens, Doris; Fallo, Thomas; Dever, Susan; Callahan, Mary; Curry, Keith

**Subject:** ELECTION RESULTS: REVISED CCCD AS CONSTITUTION/ PROPOSED ECC AS CEC FACULTY COUNCIL BYLAWS

FROM THE ACADEMIC SENATE/FACULTY COUNCIL

Ballots were counted this morning in the Library by Eleanor Sonido and Ann Stevens, and witnessed by LRC Director John Ayala, who have certified the results of faculty voting as follows:

Adoption of the Revised Constitution of the Compton Community College District Academic Senate

AYES	NAYS	ABSTENTIONS
26	0	0

Adoption of the proposed Bylaws of the El Camino Academic Senate Compton Education Center Faculty Council

AYES	NAYS	ABSTENTIONS
25	0	1

Accordingly, both of these documents have been ratified and approved by the Compton faculty. Many thanks to those of you who took the time to vote on these important matters.

Saul Panski  
 CCCD Academic Senate President  
 ECC CEC Faculty Council President  
 Professor of ESL/History  
 El Camino Compton Center  
 1111 E. Artesia Boulevard  
 Compton, CA 90221  
 310 900-1600 x2560  
 Saulp@aol.com  
 Panski\_s@compton.edu  
 spanski@elcamino.edu

**EL CAMINO COLLEGE**  
**MINUTES OF THE COLLEGE CURRICULUM COMMITTEE**  
**April 24, 2007**

Present: F. Arce, J. Davidson, P. Gebert, A. Himsel, L. Kjeseth, V. Lloyd, C. Mosqueda,  
R. Natividad, S. Panski, V. Rapp, J. Siddiqui, J. Young

Absent (excused): E. Martinez, C. Somin

Ex-Officio Members Present: A. Collette, L. Suekawa

Absent (excused): M. Hall, S. Rodriguez, R. Smith

Absent (unexcused): S. Eggers

Also Present: C. Bredek, S. Cocca, R. Elton-Collett, D. Goldberg, J. Hyman, R. Way

**CALL TO ORDER**

Chair Young called the College Curriculum Committee meeting to order at 2:30 p.m.

**APPROVAL OF MINUTES**

L. Kjeseth moved that the minutes of the March 27, 2007, CCC meeting be approved as written and V. Rapp seconded the motion. As there were no corrections, Chair Young called for a vote and the minutes were approved as presented.

**CHAIR'S REPORT**

Chair Young reported that during spring break, President Fallo informed V. Rapp of concerns he had with some of the curriculum items on the agenda for the April 16<sup>th</sup> Board of Trustees meeting. Specifically, the President was concerned with the phrase, "for the Older Adult," in the descriptive titles of the non-credit music courses and with the wording of the catalog descriptions for Child Development 117, Physical Education 2abcd, and Psychology 10. The President was advised that the phrase, "for the Older Adult," was in compliance with Title 5 regulations and Education Code requirements; he then agreed that it was appropriate to keep the music courses on the Board agenda. However, because changes to a course are to be initiated by discipline faculty, the catalog description revisions for the other three courses were removed from the Board agenda. J. Young said the course descriptions for Child Development 117, Physical Education 2abcd, and Psychology 10 were now being reviewed by faculty and that the CCC will entertain proposals for these courses at its May 8<sup>th</sup> meeting.

Continuing with her report, the Chair informed the committee that Chapter 6 of Title 5, which covers courses and programs, is being extensively revised. In May, the revisions will be presented to the Board of Governors for a first reading. Final reading and approval are scheduled for July. Chair Young said an in-depth presentation of the revisions will be presented to the CCC at a future meeting then gave an example of one of the changes. Certificates for credit programs can no longer be called certificates of competence and completion. The

terminology will now be certificate of achievement. Certificates of competence and completion will be for non-credit programs. The Chair noted that this change significantly affects El Camino College.

J. Young concluded her report with a brief overview of her recent attendance at the statewide Academic Senate Plenary Session. She noted that a number of workshops covered the proposed Title 5 changes then said she will provide the CCC with a full report on the plenary session at the next meeting. Chair Young remarked that those departments offering both a certificate of competence and a certificate of completion will have to make decisions regarding how to meld the requirements into one certificate. A. Collette then mentioned that the Title 5 revisions now prohibit low-unit certificates (that is, 12 to 17 units) from being included on transcripts unless they have been formally approved by the Chancellor's Office. The Chair added that the Title 5 revisions also will prohibit colleges from granting transfer studies or general studies majors. L. Suekawa asked if catalog rights will allow currently enrolled students to complete these types of degrees. Chair Young said that catalog rights were not addressed at any of the workshops and that she will investigate this issue.

### **VICE PRESIDENT OF ACADEMIC AFFAIRS' REPORT**

F. Arce stated that the majority of the College's certificates are vocational and related to employment opportunities. He added that the Child Development program has good examples of vocational education certificates and suggested that faculty refer to these when making adjustments to the certificates in their departments.

### **CURRICULUM REVIEW**

#### **INDUSTRY AND TECHNOLOGY PROPOSALS:**

R. Way began the presentation by introducing S. Cocca, faculty coordinator for the division, and R. Elton-Collett, support staff. The dean then explained that the proposals before the committee represent a project, supported by a consortium that includes Southern California Edison and the Los Angeles Department of Water and Power, designed to prepare students for employment or career advancement in the utility and electrical power generation and distribution industries. At the conclusion of his remarks, R. Way asked that review begin with the Electronics and Computer Hardware Technology 62 proposal. After CCC members received the division's errata sheet, agreement was reached for revisions to this course's discipline, catalog description, and Section V of the outline. Continuing, the committee reviewed Electronics and Computer Hardware Technology 64 next. During the brief discussion, revisions were accepted for the catalog description and Section V of the course outline. The CCC then agreed to minor revisions to the discipline and catalog description for Electronics and Computer Hardware Technology 68 as well as to a revision for Section V of the outline. R. Way and the committee concluded the division's review with the proposal for the Electronics and Computer Hardware Technology certificate of completion. As there were no questions about this proposal, V. Lloyd moved, and J. Siddiqui seconded, that the Industry and Technology proposals be approved. The motion carried. L. Kjeseth then moved that the conditions of enrollment be approved. P. Gebert seconded the motion, which carried.

#### **BUSINESS PROPOSALS:**

V. Rapp, while distributing an errata sheet, thanked the committee members who had forwarded to her, prior to today's meeting, suggestions regarding the division's proposals. She said that the

Computer Information Systems faculty found the suggestions extremely helpful. Review then began with Computer Information Systems 30. During the discussion of this course, revisions were accepted for the proposal form, the catalog description, and Sections II, III, IV, and V of the course outline. Next, Computer Information Systems 133 was reviewed and after a brief discussion, the committee agreed to revisions for the proposal form, the catalog description, and Sections IV and VII of the outline. The CCC then turned to the proposal for Computer Information Systems 134. During the review of this course, agreement was reached for revisions to the proposal form, the catalog description, and Sections II, III, IV, V, and VII of the course outline. Next, Dean Rapp directed the committee's attention to the proposed revisions to Sections II, III, V, and VII of the course outline for Computer Information Systems 142 and after a brief discussion, the revisions were accepted. Continuing with the review of the Business proposals, the CCC agreed to minor revisions for Computer Information Systems 143. These included a change to the proposal form as well as adjustments to the catalog description and Sections IV and V of the outline. The dean then outlined the minor changes to the proposal for the Computer Information Systems major. These were accepted by the CCC. The division's presentation concluded with the proposal to delete the Database Administration option from the Computer Information Systems certificates of competence and completion. V. Rapp explained that the Chancellor's Office did not approve this option and the Computer Information Systems Department did not want to pursue revising the certificates to meet the Chancellor's Office's requirements. Therefore, the Database Administration option needs to be deleted from the certificates. At the end of the brief discussion of the certificates, P. Gebert moved that the proposals for Computer Information Systems 30, 133, 134, 142, and 143, as well as the Computer Information Systems major, be approved. J. Siddiqui seconded the motion, which carried. L. Kjeseth moved, and V. Lloyd seconded, that the conditions of enrollment be approved. This motion carried. Chair Young then asked for a motion to delete the Database Administration option from the Computer Information Systems certificates of competence and completion. V. Lloyd made the motion and it was seconded by R. Natividad. The motion carried.

#### MATHEMATICAL SCIENCES PROPOSALS:

Dean Goldberg began the division's presentation by thanking committee members for forwarding suggestions for the Mathematical Sciences proposals. He then introduced C. Bredek of the Mathematics Department and J. Hyman of the Computer Science Department to the committee. After an errata sheet was distributed, review began with Computer Science 1. D. Goldberg outlined the revisions for the proposal form and Sections II, IV, and V of the course outline. After the CCC agreed to the revisions, the dean asked that review continue with the Computer Science 40 proposal. As the CCC discussed this course, agreement was reached for revisions to the proposal form, the catalog description, and Sections II, IV, and VII of the outline. V. Rapp informed the CCC that G. Scott of the Computer Science Department has ensured Computer Information Systems faculty that Computer Science 40, Introduction to UNIX and LINUX Operating Systems, will be taught purely as an Computer Science course and that subject matter will not cross over to Computer Information Systems topics. Dean Goldberg then directed the committee's attention to the proposals for Mathematics 41A and 41B. After common revisions regarding the proposal forms and the catalog descriptions for these two courses were agreed to, a minor revision to Section V of the course outline for Mathematics 41A was accepted. Next, the committee reviewed the Distance Education proposals for Mathematics 41A and 41B. After the CCC accepted revisions to the proposal forms, review of the Mathematical Sciences proposals concluded with Mathematics 150. During the brief discussion of this course, the CCC agreed to minor revisions for the proposal form, the catalog description,

and Section VI of the outline. P. Gebert then moved, and V. Lloyd seconded, that the proposals for Computer Science 1 and 40 and Mathematics 41A, 41B, and 150 be approved. The motion carried. L. Kjeseth moved that the conditions of enrollment be approved; V. Lloyd seconded the motion, which carried. R. Natividad then moved, and P. Gebert seconded, that the Distance Education versions for Mathematics 41A and 41B be approved. The motion carried.

**PROPOSAL REVIEWED BY CCC CHAIR AND VICE PRESIDENT OF ACADEMIC AFFAIRS:**

Chair Young directed the committee's attention to the proposal for the inactivation of Computer Science 25. The Chair explained to CCC representatives that they ordinarily do not receive a copy of this type of proposal because she and F. Arce, with the help of A. Collette, review the proposal for the inactivation then provide a justification for recommended CCC action. However, as part of the CCC's ongoing training, and to illustrate how the process works, members received both a proposal form and the Chair's and Vice President's recommended action and justification for approval for the inactivation of Computer Science 25. Chair Young then reviewed the justification for approval with the CCC. As there were no questions, V. Rapp moved that the inactivation of Computer Science 25 be approved. R. Natividad seconded the motion, which carried.

At 3:45 p.m., L. Kjeseth moved, and P. Gebert seconded, that the meeting be adjourned. The motion carried.

**EL CAMINO COLLEGE**  
**COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes**  
**April 24, 2007**

**BUSINESS DIVISION**

**CHANGES IN DESCRIPTIVE TITLE, TRANSFER STATUS, CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION; COURSE REVIEW**

*Current Status/Proposed Change*

1. Computer Information Systems 30 – Introduction to e-Commerce  
Recommended Preparation: Computer Information Systems 13; eligibility for English ~~2R~~ 84  
~~No Transfer CSU~~ Transfer CSU  
This introductory course in e-commerce will acquaint the student with fundamentals of e-commerce. The primary focus will be the study of current e-commerce practices, business models, techniques and opportunities for conducting business via the Internet. This course will help to prepare students for employment as webmasters, website designers, and e-commerce business managers.

*Recommendation:*

Computer Information Systems 30 – Introduction to eCommerce  
Recommended Preparation: Computer Information Systems 13; eligibility for



English 84  
Transfer CSU

This introductory course will acquaint the student with fundamentals of eCommerce. The primary focus will be the study of current eCommerce practices, business models, techniques and opportunities for conducting business via the Internet. This course will help to prepare students for employment as webmasters, website designers, and eCommerce business managers.

## **CHANGES IN CATALOG DESCRIPTION, TRANSFER STATUS; COURSE REVIEW**

### 1. Computer Information Systems 133 – Web Programming Concepts

*Current Status/Proposed Change*

~~No Transfer CSU~~ Transfer CSU

~~This course provides~~ Students examine the fundamental concepts and structures of programming for the Web using client-side mark-up languages and scripting languages. ~~Topics included are problem solving, program design and~~ Students learn how to use standard documentation, testing and debugging techniques, and web-based programming tools such as conditional structures, variables, classes, objects, functions, events, arrays, windows, frames, and forms in order to create eBusiness applications. Additional topics include the introduction to XML, databases as used in the development of web-based programming, and utilizing Web Services.

