Academic Senate of El Camino College 2013-2014

16007 Crenshaw Blvd., Torrance CA 90506-0002   (310)532-3670 x3254

Officers & Executive Committee

President	**Christina Gold**	Secretary	**Chris Jeffries**
VP Compton Educ'l Center	**Michael Odanaka**	VP Finance & Special Projects	**Lance Widman**
Curriculum Chair	**Mark Lipe**	VP Academic Technology	**Pete Marcoux**
VP Educational Policies	**Alice Martinez**	Co-VPs Faculty Development	**Claudia Striepe**
VP Instructional Effectiveness	**Janet Young**		**Kristie Daniel-DiGregorio**

Adjunct (1 yr term)
Nicholas Sean Bonness 12
Kathryn Hall 12

Behavior & Social Sciences
Janet Young 12/13
Christina Gold 13/14
Kristie Daniel-DiGregorio 14/15
Lance Widman* 13/14
Michael Wynne 14/15

Business
Phillip Lau* 15/16
Tim Miller 15/16
Josh Troesh 15/16

Compton Educational Center
Estina Pratt 14/15
Chris Halligan 14/15
Essie French-Preston 14/15
Michael Odanaka* 13/14
vacant

Counseling
Griselda Castro 14/15
Chris Jeffries* 14/15
Dexter Vaughn 13/14

Fine Arts
Ali Ahmadpour 14/15
Chris Wells* 14/15
Russell McMillin 14/15
Vince Palacios 14/15
vacant

Health Sci & Athletics/Nursing
Tom Hazell* 13/14
Tom Hicks 13/14
Mina Colunga 12/13
Kim Baily 13/14
Robert Uphoff 14/15

Humanities
Rose Ann Cerofeci 15/16
Peter Marcoux* 15/16
Kate McLaughlin 15/16
Barbara Jaffe 14/15
Ashley Gallagher 15/16

Industry & Technology
Patty Gebert 12/13
Harold Hofmann 12/13
Lee Macpherson 12/13
Douglas Marston* 12/13
Merriel Winfree 12/13

Learning Resource Unit
Moon Ichinaga 13/14
Claudia Striepe* 13/14

Mathematical Sciences
vacant
Hamza Hamza 13/14
Arkadiy Sheynshteyn 13/14
Alice Martinez 14/15
Eduardo Barajas 13/14

Natural Sciences
Sara Di Fiori 13/14
Miguel Jimenez* 15/16
Anne Valle 15/16
vacant
vacant

Academic Affairs & SCA
Francisco Arce
Karen Lam
Jeanie Nishime
Robert Klier

Associated Students Org.
Stefan Ecklund

President/Superintendent
Thomas Fallo

Division Personnel
Jean Shankweiler
Tom Lew

Counseling **Ken Key**

Ex-officio positions
ECCFT President
Sean Donnell
Nina Velasquez
Curriculum Chair
Mark Lipe
CEC Chair-Elect
Jerome Evans

Institutional Research
Irene Graff
Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012.
*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")

SENATE'S PURPOSE (from the Senate Constitution)

A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations.* Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays)

FALL 2013		**SPRING 2014**	
September 3	Alondra Room	February 4	Alondra Room
September 17	Alondra Room	February 18	Alondra Room
October 1	Alondra Room	March 4	CEC – Board Room
October 15	Alondra Room	April 1	Alondra Room
November 5	Alondra Room	April 15	Alondra Room
November 19	Alondra Room	May 6	Alondra Room
December 3	Distance Ed Room (Lib166)		

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate, usually)

FALL 2013		**SPRING 2014**	
September 5	Board Room	January 23 (if needed)	Board Room
September 19	Board Room	February 6	Board Room
October 3	Board Room	February 13	Board Room
October 17	Board Room	March 6	Board Room
November 7	Board Room	March 27 (if needed)	Board Room
November 21	Board Room	April 3	Board Room
December 5	Board Room	April 17	Board Room
		May 1	Board Room
		May 8 (if needed)	Board Room

AGENDA & TABLE OF CONTENTS

G. INFORMATION ITEMS – DISCUSSION	A. **Student Success Plenary Meeting Follow-Up**	**49-52**
	B. **Board Policy and Administrative Procedure 3430 Prohibition of Harassment**. As previously decided by the Senate, Board policies and procedures that do not fall within the Senate purview will be included in the packet but not discussed in the meeting unless Senators have specific concerns that they would like the Senate President to share with College Council.	**53-60**
H. **FUTURE AGENDA ITEMS** I. **PUBLIC COMMENT** J. **ADJOURN**		