*Recommendation:*

Transfer CSU

Students examine the fundamental concepts and structures of programming for the Web using client-side mark-up languages and scripting languages. Students learn how to use standard documentation, testing and debugging techniques, and web-based programming tools such as conditional structures, variables, classes, objects, functions, events, arrays, windows, and forms in order to create eBusiness applications. Additional topics include the introduction to XML, databases as used in the development of web-based programming, and utilizing Web Services.

### 2. Computer Information Systems 134 – Web Programming

~~No Transfer CSU~~ Transfer CSU

This introductory programming course incorporates the basic concepts of web programming, problem solving, programming logic, and design techniques using Microsoft.Net web programming languages. The student will be able to obtain information from an e-client and send information to the e-client by building dynamic data-driven web applications. Skills will be applied to the creation of a Web Service. Emphasis is placed on emerging web programming skills and technologies to prepare students for advanced programming applications and to enter the ~~E~~-eBusiness industry.

*Recommendation:*

Transfer CSU

This introductory programming course incorporates the basic concepts of web programming, problem solving, programming logic, and design techniques using Microsoft.Net web programming languages. The student will be able to obtain information from an e-client and send information to the e-client by building dynamic data-driven web applications. Skills will be applied to the creation of a Web Service.

Emphasis is placed on emerging web programming skills and technologies to prepare students for advanced programming applications and to enter the eBusiness industry.

**CHANGE IN TRANSFER STATUS; COURSE REVIEW**

1. Computer Information Systems 143 – LAN and WAN Router Configurations Cisco 4  
~~No Transfer CSU~~ Transfer CSU

*Recommendation:*  
Transfer CSU

**CHANGES IN TRANSFER STATUS, CONDITIONS OF ENROLLMENT  
(Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation);  
COURSE REVIEW**

1. Computer Information Systems 142 – Implementing and Administering Network Routers  
Cisco 3

*Current Status/Proposed Change*

Prerequisite: Computer Information Systems 141 with a minimum grade of C or equivalent (Successful completion of ~~the CompTIA Network+ Certification~~ Cisco CCNA “Semesters” 1 and 2 is an equivalent.)

~~No Transfer CSU~~ Transfer CSU

*Recommendation:*

Prerequisite: Computer Information Systems 141 with a minimum grade of C or equivalent (Successful completion of Cisco CCNA “Semesters” 1 and 2 is an equivalent.)

Transfer CSU

**CHANGE IN MAJOR**

1. Computer Information Systems

*Current Status/Proposed Change*

~~Computer Information Systems 13, 18, 19; one of the following groups: Computer Information Systems 26 and 28 OR 46 and 47 OR 140 and 141; two of the following courses: Computer Information Systems 16, 17, 27, 29, 30, 80, 83, 133, 134, 142, 143~~

Total Units: 21-22

*Recommendation:*

~~Computer Information Systems 13, 18, 19; one of the following groups: Computer Information Systems 26 and 28 OR 46 and 47 OR 140 and 141; two of the following courses: Computer Information Systems 16, 17, 27, 29, 30, 80, 83, 133, 134, 142, 143~~

Total Units: 21-22

**CHANGE IN CERTIFICATE OF COMPETENCE**

1. Computer Information Systems

*Current Status/Proposed Change*

Cisco Networking Administration Option:

A minimum of nine Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 15-16 units

~~Database Administration Option (pending approval by the California Community Colleges System Office):~~

~~A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 19 units.~~

~~Computer Information Systems 18, 28, 29, 80, 83; one of the following: Computer Information Systems 16, 19, 46~~

~~Total Units: 19~~

E-Commerce Option (pending approval by the California Community Colleges System Office):

A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 30-31 units.

Business 25; Computer Information Systems 19, 30, 44, 133, 134, 135, Law 31; choose two from the following courses: Business 12, 14, 18, Computer Information Systems 16, 28, 29 80

Total Units: 30-31

Microcomputer Applications Option:

A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 30-33 units.

CIS – Microcomputer Applications Option Requirements:

Computer Information Systems 13, 18, 26, 28, 40; Computer Information Systems 16 or 133; three courses from: Computer Information Systems 27, 29, 46, 80, 83, 134; one course from: Business 55, Computer Information Systems 19, 30

Total Units: 30-33

Microcomputer Support and Network Management Option:

A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 33-34 units.

Computer Information Systems 13, 19, 40; four courses from the following: Computer Information Systems 16, 19, 29, 20, 80, 83; one of the following groups: Computer Information Systems 140, 141, 142, and 143 OR Computer Information Systems 46, 47, 48, and 49

Total Units: 33-34

Web Programming Option:

A minimum of twelve Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 17 units. Computer Information Systems 30, 133, 134; two courses: Business 12, Computer Information Systems 28, Law 31

Total Units: 17

Windows Networking Option (pending approval by the California Community Colleges System Office):

A minimum of nine Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 18 units. Computer Information Systems 46, 47, 48, 49; one of the following groups; Computer Information Systems 28 and 83 or Computer Information Systems 140 and 141  
Total Units: 18

*Recommendation:*

Cisco Networking Administration Option:

A minimum of nine Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 15-16 units

E-Commerce Option (pending approval by the California Community Colleges System Office):

A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 30-31 units. Business 25; Computer Information Systems 19, 30, 44, 133, 134, 135, Law 31; choose two from the following courses: Business 12, 14, 18, Computer Information Systems 16, 28, 29 80

Total Units: 30-31

Microcomputer Applications Option:

A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 30-33 units.

CIS – Microcomputer Applications Option Requirements:

Computer Information Systems 13, 18, 26, 28, 40; Computer Information Systems 16 or 133; three courses from: Computer Information Systems 27, 29, 46, 80, 83, 134; one course from: Business 55, Computer Information Systems 19, 30

Total Units: 30-33

Microcomputer Support and Network Management Option:

A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 33-34 units. Computer Information Systems 13, 19, 40; four courses from the following: Computer Information Systems 16, 19, 29, 20, 80, 83; one of the following groups: Computer Information Systems 140, 141, 142, and 143 OR Computer Information Systems 46, 47, 48, and 49

Total Units: 33-34

**Web Programming Option:**

A minimum of twelve Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 17 units. Computer Information Systems 30, 133, 134; two courses: Business 12, Computer Information Systems 28, Law 31

Total Units: 17

**Windows Networking Option (pending approval by the California Community Colleges System Office):**

A minimum of nine Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 18 units. Computer Information Systems 46, 47, 48, 49; one of the following groups; Computer Information Systems 28 and 83 or Computer Information Systems 140 and 141

Total Units: 18

**CHANGE IN CERTIFICATE OF COMPLETION****1. Computer Information Systems***Current Status/Proposed Change***Cisco Networking Administration Option:**

A minimum of nine Computer Information Systems units must be completed at El Camino College and a grade point average of 2.0 (C) is necessary in the required 15-16 units

Computer Information Systems 140, 141, 142, 143; one course from the following Computer Information Systems 16, 80, 133

Total Units: 15-16

~~Database Administration Option (pending approval by the California Community Colleges System Office):~~

~~A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 2.0 (C) is necessary in the required 19 units.~~

~~Computer Information Systems 18, 28, 29, 80, 83; one course from the following: Computer Information Systems 16, 19, 46~~

~~Total Units: 19~~

**E-Commerce Option (pending approval by the California Community Colleges System Office):**

A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 2.0 (C) is necessary in the required 30-31 units.

Business 25; Computer Information Systems 19, 30, 44, 133, 134, 135, Law 31; choose two from the following courses: Business 12, 14, 18, Computer Information Systems 16, 28, 29 80

Total Units: 30-31

**Web Programming Option:**

A minimum of twelve Computer Information Systems units must be completed at El Camino College and a grade point average of 2.0 (C) is necessary in the required 17 units. Computer Information Systems 30, 133, 134; two courses from: Business 12, Computer Information Systems 28, Law 31

Total Units: 17

**Recommendation:****Cisco Networking Administration Option:**

A minimum of nine Computer Information Systems units must be completed at El Camino College and a grade point average of 2.0 (C) is necessary in the required 15-16 units

Computer Information Systems 140, 141, 142, 143; one course from the following Computer Information Systems 16, 80, 133

Total Units: 15-16

**E-Commerce Option (pending approval by the California Community Colleges System Office):**

A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 2.0 (C) is necessary in the required 30-31 units.

Business 25; Computer Information Systems 19, 30, 44, 133, 134, 135, Law 31; choose two from the following courses: Business 12, 14, 18, Computer Information Systems 16, 28, 29 80

Total Units: 30-31

**Web Programming Option:**

A minimum of twelve Computer Information Systems units must be completed at El Camino College and a grade point average of 2.0 (C) is necessary in the required 17 units. Computer Information Systems 30, 133, 134; two courses from: Business 12, Computer Information Systems 28, Law 31

Total Units: 17

## **INDUSTRY AND TECHNOLOGY**

### **NEW COURSES**

1. Electronics and Computer Hardware Technology 62 – Introduction to the Electric Power Industry  
 Units: 2      Lecture: 1.5 hours      Lab: 1.5 hours      Faculty Load: 17.5%  
 Credit, degree applicable; Transfer CSU  
 In this course, students are introduced to electric power generation and transmission. Topics will emphasize employment opportunities in the powerline industry. The course will include a general overview of the types of power systems, electricity generation, basic electrical theory, history of power generation and distribution, power system protection, system reliability, and power industry governance.
  
2. Electronics and Computer Hardware Technology 64 –Electric Power Industry Safety  
 Units: 2      Lecture: 2 hours      Faculty Load: 13.333%  
 Credit, degree applicable; Transfer CSU

This course addresses OSHA (Occupational Safety and Health Administration) regulations for the electric power generation and distribution industry. The topics covered include OSHA regulations for the utility industry, personal protective equipment, fall protection, hazardous material handling, fire protection, hand and power tools, and electrical distribution safety components. Students successfully completing the course will be eligible to take the examination for the OSHA (30 hr) safety-training certificate.

3. Electronics and Computer Hardware Technology 68 –Electric Power Transmission and Distribution Systems

Units: 3      Lecture: 3 hours      Faculty Load: 20%

Credit, degree applicable; Transfer CSU

This course provides an in-depth study of the electrical components used in the transmission of electricity from generation to the user. Students will study switchyards and substations as well as learn the operation of transformers, circuit breakers, regulators, capacitor banks, tap changers, disconnects, current and potential transformers, and lightning arrestors. The various types of electrical conductors, structures, and insulators used in the transmission of electricity will also be studied.

### CHANGE IN CERTIFICATE OF COMPLETION

1. Electronics and Computer Hardware Technology

*Current Status/Proposed Change*

A Certificate of Completion in one of the following options will be granted upon the completion of the courses with a grade average of C. At least 50% of the courses required for the Certificate of Completion must be completed at El Camino College.

Communications Equipment Technician Option:

Electronics and Computer Hardware Technology 11, 22, 110, 120, 124, 150, 152, 193; one course from: Electronics and Computer Hardware Technology 95abcd (~~one semester~~), 140, 190, 191, 194, Computer Information Systems 13

Total Units: 27-29

Computer Hardware Electronics Technician Option:

Electronics and Computer Hardware Technology 11, 22, 110, 130, 140, 142, 144; two courses from: Electronics and Computer Hardware Technology 95abcd (one semester), 131, 191, 194, Computer Information Systems 13, 40

Total Units: 29-31

Computer Hardware Technician Option:

Electronics and Computer Hardware Technology 130, 140, 142, 144

Total Units: 15

Electronics Engineering Technician Option:

Electronics and Computer Hardware Technology 11, 22, 110, 120, 124, 130, 140, 190; two courses from: Electronics and Computer Hardware Technology 95abcd (one semester), 142, 144, 150, 152, 190, 191, 192, 193, 194

Total Units: 30-34

Electronics Technician Option:



Electronics and Computer Hardware Technology 11, 22, 110, 120, 140  
Total Units: 16

Industrial Computer Control Technician Option:  
Electronics and Computer Hardware Technology 11, 22, 110, 120, 124, 130, 140, 191,  
192, Machine Tool Technology 10A; one course from: Electronics and Computer  
Hardware Technology 95abcd (~~one semester~~), 131, 142, 190  
Total Units: 34-36

Powerline Industry Readiness Option:  
Construction Technology 172, Electronics and Computer Hardware Technology 62, 64,  
68, 110  
Total Units: 14

*Recommendation:*  
A Certificate of Completion in one of the following options will be granted upon the  
completion of the courses with a grade average of C. At least 50% of the courses  
required for the Certificate of Completion must be completed at El Camino College.

Communications Equipment Technician Option:  
Electronics and Computer Hardware Technology 11, 22, 110, 120, 124, 150, 152, 193;  
one course from: Electronics and Computer Hardware Technology 95abcd, 140, 190,  
191, 194, Computer Information Systems 13  
Total Units: 27-29

Computer Hardware Electronics Technician Option:  
Electronics and Computer Hardware Technology 11, 22, 110, 130, 140, 142, 144; two  
courses from: Electronics and Computer Hardware Technology 95abcd (one semester),  
131, 191, 194, Computer Information Systems 13, 40  
Total Units: 29-31

Computer Hardware Technician Option:  
Electronics and Computer Hardware Technology 130, 140, 142, 144  
Total Units: 15

Electronics Engineering Technician Option:  
Electronics and Computer Hardware Technology 11, 22, 110, 120, 124, 130, 140, 190;  
two courses from: Electronics and Computer Hardware Technology 95abcd (one  
semester), 142, 144, 150, 152, 190, 191, 192, 193, 194  
Total Units: 30-34

Electronics Technician Option:  
Electronics and Computer Hardware Technology 11, 22, 110, 120, 140  
Total Units: 16

Industrial Computer Control Technician Option:  
Electronics and Computer Hardware Technology 11, 22, 110, 120, 124, 130, 140, 191,  
192, Machine Tool Technology 10A; one course from: Electronics and Computer  
Hardware Technology 95abcd, 131, 142, 190

Total Units: 34-36

Powerline Industry Readiness Option:

Construction Technology 172, Electronics and Computer Hardware Technology 62, 64, 68, 110

Total Units: 14

## MATHEMATICAL SCIENCES DIVISION

### INACTIVATE COURSE

1. Computer Science 25 – Programming in C

### CHANGE IN CATALOG DESCRIPTION; COURSE REVIEW

1. Computer Science 1 – Problem Solving and Program Design Using C++

*Current Status/Proposed Change*

This course is an introduction to problem solving and program design using structured, top-down algorithmic development techniques applied to the solution of numeric and nonnumeric problems. Software engineering topics such as analysis, design, implementation, testing, documentation, and maintenance of software are discussed. Laboratory work will be done using the C++ computer language.

*Recommendation:*

This course is an introduction to problem solving and program design using structured, top-down algorithmic development techniques applied to the solution of numeric and nonnumeric problems. Software engineering topics such as analysis, design, implementation, testing, documentation, and maintenance of software are discussed. Laboratory work will be done using the C++ computer language.

## CHANGES IN DESCRIPTIVE TITLE, CREDIT STATUS, TRANSFER STATUS, CATALOG DESCRIPTION; COURSE REVIEW

### *Current Status/Proposed Change*

1. Computer Science 40 – Introduction to UNIX and LINUX Operating Systems

Credit, ~~not~~ degree applicable

~~No Transfer CSU~~ Transfer CSU

This course covers UNIX and LINUX operating system concepts and includes: basic commands, file structures, editors, file management utilities, ~~shell scripts~~, shell programming, process control, and remote messaging, as well as network and system administration.

### *Recommendation:*

Computer Science 40 – Introduction to UNIX and LINUX Operating Systems

Credit, degree applicable

Transfer CSU

This course covers UNIX and LINUX operating system concepts and includes basic commands, file structures, editors, file management utilities, shell programming, process control, and remote messaging, as well as network and system administration.

## CHANGE IN CATALOG DESCRIPTION; COURSE REVIEW

1. Mathematics 41A – Elementary Algebra, Part I

### *Current Status/Proposed Change*

~~This course includes~~ Students examine the study connections between the order of operations on real numbers; and the solutions and applications of linear elementary algebraic ideas of variables, expressions, and equations, and inequalities, polynomials, and coordinate graphing of linear equations. Students explore the four fundamental representations of relations between two variables: verbal, algebraic, graphical, and numerical. Linear relations serve as the primary example, but students also study quadratic and absolute value relations. Students are expected to master basic algebraic manipulation skills, including combining like terms, expanding products, and elementary factoring.

~~Note: Students enrolled in this course are required to participate in group activities.~~

Note: Mathematics 41A/41B and 41B together are equivalent to Mathematics 40 is a two course elementary algebra sequence that is intended for students who would benefit from slower-paced instruction. Mathematics 41B serves as a prerequisite course for Mathematics 70.

*Recommendation:*

Students examine the connections between the order of operations on real numbers and the elementary algebraic ideas of variables, expressions, and equations. Students explore the four fundamental representations of relations between two variables: verbal, algebraic, graphical, and numerical. Linear relations serve as the primary example, but students also study quadratic and absolute value relations. Students are expected to master basic algebraic manipulation skills, including combining like terms, expanding products, and elementary factoring.

Note: Mathematics 41A/41B is a two course elementary algebra sequence that is intended for students who would benefit from slower-paced instruction. Mathematics 41B serves as a prerequisite course for Mathematics 70.

## 2. Mathematics 41B – Elementary Algebra, Part II

*Current Status/Proposed Change*

~~This~~ Students in this course ~~continues~~ explore the study of introductory algebraic concepts of relation and ~~includes the solutions and applications of systems of its four~~ fundamental representations: verbal, algebraic, graphical, and numerical. Students show mastery of more advanced algebraic manipulation skills, including extracting roots, completing the square, and more advanced factoring. Students examine and solve linear equations, ~~factoring techniques, simplification of rational and radical expressions, and the solution of~~ systems of linear equations, and quadratic equations, as well as reciprocal and square root equations.

~~Note: Students enrolled in this course are required to participate in group activities.~~

Note: Mathematics 41A/41B and 41B together are equivalent to Mathematics 40 is a two course elementary algebra sequence that is intended for students who would benefit from slower-paced instruction. Mathematics 41B serves as a prerequisite course for Mathematics 70.

*Recommendation:*

Students in this course explore the concepts of relation and its four fundamental representations: verbal, algebraic, graphical, and numerical. Students show mastery of more advanced algebraic manipulation skills, including extracting roots, completing the square, and more advanced factoring. Students examine and solve linear equations, systems of linear equations, and quadratic equations, as well as reciprocal and square root equations.

Note: Mathematics 41A/41B is a two course elementary algebra sequence that is intended for students who would benefit from slower-paced instruction. Mathematics 41B serves as a prerequisite course for Mathematics 70.

## CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION; COURSE REVIEW

### *Current Status/Proposed Change*

1. Mathematics 150 – Elementary ~~Probability and Statistics with Probability~~  
This The focus of this course includes calculation and analysis of is the basic practice of statistics, including descriptive statistics, inferential statistics, and the role probability plays in statistical analysis. Students calculate and interpret statistical parameters with hand held using graphing calculators and with statistical testing capabilities and statistical software, for personal computers. Topics as well as by hand. Major topics include methods of data collection and simulation; measures of central tendency, and variability, normal and binomial relative position; graphical summaries of data; linear regression and correlation; distributions, sets, sample space and Venn diagrams, including normal and binomial distributions; probability theory; confidence intervals, hypothesis testing, chi-square analysis, analysis of variance, linear regression and correlation, and non-parametric tests inferential statistical methods. Students choose, justify, use, and interpret the results of inferential techniques, such as confidence intervals, hypothesis tests, goodness of fit, analysis of variance, and nonparametric tests.

### *Recommendation:*

#### Mathematics 150 – Elementary Statistics with Probability

The focus of this course is the basic practice of statistics, including descriptive statistics, inferential statistics, and the role probability plays in statistical analysis. Students calculate and interpret statistical parameters using graphing calculators with statistical testing capabilities and statistical software, as well as by hand. Major topics include methods of data collection and simulation; measures of central tendency, variability, and relative position; graphical summaries of data; linear regression and correlation; distributions, including normal and binomial distributions; probability theory; and inferential statistical methods. Students choose, justify, use, and interpret the results of inferential techniques, such as confidence intervals, hypothesis tests, goodness of fit, analysis of variance, and nonparametric tests.

## NEW DISTANCE EDUCATION COURSE VERSIONS

1. Mathematics 41A – Elementary Algebra, Part I (Online)
2. Mathematics 41B – Elementary Algebra, Part II (Online)

**EL CAMINO COLLEGE  
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE  
March 27, 2007**

Present: F. Arce, J. Davidson, P. Gebert, A. Himsel, L. Kjeseth, V. Lloyd, E. Martinez,  
C. Mosqueda, R. Natividad, V. Rapp, J. Siddiqui, C. Somin, J. Young

Absent (excused): S. Panski

Ex-Officio Members Present: A. Collette, M. Hall

Absent (excused): S. Rodriguez, R. Smith, L. Suekawa

Absent (unexcused): S. Eggers

Also Present: B. Jaffe, B. Hoanzl, N. McCallum

**CALL TO ORDER**

Chair Young called the College Curriculum Committee meeting to order at 2:30 p.m.

**APPROVAL OF MINUTES**

P. Gebert moved that the minutes of the March 13, 2007, CCC meeting be approved as written and V. Rapp seconded the motion. As there were no corrections, Chair Young called for a vote and the minutes were approved as presented.

**CHAIR'S REPORT**

Chair Young informed the committee that J. Stewart, because of illness, will not finish her term as the Natural Sciences representative. She added that V. Lloyd, the recently elected Natural Science representative for the 2007-2010 term, has graciously agreed to serve the remainder of J. Stewart's term. J. Young thanked V. Lloyd then asked everyone to introduce themselves and identify the divisions or areas they represent. The Chair concluded her report by informing the CCC that she will meet with the deans in early April and discuss the types and numbers of curriculum proposals the divisions want to submit next fall. J. Young said that due to A. Collette's impending retirement, she will ask the deans to be cautious with plans for curriculum submissions. Once she has concluded meeting with the deans, Chair Young said she and A. Collette will develop a curriculum review timeline for the Fall, 2007 semester.

**CURRICULUM REVIEW**

**HUMANITIES PROPOSALS:**

B. Jaffe, while distributing an errata sheet, thanked J. Young and A. Collette for their help with and suggestions for the division's proposals. The Associate Dean then asked that review begin with Academic Strategies 100. During the brief discussion of this course, the committee agreed to corrections for the proposal form as well as to revisions for Sections VI and VIII of the outline. Before review continued with the English 100 and Journalism 100 proposals,

A. Collette reminded the CCC that last May it had approved revisions to English 100 and Journalism 100. These revised courses were then submitted to the Chancellor's Office for its approval. J. Cruz, lead specialist in the Chancellor's Office's Educational Planning and Development Department, advised Dean Lew that an enrollment limitation should be added to these courses so that they were in compliance with Title 5, Section 58170. Faculty in the English and Journalism departments reviewed the courses and J. Cruz's recommendation, then revised the outlines accordingly. A. Collette concluded her remarks by informing the CCC that the English and Journalism proposals represented the recently revised courses. The CCC then began the review of English 100. During the discussion, agreement was reached for revisions to the proposal form and Sections VI and VIII of the course outline. B. Jaffe concluded the presentation with Journalism 100. After the committee accepted revisions for the proposal form and Section VIII of the outline, C. Somin moved that the Humanities proposals be approved. L. Kjeseth seconded the motion, which carried. C. Somin then moved, and J. Siddiqui seconded, that the conditions of enrollment be approved. The motion carried.

#### HEALTH SCIENCES AND ATHLETICS PROPOSALS:

Chair Young informed committee members that the division had submitted replacement proposals, included in the day's packet, for Educational Development 35ab and Physical Education 87ab, both of which were tabled at the March 13<sup>th</sup> CCC meeting. The Chair then stated that she would give committee members ten minutes to review the revised proposals before allowing the division to begin its presentation. After the committee completed its review, Dean McCallum introduced B. Hoanzl of the Special Resource Center, who was present to lead the review of Educational Development 35ab. During the discussion of this proposal, B. Hoanzl explained the role this course plays for students with learning differences then accepted the CCC's recommendations for revisions to the catalog description and Sections II and V of the course outline. Next, R. Natividad told the committee that he would lead the review of Physical Education 87ab. During the brief discussion of this proposal, the committee and the division agreed to minor revisions for Sections II and V of the course outline. As discussion had concluded, L. Kjeseth moved, and C. Somin seconded, that the Health Sciences and Athletics proposals be approved. The motion carried. C. Somin moved that the conditions of enrollment for the courses be approved and L. Kjeseth seconded the motion. This motion also carried. R. Natividad then thanked J. Young, A. Collette, and F. Arce for their help with the Health Sciences and Athletics proposals.