Academic Senate of El Camino College 2013-2014
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Committees

SENATE COMMITTEES	Chair / President	Day	Time	Location
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Chris Mello, Janet Young, and Karen Whitney	2nd & 4th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1st & 3rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2nd & 4th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2nd & 4th Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2nd & 4th Tues	1:00-2:00	West. Library Basement

CAMPUS COMMITTEES	Chair	Senate / Faculty Representative/s	Day	Time	Location
Accreditation	Jean Shankweiler	Matt Cheung Holly Schumacher			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	John Wagstaff	Pete Marcoux		12:30-2;00	Stadium Room
College Council	Tom Fallo	Christina Gold Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Francisco Arce	Chris Wells Kristie DiGregorio Juli Soden	2nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader	1st & 3rd Thurs.	1-2:30	Library 202
Student Success Advisory Committee	Jeanie Nishime & Francisco Arce				Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you.

ACADEMIC SENATE ATTENDANCE

19, November 2013

Name:	Initials
Adjunct (1year)	
Bonness, Nicholas Sean	
Hall, Kathryn	X
Behavioral & Social Sciences	
Daniel-DiGregorio, Kristie	EXC
Gold, Christina	X
Widman, Lance	X
Wynne, Michael	X
Young, Janet	EXC
Business	
Lau, Phillip	X
Siddiqui, Jay	
Troesch, Josh	X
Counseling	
Castro, Griselda	X
Jeffries, Chris	X
Vaughn, Dexter	X
Fine Arts	
Ahmadphour, Ali	X
McMillin, Russell	X
Palacios, Vince	
Wells, Chris	X
VACANT	
Health Sciences & Athletics	
Baily, Kim	
Colunga, Mina	X
Hazell, Tom	EXC
Hicks, Tom	
Uphoff, Robert	X
Humanities	
Cerofeci, Rose Ann	X
Gallagher, Ashley	X
Jaffe, Barbara	X
Marcoux, Pete	SAB
McLaughlin, Kate	X
Industry & Technology	
Gebert, Pat	X
Hoffmann, Ed	
MacPherson, Lee	X
Marston, Doug	
Winfree, Merriel	

Name:	Initials
Learning Resources Unit	
Ichinaga, Moon	X
Striepe, Claudia	X
Mathematical Sciences	
Barajas, Eduardo	X
Hamza, Hamza	X
Marks, Zachary	X
Martinez, Alice	X
Sheynshteyn, Arkadiy	X
Natural Sciences	
DiFiori, Sara	X
Jimenez, Miguel	X
Valle, Anne	X
VACANT	
VACANT	
Academic Affairs & SCA	
Arce, Francisco	X
Nishime, Jeanie	X
Lam, Karen	
Assoc. Students Org.	
Ecklund, Stefan	X
Compton Education Center	
French-Preston, Essie	
Halligan, Chris	
Odanak, Michael	X
Pratt, Estina	
VACANT	
Ex-officio Positions	
Donnell, Sean (ECCFT)	
Velasquez, Nina (ECCFT)	
Evans, Jerome (CEC-VP)	EXC
Lipe, Mark (CCC Chair)	X
Deans' Reps.; Guests/Other Officers:	
Land, Julie	X
Muckey, Tim	X
Pineda, Carolyn	X

ACADEMIC SENATE MINUTES
November 19, 2013

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

Academic Senate President Gold called the sixth Academic Senate meeting of the Fall 2013 semester to order on November 19, 2013 at 12:34pm. The meeting was held in the Alondra Room.

Approval of last Minutes:
[See pgs. 6-14 of packet] for minutes of both the October 15, 2013 and November 5, 2013 meetings. A correction was made on page 7 of the October 15th meeting under the Academic Senate President's report to adjust the number from 465 to 421 FTES that we are currently in the hole for the 2013/14 academic year. In addition in the same minutes on page 8 under the Faculty Development report, Kristie Daniel-DiGregorio emailed in a correction stating that the committee is not looking to start a full-time outstanding faculty award, but that all those nominated for the Outstanding Adjunct Faculty Award will be recognized with some kind of certificate since they are all deserving. There were no corrections to the November 5th special plenary session except for corrections on the attendance sheet to include Mina Colunga from HSA, Moon Ichinaga from the Learning Resources Unit and Eduardo Barajas from Math Sciences as all being in attendance.

SPECIAL ANNOUNCEMENT
Lance Widman sadly reported the passing of Harold "Ed" Hofmann's father over the weekend. He was elected to the Lawndale City Council in 1980 and elected mayor in 1990, serving 12 two-year terms. His 30 plus years in public office made Mayor Hofmann one of the longest serving elected officials in California. Prayers go out to Ed and his family.