#### TITLE 5 REVISIONS

Chair Young directed committee members to the Title 5 excerpts included in the day's packet then turned the meeting over to A. Collette. The Curriculum Advisor told the CCC that the Title 5 excerpts before them reflected revisions and/or additions to sections relevant to curriculum review and approval. Beginning with Section 55002, A. Collette remarked that language had been added which clearly states that non-credit courses must be approved by the Chancellor's Office in order to be eligible for state apportionment. The revised wording for Section 55150 better outlines the requirements for submitting a non-credit course to the Chancellor's Office as well as the criteria that must be met in order for a particular course to be eligible for enhanced funding. Continuing, A. Collette stated that the new Section 55151 addresses criteria for career development and college preparation noncredit courses and that the new Section 55151.5 explains that emergency regulations had to be developed so that community colleges could take the steps minimally necessary for implementation of new Education Code requirements. A. Collette concluded her remarks by informing the CCC that the revisions to Section 55806,

Minimum Requirements for the Associate Degree, reflect the new requirements governing competence in English and mathematics. Beginning fall, 2009, students earning an associate degree must demonstrate competence in written expression by obtaining a satisfactory grade in English 1A or a course at that level, and competence in mathematics by obtaining a satisfactory grade in an intermediate algebra course. These new regulations have a direct effect on El Camino College as the associate degree will have to be revised to include the mathematics competency.

### **DISTANCE EDUCATION GUIDELINES AND COURSE DEVELOPMENT PROCEDURES**

Chair Young referred members to the finalized document for Distance Education Guidelines and Course Development Procedures, which was included in the day's packet. She then carefully reviewed each section of the guidelines and procedures with the committee. After minor corrections to the document were agreed to, P. Gebert moved that the CCC approve the Distance Education Guidelines and Course Development Procedures. C. Somin seconded the motion, which carried. Chair Young said she will take the guidelines and procedures to the Academic Senate for its approval.

### **MAJOR AND CERTIFICATE FORMS**

Committee members received drafts of the revised CCC forms for major and certificate proposals, and were told the revisions reflected the incorporation of guidelines for completing the forms. Chair Young stated that the guidelines were being added to the forms because too many divisions have been submitting incorrectly prepared forms to the CCC. The Chair then asked everyone to please take time to review the revised forms over the next two weeks and send any suggestions or corrections to either her or A. Collette. Chair Young told the CCC she would like to have the forms finalized by early May.

At 3:30 p.m., C. Somin moved, and L. Kjeseth seconded, that the meeting be adjourned. The motion carried.



**EL CAMINO COLLEGE**  
**COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes**  
**March 27, 2007**

**HEALTH SCIENCES AND ATHLETICS DIVISION**

**CHANGE IN CATALOG DESCRIPTION; COURSE REVIEW**

1. Educational Development 35ab – Reading Skills for Students with Learning Differences

*Current Status/Proposed Change*

~~This course, is designed for students with learning differences who need to improve basic have a processing deficit in reading, skills such as dictionary usage, will emphasize a variety of learning strategies and electronic technologies. Learners will increase their reading vocabulary, development, main ideas and level of reading comprehension, Students practice learning strategies and techniques related to reading and receive individualized instruction fluency in processing the printed word. Students will gain greater awareness of their learning preferences and how to apply them to increase their reading skills and prepare them for regular English classes learning levels. Students will construct a learning system which will facilitate their ability to read, to understand, and to critically evaluate reading material.~~

*Recommendation:*

This course, designed for students who have a processing deficit in reading, will emphasize a variety of learning strategies and electronic technologies. Learners will increase their reading vocabulary, level of reading comprehension, and fluency in processing the printed word. Students will gain greater awareness of their learning preferences and how to apply them to increase their reading and learning levels. Students will construct a learning system which will facilitate their ability to read, to understand, and to critically evaluate reading material.

**CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION; COURSE REVIEW**

1. Physical Education 87ab – Women’s Intercollegiate Water Polo Team

*Current Status/Proposed Change*

Enrollment Limitation: tryout (high school varsity experience or equivalent skill)

~~This course provides women’s varsity practice and instruction and practice in advanced water polo techniques, leading to intercollegiate competition. An El Camino College award will be earned by student athletes who satisfactorily fulfill the course requirements. Training format will be designed to develop endurance, strength, individual skills, and team skills specific to the sport of water polo. A variety of drills will encourage skill acquisition and foster coordinated team play. Game theory will engender an understanding of team play and the role each individual contributes to seamless team unity. Conditioning will enable the athletes to play the game at a high performance level. Training will culminate in~~

competition against teams from other institutions as a test of skill levels both as an individual and as a group.

Note: This course is offered in the fall semester only.

*Recommendation:*

Enrollment Limitation: tryout (high school varsity experience or equivalent skill)

This course provides instruction and practice in advanced water polo techniques. Training format will be designed to develop endurance, strength, individual skills, and team skills specific to the sport of water polo. A variety of drills will encourage skill acquisition and foster coordinated team play. Game theory will engender an understanding of team play and the role each individual contributes to seamless team unity. Conditioning will enable the athletes to play the game at a high performance level. Training will culminate in competition against teams from other institutions as a test of skill levels both as an individual and as a group.

Note: This course is offered in the fall semester only.

## HUMANITIES DIVISION

### **CHANGES IN DESCRIPTIVE TITLE, LAB HOURS, CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION; COURSE REVIEW**

*Current Status/Proposed Change*

1. Academic Strategies 100 – ~~Learning Resources~~ Supervised Tutoring: Academic Skills Development

Lab: ~~Minimum 1 hour lab~~ 72 maximum hours per semester

Enrollment Limitation: referral by instructor or counselor based on assessed academic need

This course provides students with ~~individualized instruction~~ supervised tutoring related to their classroom assignments. ~~Students will receive instruction in~~ This tutoring course covers the content area of their assignments, on locating application of learning skills, use of learning resources, appropriate to their specific curricular needs, and on applying appropriate Academic Strategies to specific curricular areas review of course content.

Note: This course is repeatable and open for enrollment at registration and at anytime during the semester.

*Recommendation:*

Academic Strategies 100 – Supervised Tutoring: Academic Skills Development

Lab: 72 maximum hours per semester

Enrollment Limitation: referral by instructor or counselor based on assessed academic need

This course provides students with supervised tutoring related to their classroom assignments. This tutoring course covers the application of learning skills, use of learning resources, and review of course content.

Note: This course is repeatable and open for enrollment at registration and at anytime during the semester.

**CHANGES IN LAB HOURS, CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION; COURSE REVIEW**

1. English 100 – Supervised Tutoring: Writing Center Laboratory

*Current Status/Proposed Change*

Lab: ~~54~~ 72 maximum hours per semester

Enrollment Limitation: referral by instructor or counselor based on assessed academic need

This course provides students with supervised tutorial instruction on ~~prewriting techniques, organizing ideas, and developing arguments. Tutoring is also available in integrating research skills and editing for clarity and correctness.~~ writing text with clarity and reading text with literal and critical understanding; this may include pre-writing and pre-reading techniques, organization of text, development of arguments, relationships between parts of text, integration of writing and reading for research and revision/editing for clarity and correctness.

Note: This course is repeatable and open for enrollment at registration and at anytime during the semester.

*Recommendation:*

Lab: 72 maximum hours per semester

Enrollment Limitation: referral by instructor or counselor based on assessed academic need

This course provides students with supervised tutorial instruction on writing text with clarity and reading text with literal and critical understanding; this may include pre-writing and pre-reading techniques, organization of text, development of arguments, relationships between parts of text, integration of writing and reading for research and revision/editing for clarity and correctness.

Note: This course is repeatable and open for enrollment at registration and at anytime during the semester.

**CHANGE IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation); COURSE REVIEW**

1. Journalism 100 – Supervised Tutoring: Journalism Laboratory

*Current Status/Proposed Change*

Corequisite: enrollment in one of the following journalism courses: Journalism 1, 3ab, 7ab, 9abcd, 11abcd

Enrollment Limitation: referral by instructor or counselor based on assessed need

*Recommendation:*

Corequisite: enrollment in one of the following journalism courses: Journalism 1, 3ab, 7ab, 9abcd, 11abcd

Enrollment Limitation: referral by instructor or counselor based on assessed need

**Faculty Development meeting notes for April 19 and April 24, 2007- ROUGH DRAFT**

Present: *Ruth Banda Ralph, Elaine Cannon, Kamran Golestaneh, Moon Ichinaga, Donna Manno, Lisa Raufman, John Ruggirello, Margaret Steinberg, Mercedes Thompson, Lijun Wang*

**A special meeting was held on April 19<sup>th</sup> to accommodate Donna Manno's schedule.**

**1. Donna updated the committee on the following information:**

- Rory Natividad from the Athletics Department has volunteered to staff "the pancake grill" (a first) at the morning refreshments during the August Flex Day. The Committee thought that this would be an excellent addition for those who want to arrive at 8am
- The "Summer Innovation Grants" application was reviewed and approved for email delivery on April 24<sup>th</sup>. Deadline to apply for the \$1500 is May 18<sup>th</sup>. Donna will attach the names of past recipients of summer grants along with the topics they researched.
- The Faculty Development section of the Staff Development website will be updated over the summer to include more "Teaching and Learning Tips". Additionally, faculty might have access to the TEP website which includes teaching tips.
- The new Faculty and Staff Development funds from the State: The Administration has created a priority for the money to be used by groups to attend conferences and events that allow them to learn innovative ways to improve recruitment, teaching, retention, and leadership. For example, 15 people have been selected to attend the Community College Leadership Colloquium sponsored by the University of San Diego in the Summer.
- Reminder: there are funds for faculty to attend the Great Teachers Seminar, the Great Teachers Leadership Training, the Senate Curriculum Training Seminar, the Senate Leadership Training as well as a few other Senate related conferences.
- We reviewed Spring Flex Day suggestions.

**2. Lisa led discussions on the following topics:**

- The selection criteria for Great Teachers Seminar (GTS) participants. Four will be selected by April 30<sup>th</sup> Seven full time faculty members and 2 part time faculty members applied . Only full time faculty members will be considered. We hope to create a local on-campus GTS next year that will include full time and adjuncts participating.
- The results of the "Thanksgiving" Applause Cards campaign:

November 2005	1
November 2006	18
December 2005	0
December 2006	16

Overall Applause cards issued 2005/2006      59

Total issued to date for 2006/2007      74 (*and 2007 is not over*)

- The Committee agreed that we could use more appreciation activities on campus and discussed the concept of "Recognition" vs "Thanking". Each rep was asked to bring several ideas about how we could create "thanking" activities on campus to the May 8 meeting. (We discussed Nadine Hata's example of "Coffee and Conversation" gatherings where just 10 people from different parts of the campus get together to meet and talk over coffee.) Several committee members discussed writing an innovation grant to recreate this atmosphere.
- The ECC Academic Senate is taking nominations for the person who will become the new V.P. Faculty Development. Lisa will finish her responsibilities during Fall '07. Elaine Cannon and David Vakil expressed an interest in being selected for the position.

- Lisa has sent out emails with good Teaching and Learning powerpoint presentations. If you have not looked at [www.teachertube.com](http://www.teachertube.com) go to it and search for El Camino College. Kevin O'Brien's class submitted some videos recently. From attendance at TECH ED, Lisa also found some other good video and blog tools. Contact her if you are interested.
- Up coming events-see your email:
  - Friday, April 27 and Saturday, April 28 On Course Training
  - Friday, May 4<sup>th</sup> FYE conference with THE ASTINS
  - TEP Teacher Training Friday May 4 and 11<sup>th</sup>
  - Thursday, May 17<sup>th</sup> Recognition: Outstanding Faculty and Staff member reception (1pm)
  - Go to [www.FACCC.org](http://www.FACCC.org) for events that are relevant to faculty growth and development

**May 8<sup>th</sup> and 22<sup>nd</sup> meeting dedicated to planning August Flex Day. We are interested in continuing with the theme related to Teaching and Learning Collaboration. The May 22<sup>nd</sup> meeting will start at 1pm to accommodate Donna Manno's schedule.**

## Faculty Development Team Meeting Notes- first draft- May 8, 2007

Present: *Ruth Banda Ralph, Elaine Cannon, Moon Ichinaga, Lisa Raufman, John Ruggirello, Margaret Steinberg, Mercedes Thompson*

Excused: *Kamran Golestaneh, Lijun Wang, Donna Manno*

1...Faculty selected to attend the Great Teachers Seminar (July 29-August 3)  
Elaine Cannon,; Lynn Beckett-Lemus,; Inna Newbury; Sue Oda-Omori  
*If anyone is unable to attend, the three alternates in order of selection:  
Eduardo Morales, Amy Himsel, Christina Gold.*

2. Dr. Ruth Banda Ralph was commended on her First Year Experience/ Celebrating Diversity Conference titled Holistic Approaches to Teaching and Learning” which included Dr. Alexander Astin and Dr. Helen Astin’s keynote address on “Spirituality in Higher Education: A National Study of College Students Search for Meaning and Purpose”. Our Faculty Development Team recommended that Ruth make DVDs available for distribution to faculty who would like to hear this presentation.

3...We discussed the Stanford University Faculty Development Newsletter that David Vakil sent to all faculty. We agreed that “Senior Faculty have needs that could better be met” by allotting Faculty Development funds to teaching and research grants (including grants such as our Summer mini grants), recognition for mentoring and other contributions to the college (which we think should be institutionalized), given more opportunity to make institutional impact (e.g. acknowledged for expertise and contributions by using the suggestions from the many hours of meetings), targeted money to cover presenting at discipline related conferences, recognition for involvement with state and national associations. Senior faculty are defined as being over 50 years of age and being full professors.

4...Margaret presented us with the handouts that she would like to have included in our Flex Day folders: CETC (California Educational Technology Collaborative) There are 10 programs but at least 6 that are very useful to Faculty such as @One, CCCSat and CVC (California Virtual College).

5...Committee Recommendation for Outline for Flex Day, August 23

This will be refined at our next meeting, May 22 at 1pm

8:15 – 9 Refreshments

9-10 President’s Presentation

10-10:20am Overview of Workshops for the Day or Overview of what we do during a campus emergency !!! (So all staff can know what to do)

10:30-Noon Division and Department meetings

Noon -1pm On-Campus Lunch

1-3:30pm one hour, two hour workshops

We had a discussion about a Theme related to Teaching and Learning Collaboration .

**Call for presenters will be sent by email the week of May 15<sup>th</sup> and will be included in the Senate Packet.** We all agreed that we needed another workshop by Harold Tyler on Dealing with Disruptive (and Dangerous) Students as well as a workshop by our Police Department about Crisis Management and Security Awareness if we could not have the presentation after the President’s presentation

6. Related to crisis situations on campus, Moon reminded us about the problems with disruptive students in the library. We support any resolution that the library have cadets assigned to the Library.

**EL CAMINO COLLEGE  
STAFF DEVELOPMENT OFFICE**

**Request for Staff Development Funding – Conference Attendance**

**Instructions:** Please fill in all areas. Incomplete requests will not be considered.

Name: \_\_\_\_\_ Division/Department: \_\_\_\_\_

Extension: \_\_\_\_\_

Title of Conference: \_\_\_\_\_

Location: \_\_\_\_\_ Date(s): \_\_\_\_\_

Please list team members:

Funding requested:

Registration: \$ \_\_\_\_\_

Transportation: \$ \_\_\_\_\_

Lodging: \$ \_\_\_\_\_

Food: \$ \_\_\_\_\_

Total: \$ \_\_\_\_\_

Please indicate (check all that apply) which of the following state funding requirements is addressed:

- Improvement of teaching.
- Maintenance of current academic and technical knowledge and skills.
- In-service training for vocational education and employment preparation programs.
- Retraining to meet changing institutional needs.
- Inter-segmental exchange programs.
- Development of innovations in instructional and administrative techniques and program effectiveness.
- Computer and technological proficiency programs.
- Courses and training implementing equal employment opportunity and upward mobility program.

Purpose for attending – Please elaborate on any areas checked above or how attendance at this conference will contribute to student success.

\_\_\_\_\_

\_\_\_\_\_

Follow-up activity – What follow up activity/program will be implemented as a result of attendance at this conference?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**EL CAMINO COLLEGE  
STAFF DEVELOPMENT OFFICE**

**FLEX PROGRAM/ACTIVITY PROPOSAL**

**Instructions:** If you are planning a program/activity and wish to offer it for flex credit, complete this form and return it to the STAFF DEVELOPMENT OFFICE.

**Workshop/Activity Title:** \_\_\_\_\_

**Presenter (s):** \_\_\_\_\_ Ext: \_\_\_\_\_ Home #: \_\_\_\_\_

\_\_\_\_\_ Ext: \_\_\_\_\_ Home #: \_\_\_\_\_

**Panel:** \_\_\_\_\_

**Suggested by:** \_\_\_\_\_ **Division/Ext:** \_\_\_\_\_

If off-campus presenter, please provide address and phone: **Phone:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Fee (if any):** \_\_\_\_\_

**Brief description of workshop/program:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Target Group**

Faculty (FT)

Faculty (PT)

Classified/Confidential

Management/Supervisors

All

Other \_\_\_\_\_

Maximum number of participants \_\_\_\_\_

**Date and Time** Day(s) \_\_\_\_\_ Time(s) \_\_\_\_\_ to: \_\_\_\_\_

Would the workshop be repeated? Yes  No  Possibly

**Room Suggested** \_\_\_\_\_

**Equipment Needed**

Overhead Projector

VCR

Flip Chart

Other \_\_\_\_\_

-----For Office Use Only-----

Approved: Yes  No  Program Number \_\_\_\_\_

## **Academic Senate Sponsored and other Statewide Conferences**

***(The Faculty Leadership Institute and the Curriculum Institute expenses are paid for by Faculty Development Funds!!!)***

### **Faculty Leadership Institute 2007**

This institute is designed for current and aspiring faculty leaders at community colleges. The participants meet for four days of workshops dedicated to issues involved in running effective senates, faculty hiring, budget planning, technical assistance, and other hot issues facing the California community colleges faculty.

#### **General Information**

The Faculty Leadership Institute provides assistance and training to faculty members to empower them to run stronger, more effective local senates. Through a variety of Institute activities, participants learn to identify the role and function of local senates as well as their relationship to the statewide Academic Senate, the Chancellor's Office, other consultation groups, the Board of Governors of the California Community Colleges, and the Legislature.

#### **Location and Time**

Faculty Leadership Institute 2007 will be held June 14-16, 2007. The institute will take place in Hayes Mansion Hotel in San Jose, California

#### **Registration**

Single occupancy is \$725 per person and Double occupancy is \$575 per person. Participants will be limited to 50 faculty leaders on a first come first serve basis.

**Complete and return your registration form (PDF) with a check by May 21, 2007. Apply on line. (Call Anita Martinez, Staff Dev. Office for P.O. information: ext. 3869.)**

### **Curriculum Institute 2007**

#### **General Information**

The Curriculum Institute provides faculty curriculum chairs, chief instructional officers, and faculty members involved in new program development, program revision, or technology curriculum development with training on curriculum development. Participants in attendance learn good curriculum committee practices including how to write integrated course outlines. Additionally, participants learn about separate course approval for online, distance technology, technology-mediated courses, and effective instructor-student contact and about course transfer and articulation. The Curriculum Institute provides curriculum specialist for special assistance to all in attendance. This Institute offers a unique opportunity for campuses to send teams to participate in the very important process of curriculum development.

**Date and Location**

The Curriculum Institute 2006 will be held July 12-14, 2007 in Loews Coronado Bay Resort, Coronado, CA.

**Costs and Registration**

Double occupancy is \$575, Single occupancy \$725, and Registration only \$350. This Institute is limited to 100 participants and is open to teams of faculty, administrators and staff with a limit of 5 people per team. **Additional participants will be put on a waiting list until June 12, 2007** and shall be notified if space becomes available. Complete and return your registration form (PDF) with a check by June 15, 2007. **Apply on line. ECC will reimburse you.**

**For Future State Academic Senate events**

Go to [www.ASCCC.org](http://www.ASCCC.org)

**Future Session Dates**

**Fall Session 2007** is scheduled for November 1 - 3, 2007 at the Anaheim Marriott

**Spring Session 2008** is scheduled for April 17 - 19, 2008 at the San Francisco Westin Hotel

Conferences to attend that may be covered by District wide conference funds:

- **California Community College Association of Occupational Educators (CCCAOE)**

Fall 2007 Conference, To register go to <http://www.cccaoc.org> - **October 10-12**

Location: Doral Desert Princess Resort, Palm Springs (Cathedral City)

- **Faculty Association for the California Community Colleges (FACCC)**

Go to [www.faccc.org](http://www.faccc.org): 2007 FACCC Conference: **October 19 – 20** Location: Pasadena Hilton Hotel

Early bird rate until July 15th

- **2007 Online Teaching Conference** (also listed on FACCC website):  
**June 11 - 12, 2007**  
**Going for the Gold: Achieving Excellence in Online Education** - Ohlone College -Fremont, CA

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**April 5, 2007**

**DRAFT**

**MEMBERS PRESENT**

<input checked="" type="checkbox"/> David Vakil, Co-Chair	<input checked="" type="checkbox"/> Arvid Spor, Co-Chair
<input checked="" type="checkbox"/> Miriam Alario	<input checked="" type="checkbox"/> Harold Tyler
<input checked="" type="checkbox"/> Cheryl Shenefield	<input checked="" type="checkbox"/> Lance Widman
<input type="checkbox"/> Susan Taylor	<input checked="" type="checkbox"/> Vivian Amezcua
<input checked="" type="checkbox"/> Dawn Reid	<input type="checkbox"/> Saad Husain

**OTHERS ATTENDING:** Francisco Arce, Mike D'Amico, Luis Mancina, Jeff Marsee, Jeanie Nishime, Teresa Palos, Virginia Rapp, John Wagstaff, Dave Westberg

**Handouts:**

- Student Services Program Review Recommendations (2006-07)
- PBC Subcommittees (revised April 2007)

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

**Approval of Minutes**

The minutes of March 15 were approved. The following items were reviewed:

1. Page 2 - #14: Vista is a program designed to eliminate license piracy. Machines need 2 gigabytes of memory to run it, and most of ECC's equipment doesn't have that much memory and can't be upgraded.
2. Page 3 - #1 – Refers to the summer of 2007. The 18,200 figure includes summer of 2006.
3. Page 3 - #8 and #11 were discussed and they will be left in because they were correct at the time of the meeting, although new information supersedes these statements.
4. Page 3 - #14 was corrected in the subsequent budget. The mistake in the document has been corrected.

The minutes of March 22 were approved. The following items were reviewed:

1. Page 2 - #3 – There are two components to the Foundation revenue number.
  - a. ECC is a district of 20,000 FTES or greater.
  - b. The distinction of Compton as a center or as a college. The State made an error in the calculation. ECC is now using \$6 million for Foundation revenue as directed by the State. AB 318 (the Compton legislation) is currently being amended, and it is hoped that additional funds will be received at that time. But the current assumption is \$6 million.
  - c. Page 2 - Item 2: Page 21 of the budget book shows the GASB money.
  - d. Page 2 - #16: A breakout will be done in subcommittee.

**Program Review - Academic Affairs:** Seven areas in Academic Affairs have already been completed, and the divisions are trying to get all budget proposals, including those from program reviews, done in the next three to four weeks. Proposals will be submitted to division councils for prioritization. The first step is to develop a procedure for Academic Affairs area's Program Reviews that works. The goal is to have budget recommendations by May 17<sup>th</sup>. The approval

process is lagging behind this year. It was noted that being awarded funds this year does not mean that the funds will be received again next year.

Program Review – Student Services: Copies of the Student Services Program Review Recommendations from last year were shared with the group. Noted:

- A. Item D - The International Student Program item cannot be funded through matriculation but the others can. Making the application easier for international students can make ECC more attractive to them and encourage greater enrollment.
- B. Document imaging – In November, funding for this item was postponed because there were needs elsewhere and campuswide implications were examined. During PBC, it was reported that due to differing needs, it is not necessarily cheaper to do all imaging at once; it can be done in pieces. Easy document retrieval is also needed. The estimate is \$40,000 – \$50,000 per office that needs imaging. John Wagstaff will complete the operations specs. Then decisions must be made as to which areas will go first. Admissions and Records is already scanning, but the software is not very effective. A new vendor is needed.
  - 1. The Microfiche documents are deteriorating, and there is a service cost to scan documents from the Microfiche format; consequently, two separate vendors will probably be needed – one for imaging and one for scanning.
  - 2. The \$1 million remaining from the 2006-2007 budget of \$2.5 million (for “Other Program Services”) can be spent from the 07-08 fund balance if it doesn’t get spent before the 06-07 budget year is over.
  - 3. Is the \$100,000 the cost for the imaging equipment? The real cost won’t be known until there is an RFP; however, the estimate is \$60,000 for scanning the documents first (outside vendor).
  - 4. Suggestion: Support it in concept first and then come back with more exact figures after the RFP.
  - 5. Suggestion: Don’t hold up Admissions & Records in their efforts to get what they need.
  - 6. There was a motion to support the \$100,000 expenditure for records maintenance. All were in favor.
- C. CCC-Apply annual fee (International Students): Noted:
  - 1. The funds represent one-time money and this proposal covers an annual fee. It should be a department expense.
  - 2. This is a new fee. If there is an increase in international student revenue, then perhaps the fee could come out of that department’s budget in the future.
  - 3. There was a motion to support the \$8,500 for International Students in Item D. All were in favor.
  - 4. Items A, B, and C at the bottom of the page did not require funding from PBC.
  - 5. The \$17,000 for financial aid defaulters used to be a line item, but it was zeroed out.

Other Budget notes:

- 1. Suggestion: Consider moving memberships into the institution-wide budget.