OFFICER REPORTS
Academic Senate President's report – Christina Gold (CG)
CG announced some adjustments to the agenda. We would be adding CEC Faculty Council By-laws to the agenda under Unfinished Business and removing the Student Success Plenary Meeting Follow-up from the Information Items-Discussion. C. Striepe moved and C. Wells seconded and the motion was approved unanimously.

CG had attended the state-wide Academic Senate Plenary Session with C. Wells, M. Odanaka, and J. Evans. The main topic of course was the ACCJC and accreditation. There were resolutions to improve the ACCJC processes especially in the area where there is a "recommendation" from the Commission for a college. It is unclear as to if it is imperative the college makes the recommended changes or if it just needs improvement. Also, the ACCJC members have drafted a revision to the standards since they feel that SLOs and the assessment of SLOs should be part of faculty evaluations. The State-wide Senate wants to have them left out unless it can be included what topics faculty can assess. L. Widman asked if the Commission actually addressed this since it is a negotiable item and the answer was no, it was more just sideline conversation. The ACCJC would also like to take out the Learning Resources standard and join it with Student Services, but the State-wide Senate would like to keep them separate. There is a push for local Senates to write an annual plan which we have not done before at ECC, but this topic will be brought to another meeting.

The College Council has been looking at different policies and procedures that are mostly coming from Human Resources. There was a discussion in College Council as to an alternative place to hold graduation for 2014 since the football stadium is being torn down and rebuilt. The choices were to break the graduation into two days and have it in the Marsee Auditorium, to have it on the new soccer field or to hold the ceremonies in Lot L. The decision was to hold it on the soccer field which was also supported by the ASO since they can invite more guests.

At the October Board of Trustee meeting there was a follow-up to the closing of the Child Development Center and there was a resolution passed to lay off the CDC employees. Two new trustees have been elected and both Ray Gen and Maureen O'Donnell are no longer serving due to redistricting. Ray did give a short acknowledgement during the meeting and suggested we approve communication on the campus.

At the Dean's Council meeting, the deans asked faculty to remind students that we are not offering a winter session this year and that our spring semester is starting early. The semester starts January 18th for weekend classes and January 21st for weekday classes. The semester will end on May 16th.

The Student Success Advisory Committee has now met twice and minutes will be included in the Senate packet. The main discussion is preparing incoming high school students for fall 14 priority registration. They must complete orientation, assessment, and educational planning in order to receive priority before continuing students. Our High School Outreach program will be going out to the high schools to do the orientations and assessments and new adjunct counselors are being hired to do the educational plans at the high schools. Some of the high schools will also be bussing their students to our campus. K. Hall had some questions and concerns regarding the educational plans because she is seeing educational plans for students that are not always comprehensive educational plans and may only include one semester. C. Jeffries explained that educational plans really depend on the student and their goals and many other factors in that some counselors may only want to do one semester at a time. The committee, the counselors and even the state are still working on the definition of an abbreviated educational plan and a comprehensive one. C. Jeffries went on to explain that educational planning is only one part of what happens in a counseling session since many times career goals, personal counseling and student success counseling are focused on. G. Castro explained how the ed plans work for students on probation and dismissal and D. Vaughn said in EOPS that the students are required to meet with a counselor three times per semester and that they do eventually complete a six semester plan when the student has decided on his/her major and transfer school. C. Jeffries did point out that currently our on-line educational planning tool through Datatel does not work and the Counseling Department is currently researching other planning tools. A discussion also took place regarding our orientation process and C. Castro explained the difference between our on-line and in-person orientation options. We just hired a company to design a new on-line orientation to meet new Title 5 requirements as a result of AB 1456.

VP – Compton Educational Center report – Michael Odanaka (MO)
MO announced that a new Academic Rank procedure was just passed by the CEC. It looks like only four out of the six original positions for next year will go forward. Machine Tool Technology and Nursing have both been pulled. The CEC has three new Board members due to redistricting. There has been discussion at the Center regarding faculty evaluations. Faculty there does not want evaluations to just be a union issue, but wants to make sure there is Senate involvement too. MO said there is some concern with the ACCJC and not being able to or wanting to put that a recommendation has only been partially met because of fear of being sanctioned. He recommended that we include a planning agenda to say we are working towards improvement especially in areas that still need work. L. Widman felt it seems by being less than forthcoming and not telling what is really happening that we are rewarded. Is this a good way of doing business?