2. **Suggestion:** Use discretionary money from this year. Retention and program review are the criteria. Since additional information wasn't received, go forward with the things that are on the table now.

Subcommittees: Noted:

1. Insurance Subcommittee was removed from the list because the Insurance Benefits Committee (IBC) is now a subject of negotiations. Also, there is little that can be changed about insurance expenditures with the current benefits processes. Benefits constitute about 1/3 of the budget. The charge is to balance quality and cost.
  - a) The 11% assumed increase in health costs in the Preliminary budget should be reviewed. Find out where the numbers came from. There needs to be a process in place for possible errors.
2. Utilities Subcommittee: The subcommittee will meet with Bob Gann and come back to PBC in a month with information.
  - a) Page 6 of blue budget book – The numbers in lines 5500 and 5600 are exactly the same as the projected expenses in the 07-08 preliminary budget. Data is needed on what has been spent year to date.
  - b) There are planning issues in future utility needs for new buildings and new infrastructure.
  - c) The subcommittee will review funds 5100, 5600, 5800 on page 4 of the preliminary budget. Harold Tyler and Luis Mancía will bring information to the meeting in May.
3. Instructional Component Subcommittee: Arvid will query the members for information.

Agenda Development:

1. Dues, memberships – Are they where they belong? Go through the list.
2. Revisit the decision to change technology items from discretionary to mandatory
3. Revisit GASB.

Next Meeting: Due to the Planning Summit scheduled for April 19<sup>th</sup>, the next meeting will be held on May 5.

Meeting adjourned at 2:33 p.m.



**PLANNING & BUDGETING COMMITTEE**

**May 3, 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
- Vivian Amezcua - ASO

**Attendees**

- Luis Mancía – Alt., ECCE
- Ken Key – Alt., ECCFT
- Susan Taylor – 2<sup>nd</sup> 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.
- \_\_\_\_\_ - Alt ASO
- Francisco Arce – Support
- Susan Dever – Support
- Janice Ely – Support

- Jeff Marsee – Support
- Jeanie Nishime – Support
- John Wagstaff – Support

**AGENDA**

1. Approval of Minutes for April 5, 2007 ----- All PBC participants -----1:00 p.m.
2. Subcommittee Reports ----- Subcommittee members -----1:05 p.m.  
 Utilities; Funds 5100, 5600, 5800 (p. 4 of preliminary budget), interfund transfer
3. Instructional Budget Discussion----- All PBC participants -----1:40 p.m.  
 Budgeting for teaching 19,300 FTES vs. 18,000+; related issues
4. Classifying mandatory vs. dept. operating -- All PBC participants -----2:00 p.m.
5. Non-agenda items & agenda development--All PBC participants -----2:25 p.m.
6. Adjournment----- 2:30 p.m.

**Next Scheduled Meeting – May 17, 2007, Alondra Room**

## Etudes Meeting

4/26/07

Admin 104

Notes taken by Pete Marcoux

Present: Dr. Arce, Alice Grigsby, Jacqueline Thompson, Joe Georges, Amy Himsel, Janet Young, Inna Newbury, Howard Story, Jim Noyes, Pete Marcoux

- Transferring Files from Blackboard
  - Joe Georges brought a handout about a website/program (see attached):
  - bFree Blackboard Course Content Extractor-  
<http://its.unc.edu/tl/tli/bFree/bFree.jnlp>
  - Faculty who have created content on Blackboard must save their material by June 30<sup>th</sup> when El Camino's license runs out. Otherwise, all will be lost
- Discussion Board in Etudes
  - Students and faculty complained about lack of "threaded" discussion.
  - Others agreed that the discussion board in Etudes not as good as Blackboard
  - Not much can be done other than bring it to the Etudes alliance
- Students Logging-in
  - Janet Young discussed a need for a tutorial for students on logging into Etudes for the first time
  - Many of her students didn't realize the difference between the My Workspace page and how the courses are listed at the top (they don't look like links or file tabs)
  - Many problems this semester with getting students into the system. Problems appear to have been solved.
  - Marcoux asked about log in issues and getting students into the system
    - Marcoux asked if it was possible to get students into the system prior to the start date
  - Faculty can give a student immediate access to their Etudes course material as "guests" if the students give them a valid email address. Thus, students can get to work immediately on the course materials while they are waiting for their add request to be processed. (Click on "Site Info" on the left. Click on "Add Participants" at the top. Enter email addresses in the "guess" textbox. Click "continue" at the bottom. Select "guest." Click "continue" at the bottom. Select "Send now." Click "continue" at the bottom.)
- Faculty Log in Issue
  - Faculty need to input five numbers of their social security number as a username (which if used in a classroom setting, all of the students can see- only the password is blocked with \*\*\*\*)
  - Alice Grigsby commented that this was being taken care of.
- Quiz & Test Feature
  - Jim Noyes discussed his handout (see attached).
  - Young discussed the difficulty adding points to test scores but this problem has been resolved.
- Assisting Faculty with Transition



- Arce asked Story & Grigsby what was being done to help faculty convert
  - Training courses through LaTonya & online
- Discussion about the Etudes model
  - Problems with folks at Etudes giving up control
- Discussion ensued about who will be using Etudes in the future
- Right now Etudes contract with ECC is for 10,000 students
  - Marcoux commented that when being “sold” Etudes, it would have capability for all faculty, online and traditional, to have courses in Etudes
    - Story explained that this was based on Blackboard Enterprise edition having this capability
  - Marcoux explained that he thought many of the faculty currently taking the training do not intend to teach distance ed- just to enhance and perhaps hybrid-ized traditional classes.
    - Arce commented this was the first he heard of this.
    - Marcoux insisted this might be information that faculty need to be aware of- “why go through the training if they aren’t going to be able to use Etudes?”
- Discussion about the need for tech support for students
  - Discussed using the public site if there are log in issues
- Faculty Using Publisher-provided software
  - Amy Himsel uses a publisher provided system. Likes the flexibility.
  - Pros- cheap- costs the school nothing.
  - Cons- not student centered.
    - students can have a different system for every class.  
 .” I agree that it is an inconvenience for students to have to use more than one CMS. But I disagree that this means the publisher-provided CMS is not student-centered on the whole. Student-centered online instruction (to me) would mean that students have adequate tech support and dynamic learning materials. With publisher-provided CMSs, students typically get great tech support. Also, I am able to utilize interactive course content, such as activities and video clips. Some of these come from the publisher, and others are materials I have located plan to create. As I mentioned in the meeting, I look forward to creating more tech enhancements for my courses, such as video of myself navigating through the CMS (providing step-by-step instructions on how everything works), short “lecture-style” clips, and perhaps even a narrated powerpoint presentation here and there. I was disappointed to learn that Etudes lacks the bandwidth to support this technology. At the moment, this is my primary reason for not using Etudes. On the whole, I think I am able to provide a more student-centered course by using the publisher-provided CMS. (Himsel)
- More face to face meetings for Etudes users in the near future
  - Arce asked if this was a good place for the ECC discussion board
    - Many suggested Etudes has a good help forum discussion

# **bFree**

## Blackboard Course Content Extractor

### With **bFree** you can:

- Open a Blackboard export or archive (zip) file to display and explore the course content.
- Search for words in section, subsection and file titles.
- Preview content items automatically.
- Extract selected content into a set of folders and files that follow the organization of the original course site.
- Extract selected content into an independent Web site that follows the organization of the original course site.

### System Requirements

**bFree** has been tested on Windows XP and Mac OS X. It requires that you have the latest Java Software installed.

### Download

<http://its.unc.edu/tl/tli/bFree/bFree.inlp>

Be sure to create the desktop shortcut when prompted to do so. After you have the desktop shortcut, always use it to open **bFree**.

The **bFree** application contains complete documentation. It is licensed under the Creative Commons license.

### Pros/advantages:

1. bFree generally does accurate text captures from Blackboard archives, including captures of links. There may be occasional text formatting glitches in the captured text. These shouldn't take too long to fix when they appear.
2. bFree captures any static images embedded in Blackboard pages as separate files. But see # 1 below.

3. Course Information and Course Documents folders in Blackboard are translated, together with all of their content.
4. Happily, bFree can be used by Mac owners. In fact, it should be useful for those with Linux computers, as well, since it's written in java.
5. bFree will give some breathing room to faculty who have a course now in Blackboard, but don't plan to offer it again until Fall 2008 or later. Even those who save archives of their courses would find it difficult to extract material from those archives without bFree - or without access to another Bb server. With bFree, they can wait until after June 30, 2007, when we lose Bb access, to work on their translations - assuming they don't have the original files in html or Word on their own computers.

### **Cons/limitations:**

1. In bFree copies of Blackboard pages, static images may not show up in the associated text where they are supposed to go, though there should be image placeholders for all of them. What this means is that in ETUDES you will have to insert images all over again in your modules.
2. Faculty who have audio or video media embedded in Blackboard modules will have to check those media carefully. bFree doesn't know what to do with Flash objects embedded in Blackboard weekly materials pages, for example. I should add that bFree does seem to be able to capture RSS scripts embedded in Blackboard pages.
3. bFree doesn't help with tests or question pools. Testing is one of ETUDES' weakest features, as we all know.
4. As the author of bFree acknowledges, bFree does not yet extract discussion forums from a Blackboard archive. Nor does it extract course announcements. The ability to extract Blackboard announcements would be useful for virtually all faculty switching to ETUDES. In the meantime faculty using Blackboard should save their Bb announcements separately for the move to ETUDES.

## Etudes Improvements

### Tests & Quizzes:

**Moving Questions into Question Pools:** I would like to be able to move all the questions in a test (or better yet, a subset that I select) to a question pool all at once. (This feature would be a powerful addition to the “windows-to-etudes” converter in the users group.) At the moment, I have to go into each question and move them one-by-one to the selected question pool, which seems like a waste of my time.

**Ordering of the Question Pools:** When I attempt to move a question to a question pool or select a question pool for a part of the quiz, there appears to be no rhyme or reason to the ordering of the question pools. As I develop a longer and longer list of question pools, it becomes increasingly difficult to find and select the question pool that I want. How about listing the questions pools in alphabetical order in the drop-down menus?

**“Resetting” Student Quizzes:** I would like to be able to “reset” a student’s test or quiz. In other words, I would like the ability to clear their grade so that they can re-take the quiz. Presently, I have to post an entire new quiz just for them (adding password protection) and then remember to transfer their grade by hand once they have completed it.

**True Randomization of Quiz Questions:** I would like a true “randomization” of questions in a test or quiz every time that students take the test or quiz. Presently, students get exactly the same questions again and again if I allow students to take a test multiple times. Thus, there is no reason for me to allow students to take test multiple times: they will simply take the test once, record “their” questions, and then look up the answers to only those questions, rather than all of the possible questions on their “study sheets.” Until this change is made, the feature that allows students to take a test multiple times has little value in my opinion.

**Question “Templates”:** Sometimes I want to make a “similar” version of a question that I already have created in Etudes. (For example, “Where is the air pressure higher, beneath warm air or cold air?” might become “Where is the air pressure lower, beneath warm air or cold air?”) The possible answer choices are the same (or similar) as well. At the moment, I have to enter the entire question and the answers all over again. It would be nice if there were a “copy” function that could copy a question but the copy would not be “linked” to the original question. (At present, if I copy a question between question pools, editing it in one of the pools changes it in both. I think this is a great feature as it is: if I have a poorly-worded question or want to add or remove an answer-choice, I edit it in one place, but changes it everywhere. I do not have to remember where else I used the question and perform the same change multiple times.) Perhaps you could call the new feature using an existing question as a “template” for a new question. I have used such a feature in other CMS.

**Ordering Questions in a Question Pool:** I would like to be able to order the questions in a question pool in an order that I specify (logical to me) rather than in alphabetical order based on the beginning of the question itself.

**Drawing Question from a Question Pool without Randomization:** When creating a test or quiz, I would like to be able to select an entire question pool but not have the computer choose the questions at random: I want the question to appear in the order they appear in the question pool. I know that I can achieve the same result by creating a test and selecting the questions one by one in the order I choose. However, that is time consuming, especially if I want to use the

same questions in the same order on multiple quizzes, and the re-ordering feature does not work well (see below). I'd rather just have question pools that I can quickly mix and match.

**Ordering the Parts of a Quiz or Test:** I find that "ordering" the parts of a test or quiz is inconvenient. For example, suppose I have a test with 7 parts, and I realize that I want to move part 6 to position 3. Etudes does not maintain the order, shifting 3 to 4, 4 to 5, and 5 to 6 when I shift part 6 into position 3. Instead, I need to re-do all the positions after 3 (in the right order, or the same problem will occur again).

**Partial Credit for Certain Answers:** I would like to give different amounts of points for different answers to questions ("partial credit") for various question types (i.e., not just multiple choice, but also for fill-in-the-blank, etc.).

**Hard to Edit Questions with Lots of Possible Answers:** When I have multiple choice questions with lots of possible answers, often the "boxes" for writing text become very small and the WISWYG editor tools disappear. I think it is fine if the answer boxes become smaller with only basic editing tools (e.g., bold, underline, color). However, I often want to add a picture to the question text, something I cannot do without the WISWYG. If I try opening the question several times, I can usually get the full WISWYG editor for the question, but I find the process of having to try multiple times (with no guarantees that it will eventually work) frustrating.

### Discussion Forum:

**Threaded Discussions:** I would like to have "threaded" discussions. Forcing discussions to be "linear" can make it much harder to "follow" a particular conversation.

**Sorting Discussion Posts:** I would like to be able to sort all the posts in a discussion forum by author, date, subject line, etc. This would, for example, help me quickly examine all the posts made by a student and thus to give them a "participation" grade for the discussion.

### Assignments:

**"Uploading" Assignments:** It would be great if we could "upload all" assignment files in the same way that we "download" all assignment files. In other words, I would like to be able to make my comments in the students' files, and then upload to Etudes all as once rather than one by one. (In addition, I would want to be able to have the assignments returned without having to click on each student's name one by one to enter a score. It would be nice if there was a space to enter their scores on the screen that shows which students have turned in assignments and which have not.) I think this should be reasonably straightforward to program so long as the instructor does not edit the names of the files that were originally downloaded or change the file structure. Since Etudes knows their file names and creates file structure that "unzips," Etudes should be able to upload them again if the instructor "browses" to the correct "root" of the file structure. (I know that we download them as a compressed zip file, and that it would take longer to upload them all as ordinary files, but I have to do this anyway – one by one. If I only had to do this once, I could walk away from my computer while it did the uploading, rather than being chained to it for an additional 15-30 minutes for every assignment I give my students.)

### New Ideas:

Probability of question (higher-lower likelihood)

Emergency Motion- Elections of Officers  
 Pete Marcoux  
 May 13, 2007

**I move that we suspend the Academic Senate Constitution and accept nominations for Academic Senate Officer positions on May 13<sup>th</sup> and hold elections on May 31<sup>st</sup>. Positions are as follows:**

- **Vice President of Educational Policies**
- **Vice President of Legislative Action**
- **Vice President of Finance and Special Projects**
- **Vice President of Faculty Development**
- **Secretary**

ARTICLE IV Officers (*from By-Laws*)

Section 1. Election of Officers

- 1.1 Nominations – At the first meeting in November, or when a vacancy occurs, the chair of the Senate Election Committee shall issue a call for nominations and distribute nomination forms for Senate officers. Nominees must be members of the Senate. The Election Committee is responsible for processing nominations and for verifying the eligibility of each nominee.
- 1.2 Ballot Presentation of Candidates – At the second meeting in November, the nominations received by the Election Committee shall be presented to the Senate. The Senate president shall call for nominations from the floor to be added to the ballot. Upon receipt of the ballots, write-in candidates are handled according to *Roberts Rules of Order*.
- 1.3 Ballot Distribution – The chair of the Senate Election Committee shall be responsible for conducting elections. The Election Committee shall prepare ballots to be mailed to each Senate member immediately after the meeting referred to in Article IV, Section 1.2.
- 1.4 Ballot Count – All ballots must be received by the Election Committee within 10 business days of distribution. The Election Committee shall count the ballots immediately. The candidate receiving the majority of the votes shall be the winner. In case of a tie vote, a special runoff election shall be held at the next scheduled Senate meeting. In the event of no candidate receiving a majority vote, a run-off election shall occur for the top two candidates.
- 1.5 Announcement of Election Results – The Election Committee Chair shall report the election results to the Senate president immediately and to the body of the Senate at the next scheduled meeting.

Terms of Officers (*from Consitution*)

- 3.1 The term of a senate officer shall be for two years or until a successor is elected, except the office of president-elect, which shall be for a term of one year, or until serving as president.
- 3.2 An officer may be removed from office if there is a violation of the standards of Article XI, Section 2, and a motion to impeach is passed by a two-thirds majority of the Senate.
- 3.3 If an officer, other than the president, cannot or does not complete the term of office, the Senate president may appoint a replacement for the remainder of the term.
- 3.4 If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the Executive Committee shall elect from its members a replacement for the remainder of the term.

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); and appoint a parliamentarian, newsletter editor and sergeant-at-arms, as deemed necessary.
- 4.2 President-Elect: The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend College Council, ASCCC Area C meetings and the plenary sessions, and the El Camino College Academic Senate Executive Committee.
- 4.3 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.
- 4.4 Secretary: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other senate matters; and maintain the list all committees members, and see that the Senate website is updated.

## **RESOLUTION REGARDING CONSTRUCTION OF COUNSELORS' OFFICES IN NEW STUDENT SERVICES BUILDING**

### **FROM COUNSELING DEPARTMENT**

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Whereas, confidentiality forms the basis for trust which reinforces the effective student/counselor relationship;

Whereas, student confidentiality is a **top** counseling priority and the cornerstone of our profession;

Whereas, confidentiality and respect for student privacy is necessary in order to create an appropriate counseling office environment;

Whereas, the "Standards of Practice in California Community Colleges Counseling Programs" (Spring 1997) states that all full time faculty members should be allowed use of sound proofed offices when they are counseling students;

Whereas, the Administration has proposed "sound proofed cubicles" for counselors but has not indicated where such cubicles exist while counselors at other colleges have, in fact, stated that cubicles are not "sound proof" and do not provide for privacy; nor do they provide an appropriate counseling environment

Whereas, the data indicates a significant and increasing percentage of students continue to struggle with personal, mental health and career-decision making issues including anxiety, lack of focus, and insecurity which require sensitivity and privacy to develop a rapport and to make appropriate referrals;

Whereas, the most effective student-counseling is preventative rather than reactive;

Whereas, the sanctity of the Counselor's office is analogous to the sanctity of the Faculty member's classroom;

Whereas, the Academic Freedom of the Counselor's office is analogous to the Academic Freedom of the Faculty member's classroom;

Whereas, Counselors and the institution are subject to litigation if student rights and a set of ethical principles and procedures are not followed;

Whereas, the Counselor's ability to work with students is jeopardized by lack of privacy and confidentiality which affects our contractual workload

***Be it resolved that the new Student Services Building contain traditional enclosed office space for all counselors to ensure the privacy and confidentiality of the counseling relationship with the student.***

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*References: Ed Code, Academic Standards for California Community College Counseling Programs, Family Educational Rights and Privacy Act, ECC-AFT Contract*

Academic Senate – first reading 5-1-07

Academic Senate – final reading 5-15-07



**Academic Senate Resolution for Standardized Technology in Classrooms**  
**Pete Marcoux representing the Academic Technology Committee**  
**First Reading May 1<sup>st</sup>.**

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Whereas, many El Camino faculty teach in classrooms and in buildings outside their departments and divisions, and

Whereas, teaching technology and other learning devices available at El Camino varies significantly from classroom to classroom and building to building, and

Whereas, these variations cause undue hardship for faculty, making teaching with technology unreliable and difficult, and

Whereas, these difficulties have a direct and negative impact on student learning and retention; therefore,

Be it resolved that the Academic Senate recommends to the Board that within five years every classroom on El Camino's campuses, including Compton Center, be equipped, maintained, and supported with the following: an internet connection via wire or wireless, a control console, a computer and monitor, a hook up for laptop computers, a VCR/DVD player, a ceiling mounted LCD projector, a document camera, an audio amplifier, and speakers.

# 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 Council Members 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 Council Members.

- 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 Council Members 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 Council Member 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 Council Members elected at large by the full-time faculty.
- d. Council Members 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 Council Members elected at large by the part-time faculty.
- 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 Council Members 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 Council Member, 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 Council Members-at-large. All members of the full-time faculty shall be apprised of vacant positions in this process.
- b. Council Members-at-large shall be elected from a list of interested candidates referred to the Nominations Committee.
- c. Council Members-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 Council Member-at-large is vacated before that term expires, the Nominations Committee shall conduct a special nomination and election process to replace that Council Member.

**SECTION 3. ADJUNCT COUNCIL MEMBERS**

- a. The Nominations Committee solicits candidates from the adjunct faculty to hold an election to determine who shall serve as Adjunct Council Members.
- b. The Adjunct Council Members shall be elected from a list of interested candidates referred to the Nominations Committee.
- c. Adjunct Council Members shall be elected for a one-year 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 Council Member 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 Council Members.
- 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 Council Members 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 Council.

**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 College 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 College 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 Council Members 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 Council Members.
- 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 Council Members 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 Council Members, either in writing or electronically. In the absence of a quorum, a majority of the Council Members 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 Council Member elected by the Council Members 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 Council Member 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. 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)
3. 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 Council Member 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

ECC Academic Senate – final approval – 5-1-07

**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, laboratory sessions orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, chat rooms, discussion boards, 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 any other type of distance education course is the same as the on-campus course counterpart. 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:

**From:** Spor, Arvid  
**Sent:** Thursday, May 10, 2007 3:18 PM  
**Subject:** Draft Mission Statement and Strategic Directives and Goals

Dear Planning Summit Participants:

By the end of the planning summit we had generated and *ranked twelve strategic priorities* for El Camino College to focus on over the next three to five years. The KH Consultants distilled those priorities into three goals (1 - Recruitment/Marketing; 2 - Retention/Persistence; and 3 - Community) with an overarching theme of “Student, Institutional, and Community Growth”.

See KH Consulting PowerPoint presentation for greater detail

<http://www.elcamino.edu/administration/ir/docs/planning/2007%20Planning%20Summit.pdf>

### Strategic Priority Rankings

1. *Enrollment Management*
2. *Student Success/Experience*
3. *Technology*
4. *Growth/Expansion/Access*
5. *Fiscal*
6. *Evidence-Based Research*
7. *Facilities*
8. *Leadership Development*
9. *Economic Development*
10. *Planning Process*
11. *Collaboration*
12. *Integration of Partnership*

For a variety of reasons the draft goals and theme were not well received at the summit. A reassessment of the twelve strategic priorities that were jointly created has lead to the following draft mission statement that meets ACCJC requirements<sup>[1]</sup> and draft strategic directives and goals. (Strategic directives are numbered 1, 2, & 3, and strategic goals are 1a, 1b, 1c, 2a, and so on.)

### **Draft Mission Statement**

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

### **Draft Strategic Directives and Goals**

1. *Offer excellent educational and student support services*
  - a) Enhance college services to support student learning utilizing a variety of instructional delivery methods and services



- b) Maximize growth opportunities and strengthen programs and services to enhance student success.
- c) Strengthen partnerships with schools, colleges and universities, businesses, and community-based organizations to provide workforce training and economic development for our community

2. *Support self-assessment, renewal, and innovation*

- a) Utilize student learning outcomes and assessment to continually improve processes, programs and services.
- b) Use research based evidence as a foundation for effective planning, budgeting and evaluation processes.

3. *Modernize the infrastructure to support quality programs and services*

- a) Utilize technological improvements to improve classroom instruction, services to students, and employee productivity
- b) Improve facilities to meet the needs of students and the community for the next fifty years

<sup>[1]</sup> ACCJC states “The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.”  
[http://www.accjc.org/ACCJC\\_Publications.htm\\_page\\_2](http://www.accjc.org/ACCJC_Publications.htm_page_2), Standard IA.