Curriculum Committee report – Mark Lipe (ML)
The packet includes the October 8th Curriculum Committee meeting minutes where 24 courses were reviewed. At the October 22nd meeting, 35 courses were reviewed and at the November 12th meeting 39 courses were reviewed. At the upcoming meeting on the 26th, we will double that amount. The reason for the large volumes is because many courses are being looked at for the CID descriptors and also making sure new courses are ready for the new catalog. C. Wells asked if most of the review is new courses or revised courses. ML stated it is both and that we are looking at 10 new programs coming forward with AA-T's and AS-T's. The newest ones are in Music, Anthropology, Philosophy and Spanish. ML stated that we used to discourage the creation of new courses due to budgetary constraints, but it is more open

now and that the fall semester is the best time to bring those forward. At the end of the semester, a document will be produced outlining all the work that was done throughout the semester.

VP – Educational Policies – Alice Martinez (AM)
The minutes of the last meeting of Ed Policies can be found on page 30 of the packet. Several policies and procedures are being discussed. These include the Accreditation Policy; Administration of Relations with Academic Senate; Probation, Dismissal and Re-admittance; Articulation; Academic Calendar; Professional Development; and Program Discontinuance.

Co-VPs – Faculty Development – Kristie Daniel-Di Gregorio and Claudia Striepe (KD and CS)
KD was not at the meeting due to illness, so CS gave the report. The Outstanding Adjunct Faculty member has been chosen and will be honored at the next meeting. Certificates of Excellence will be given to all those that were nominated. The "Getting the Job" series is starting with the first one being the application process. They are currently working on the academic rank process. The Book Club is starting off very well as the book topic is student success and On-Course workshops are being put together by leaders of the club.

VP- Finance – Lance Widman (LW)
No report.

VP – Academic Technology – Pete Marcoux (PM)
No report. On sabbatical

VP – Instructional Effectiveness and Assessment of Learning Committee and SLOs Update – Janet Young (JY)
JY was not able to be at the meeting since she was chairing a Program Review meeting. She wanted to let the Senate know that the faculty and facilitators have done a phenomenal job with the SLO Review and Development Project. In fact, 80% of programs have already submitted their revised or increased SLO statements early and the rest are all accounted for and will meet this Friday's deadline. Input into TracDat has already begun and will be completed within the next two weeks. If a faulty member is assessing an SLO this semester and it is not in TracDat, please email JY and it will be inputted immediately.

SPECIAL COMMITTEE REPORTS
ECC VP of Academic Affairs and ECC VP of Student and Community Advancement – Francisco Arce and Jeanie Nishime (FA and JN)
JN announced that the accreditation follow up visit went really well. There was only one person on campus, Don Warkentin, who is the president of West Hills College. He was very impressed with the progress we have done and stated he wasn't quite sure why he was even asked to make this visit. The Commission will meet in January and they will be deciding whether to take us off warning or not. JN congratulated the faculty for doing "fabulous work" and feels we will have a clean slate in the fall when the full site visit will occur. JN feels we really shouldn't have partially met standards and the final report needs to show that all standards have been met. M. Odanaka asked if we can include in the planning agenda standards that still need work and JN asked that operational requests or suggestions really should be left out of the report. CG feels there is a discrepancy between what the team says and what the ACCJC ultimately decides. She would like some clarification as to why there is this discrepancy. FA stated that it is possible the Commission has more information available than what the site visitors may have and that it is important to have a good relationship with the Commission.
FA again pushed advertising to students that the spring semester is starting earlier this year and that 130 sections have been added over last spring.

UNFINISHED BUSINESS
CEC Faculty Council By-laws – Michael Odanaka (MO)
MO provided a handout of the "Proposed Revisions to CEC Faculty Council By-Laws" and explained that this had been brought to the Senate last semester, but had not been passed by the CEC faculty due to a need for language clarification. The Faculty Council is part of the ECC Senate and members are elected and serve on the ECC Senate. The faculty did not like that a non-tenured third year faculty member could be on the executive committee. It had been written that the president had to be tenured, but officers could have been third year or above. The language was changed to state that all executive committee members had to be in their fourth year or above. There is a provision that allows the vice chairperson or secretary to be a third year faculty member if no tenured or fourth year faculty member wants to serve. Dr. Arce did have a concern over Article VIII: Committees since it included the creation of a curriculum committee at the Center when in fact they don't have a separate curriculum committee since it is all under ECC's curriculum committee. MO felt there needed to be a committee in place for when the Center seeks accreditation and eventual autonomy from ECC. FA stated then it needs to have clarification that this committee will form once the Center achieves their own accreditation. It was recommended that it could just be called a sub-committee of the El Camino Curriculum Committee. MO and FA will discuss this separately and make the needed changes. MO asked that any other major concerns with the by-laws be emailed to him by today. He will bring it back once the Center faculty have voted and hopefully approved it.

NEW BUSINESS
Administrative Procedure 7160 – Professional Development
This procedure falls partially in the 10+1 purview of the Senate and requires two readings and a vote. This draft has been approved by the ECC VP of Human Resources; the Senate Faculty Development Committee; and the Senate Educational Policies Committee. C. Striepe recommended that we take out the word "stated" in the second line of the first paragraph since the mission is not actually stated in the procedure. This will be brought back to the Senate for a second reading at the next meeting.

Board Policy 4027 – Administration of Relations with the Academic Senate
Ed Policies is recommending we eliminate this policy since it was last adopted in 1972. It is felt that BP 2510, Participation in Local Decision Making, supersedes this. CG would like feedback from the Senate. C. Wells asked to have a copy of BP 2510 so we can compare the two side by side. CG said she will email it to the Senate. C. Wells also asked if there is a current CLCC template for this policy and the answer was no. We really need to look to make sure that BP 2510 includes the responsibilities of the Senate. M. Odanaka was concerned that this old policy provides for adequate facilities and budget for the Senate and this may not be in BP 2510. It was noted that it was thought this was in the union contract. This will be brought back for a possible vote at the next Senate meeting.

INFORMATION ITEMS – DISCUSSION
C. Wells announced that he heard President Fallo speak at CSUDH regarding the Score Card and stated that he thought he really represented community colleges well.

ADJOURN
The meeting adjourned at1:44pm.
CJ/ECCFall13

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting – November 25, 2013

Present: Francisco Arce, Linda Beam, Thomas Fallo, Chris Gold, Irene Graff, Jo Ann Higdon, David McPatchell, Jeanie Nishime, Susan Pickens, Estina Pratt, Nina Velasquez

1.   2014 Commencement: It was reported that a load analysis of the soccer field must be completed to determine if the site can support a large concentration of weight.
2.   BP/AP 3430 (Prohibition of Harassment): Linda will make the recommended edits and bring back for review.
3.   Faculty prioritization results for 2014-15 were distributed. The full time faculty hiring priority voting summary will be sent via email to College Council members.
4.   AP 2510 (Collegial Consultation): This procedure needs to be revised to reflect the Collegial Consultation committees identified in the *Making Decisions at El Camino College* document.

Agenda – December 2, 2013:
1.   Minutes
2.   Spring College Council Schedule (Alex class from 1:00-2:25 p.m.)
3.   AP 2510 (Collegial Consultation) - Jeanie
4.   BP/AP 3430 (Prohibition of Harassment) - Linda
5.   BP 3570 (Restricted Smoking Areas) – Jo Ann
6.   BP/AP 4021 (Program Discontinuance) - Francisco
7.   AP 7145 (Personnel Files) - Linda
8.   AP 7233 (Claims for Work out of Classification) - Linda
9.   BP & AP 7330 (Communicable Disease) - Linda
10.   AP 7336 (Certification of Freedom from Tuberculosis) - Linda

College Council 2013-14 Goals:
1.   Focus on student success and learning.
2.   Monitor and support the advancement of the College's completion agenda of increasing the number of degrees, certificates, and transfers.
3.   Incorporate evidence-based decision making when evidence is available.
4.   Actualize the "Making Decisions at El Camino College" document.
5.   Complete the review of all policies and procedures relating to Accreditation.
6.   Set up a review cycle for all policies and procedures.

Policies/Procedures Pending:

BP	AP	Title	Status
	2510	Collegial Consultation	Distributed on 11/25/13 - Jeanie
3200	3200	Accreditation	Distributed 9/9/13, Jeanie waiting for feedback from Ed Policies.
3430	3430	Prohibition of Harassment	Distributed on 11/18/13 - Linda
3440		Service Animals	New policy – Linda working on.
3570		Restricted Smoking Areas	Jo Ann revising, back to CC on 11/25/13
4021	4021	Program Discontinuance	Distributed 4/29/13, back to CC on 11/25/13

	7145	Personnel Files	Distributed on 11/18/13 - Linda
	7160	Professional Development	Distributed 9/9/13 and 11/4/13. Awaiting Academic Senate approval.
	7233	Claims for Work out of Classification	Distributed on 11/18/13 - Linda
7