Arvid Spor, Ed.D.  
Dean, Enrollment Services  
El Camino College  
(310) 660-3483

## State Academic Senate Report

From *What Has the Academic Senate Done for You Lately?*

Compiled by Pete Marcoux

4/23/07

### State Level

- Math and English Graduation Requirements
  - Recommended to the Board of Governors to implement higher graduation requirements for math and English. The BOG adopted the recommendations.
- Basic Skills Initiative
  - Three phases: research (2006), professional development (spring 2007), implementation.
- BOG, Consultation and System Office
  - Increased cooperation among statewide constituency groups.
  - Results: strategic plan, graduation competencies, Basic Skills initiative, 2006-07 system budget, progress on equalization for new system funding formula
- System Office Goal Action Implementation Teams (GAITS)
  - System Plan:
    - Promote College Awareness & Access
    - Support Student Success and Readiness
    - Strengthen Partnerships for Workforce and Economic Development
    - Improve System effectiveness
    - Enhance Resource Development
- Intersegmental Committee of Academic Senate
  - Senate Representatives from UC, CSU & the CC's meet 6 times a year to discuss intersegmental issues
- System Advisory Committee on Curriculum
  - Considers curriculum from a statewide perspective

### Local levels

- Local Senate Visits
- Professional Development
- Plenary Sessions
- Vocational Education Leadership Institute
- Leadership Institute
- Curriculum Institute
- Accreditation Institute
- Teaching Institute
- Disciplines List Revision Process
- Website
- Awards

**ACADEMIC SENATE  
COMPTON COMMUNITY COLLEGE DISTRICT**

**AGENDA**

Academic Senate Meeting  
Thursday, May 10, 2007, 1:00 p.m. noon,

Board Room

*Every effort will be made to start promptly. and adjourn at 2:00 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. President's Report Saul  
Panski
- B. Faculty Rep Report  
Carol Sandvik
- C. Shared Governance Comm. Rep  
Darwin Smith
- D. Student Rep Hilda  
Gaytan

**V, DISCUSSION ITEMS**

**VI. ACTION ITEMS**

- A. Revisions to Senate Constitution
- B. Resolution of Commendation for Special Trustee  
Henry

**VII. ADJOURNMENT**

**MINUTES  
OF THE  
ACADEMIC SENATE MEETING**

**HELD IN THE BOARD ROOM  
April 26, 2007**

**MEMBERS PRESENT:**     **13 members present:**  
Saul Panski, Dr. August Hoffman, Estina Pratt,  
Carol Sandvik, Abiodun Osanyinpeju, Jerome Evans, Dr.  
Art Fleming, Shemiran Lazar, Majid Saghafi  
Jennell Allen, Manzoor Ahmad, Michael Odanaka,  
Marjeritta Phillips

**MEMBERS ABSENT:**     **4 members absent**  
Diane Collins, Shirley Thomas, Darwin Smith,  
Dr. Pieter Van Niel

**ADMINISTRATORS  
PRESENT:**             **0 administrators present**

**VISITORS PRESENT:**     **4 visitors present**  
Mike Khalilzadeh, Aurora Cortez, Chris Halligan,  
Stan Allotey,

**21 IN ATTENDANCE**

**I.     CALL TO ORDER**

The meeting was called meeting to order by Saul Panski at 12:20 p.m.

Saul announced that he was about to proceed with some irregular parliamentary procedures but he is deferring all agenda items until later in the meeting. He wanted to get the Senate constitution and by-laws approved before members start to leave. He passed out the copies to members. He announced that ECC has revised their constitution on April 17<sup>th</sup>, 2007 and has recognized the Compton Faculty Council. In order to get the Senate to vote, and have the new constitution in place, he has to proceed this way today. Members were asked to do a second reading and to approve the documents. He proposed that faculty ratify the approval by an election next week.

Saul also told members that the Faculty Contract which includes the new Division Chair structure has been deferred to the May 10<sup>th</sup> Board meeting. He has asked the Academic Dean, Dr. Callahan, to coordinate 2 elections; one for Division Chairs, and one for the Council Reps. The next two meetings will be on the 10<sup>th</sup> and the 24<sup>th</sup> of May. The new Council will meet on the 24<sup>th</sup> and elect new officers.

Mike Khalilzadeh suggested that if someone is not elected as the DC rep, they can run for one of the at-large positions.

Moved/seconded (Dr. August Hoffman/Jerome Evans) to adopt the new Senate constitution. Passed.

At 12:25 p.m. Saul Panski temporarily adjourned the Senate meeting' and convened the Council meeting.

#### MINUTES OF COUNCIL MEETING

#### II. APPROVAL OF AGENDA

The meeting did not follow the rules today

#### III. APPROVAL OF MINUTES

Jerome Evans/Manzoor Ahmad (moved/seconded) to accept the minutes of April 5, 2007.

#### IV. REPORTS

#### A. President's Report

1.

Saul reported that he met with the Special Trustee, Peter Landsberger to go over the new Administrative Evaluation Policy. Shared Governance Committee had raised some questions about the policy and wanted to know why students were not included on the hiring committee. They did not vote on the document as a result of the questions raised. It would be brought back to the Senate. It was noted Also that only one faculty was on the committee. This can be amended in the senate. The document will go to a sub committee of the shared Governance Committee, then to the Senate for review before going back to the Shared Governance Committee for a vote. The Senate E-Board will review the document by May 2<sup>nd</sup>.

The Faculty Hiring Policy was approved and will be presented to the Board on May 10<sup>th</sup>. Two committees have convened; Nursing and Anatomy, using the old policy.

Student rep Hilda Gaytan commented that Dr. Callahan has requested that she sends student reps to the committees.

Saul noted that the Administrator positions close on May 18<sup>th</sup>. He remarked that he is grateful to faculty who has volunteered to serve on the committees. There are some that still need people to serve. Marjeritta Philips volunteered.

Mike Khalilzadeh asked about the number of faculty members on the Provost's search Committee. A brief discussion on this followed.

**B. Rep to the Board**

Carol Sandvik reported that she attended the State Plenary session in San Francisco. A resolution was passed by the body on behalf of The Compton Center concerning the lay-offs. This resolution was written by Greg Gilbert, Secretary of the State Academic Senate. The Resolution was unanimously approved.

During attendance at the last Board meeting, it was reported that \$2.5 million had to be repaid to the Bond Funds as it was inappropriately used for the Baseball Academy. She said there was some kind of fiasco going on.

Dr. Art Flemming explained that in 2003, the contract with the Academy was sort of like "contract education". He said the problem arose in Winter 2004, when the Chancellor's office challenged the contract and we couldn't get the FTES from the Academy. A new contract was written and it appeared that we would have to reimburse money. Later the bond attorneys determined that Bond funds could not be used.

Saul again apologized for breaking the Rules of Order.

Saul commented that students from the Academy were to take our classes in the original contract. He wanted members to be aware that this mess happened under the Special Trustee's and State's control.

**C. Student Rep's Report**

Hilda Gaytan reported that Ignacio won the election as President of the Associated Student Body. She also reported that she attended The Student Summit and her focus was to see how the cost of text books can be lowered. She asked faculty to use older editions of books and that a resolution to this effect will be forthcoming next week.

Mike Odanaka wanted to know if the Senate will formally respond to the FCMAT report as there were a lot of assumptions in the report. He

remarked that we should not accept the report as face value.

Chris Halligan wanted to know what was true and not true in the report.

Dr. Flemming noted that FCMAT was using the ACCJC standards and was criticizing the partnership especially in the earlier part of the report.

Saul announced that there will be a Basic Skills Initiative Meeting on May 18th , at Mt. San Antonio College. Compton Center will be sending a delegation to this event.

**VI. OLD BUSINESS**

None

**VI. NEW BUSINESS**

None

**VII. Adjournment**

Moved/seconded (Estina Pratt/Carol Sandvik) to adjourn the meeting of 4/26/07. Meeting was adjourned at 1:25 p.m.

An archive of all past postings (with a two week delay) can be found at:

<http://ctl.stanford.edu/Tomprof/postings.html>

\* \* \* \* \*

Folks:

The posting below looks factors impacting the professional development of senior faculty. It contains the executive summary and an excerpt, "Understanding Senior Faculty Needs," from Faculty Development Programs by Carole J. Bland and Kelly R. Risbey in the monthly series Effective Practices for Academic Leaders. The series is available in an electronic publication that can be networked on a campus system to enable everyone on a campus to access the briefings at their desks when needed, for use both as guidance for administrators and as a development materials for faculty and others. The electronic license allows individual copying without need for permission, thus the individual briefings lend themselves to use in workshops and seminars. For online subscription information go to:

<<http://www.styluspub.com/journals/epal.aspx>>. Volume 1, No.7, July, 2006. Copyright © 2006, Stylus Publishing, LLC. Reprinted with permission.

Regards,

Rick Reis  
reis@stanford.edu  
UP NEXT: i can rite ... can u rite 2?

Tomorrow's Academic Careers

----- 1,397 words -----

Understanding Senior Faculty Needs

Executive Summary

Few things are more essential to the success of an academic institution than vital faculty members. Vital faculty members are passionately involved in and committed to their work; committed to the goals of their institutions; continually developing their teaching and research abilities, and consistently growing in and contributing to their disciplines. These desired faculty characteristics must be nurtured over the career continuum, a responsibility that often falls on the shoulders of busy department chairs and deans. The goal of this briefing is to assist academic leaders with the critical task of maintaining their faculty's vitality-a task otherwise known as faculty development.

We begin this briefing by describing the changed societal conditions that make continuous faculty vitality essential not only to institutional success, but also to national welfare. Next, we describe how faculty development initiatives have changed in focus and form over time, as well as what themes and methods have persisted. Then we outline the key steps undergirding any successful faculty development program, offering more detailed guidance on two steps in particular:



(1) assessing faculty and institutional vitality needs, using either a broad or targeted assessment approach; and (2) tailoring faculty development strategies to best meet the specialized needs of specific faculty groups, using case examples of new, midcareer, and senior faculty. We conclude with guidelines for designing and maintaining an institutional office for faculty development that can support and coordinate department-level initiatives.

### Understanding Senior Faculty Needs

In this section we explore the less understood, but equally important, needs of faculty during their senior years. We report on a needs assessment of a broad cross section of senior faculty and offer advice and suggestions on ways to create initiatives that boost senior faculty vitality. From this examination, you are encouraged either to undertake a more detailed needs assessment at your own institution or to use these data for a more targeted approach based on critical issues for your own senior faculty.

Senior faculty are typically defined as those who have achieved full professor rank and/or are fifty years of age or older. Senior faculty are a critical, but often ignored, group in faculty development. We say critical because they are the ones whom we are counting on to recruit and mentor the new faculty, and many of the features of a vital organization depend on them, such as leadership and maintenance of a cohesive culture and a positive climate. They are also critical because they may be contemplating retirement, and their reasons for delaying retirement or retiring earlier than expected underscore important faculty development issues that need to be addressed. Although there is not a great deal of literature about existing development programs for senior faculty, there is some. Recently, we participated in a survey of the needs and perspectives of senior faculty conducted at the University of North Carolina (sixteen campuses), the Association of New American Colleges (twenty campuses), and the University of Minnesota (four campuses) (Berberet, Brown, Bland, Risbey, & Trotman, 2005). We found that senior faculty professional development needs are intertwined within three issues: (1) motivation and satisfaction, (2) stress, and (3) retirement plans.

#### Motivation and Satisfaction

We found that senior faculty members are motivated and satisfied through opportunities for intellectual inquiry, membership in a meaningful academic community, opportunities to have institutional impact, and recognition for their work. Intellectual stimulation (98 percent overall agreement) and making positive contributions to the institution (94 percent overall agreement) are great sources of motivation and satisfaction. Favorable peer and student evaluations were other important sources of motivation and satisfaction (with 90 percent and 88 percent overall agreement, respectively). Senior faculty members also strongly agreed that they felt motivated and satisfied as a result of receiving merit pay based on performance, having their research published, and receiving recognition from their professional organizations. These findings suggest that faculty development strategies such as the following would be useful to senior faculty:

- o Career development and goal-setting workshops
- o Targeted grant monies to present at scholarly conferences and to network with colleagues within and across disciplines
- o Department-wide recognition of faculty accomplishments related to research, teaching, and service

These strategies mirror those that have been effective with new and midcareer faculty.

#### Stress

Senior faculty in our study also underscored many ways in which academic work contributes to faculty stress. These sources of stress are very similar to those reported by new faculty and described earlier in this briefing. Faculty members in our study indicated that lacking the time to give a piece of work the attention it deserves (86 percent overall agreement) and inadequate institutional acknowledgement and rewards for service (84 percent overall agreement) were significant sources of stress. They also reported that the difficulties associated with balancing time demands of teaching and research and the challenges inherent in institutional processes and procedures (e.g., "red tape") were also key sources of academic stress. These sources of stress suggest that senior faculty would benefit from the following faculty development strategies:

- o Time management workshops and updated "balanced workload" policies
- o Recognition of faculty service roles and accomplishments in newsletters, on Web sites, and through interdepartmental correspondence
- o Targeted monies for teaching or research leaves as rewards for productive faculty

If the goal of a faculty development program is to decrease senior faculty stress-and similar stress felt by other faculty-one strategy would be to implement department policies that promote more effective personal time management. These policies could include (1) training for efficiently handling the increasing quantities of e-mail; (2) flexible workload assignments, such as allowing individual faculty members to "stack" teaching into one semester, leaving more uninterrupted time in the other semester for research or for new course development; and (3) increasing graduate assistant support for teaching and/or research.

#### Retirement Plans

Academic leaders who implement faculty development programs that are designed to increase satisfaction or decrease workload can impact senior faculty members' retirement decisions. Faculty members in our study indicated that they would likely retire earlier than expected if they were dissatisfied with their work environments, not performing their jobs up to their expectations, feeling unappreciated by their departmental or institutional colleagues, or facing increased workload and productivity expectations at their institutions. Conversely, our senior faculty respondents reported that they would be influenced to retire later if they experienced high satisfaction from their work and if flexible workload policies existed that would allow them to focus their efforts on areas of greatest professional interest. Faculty development strategies targeted at senior faculty nearing retirement could include the following:

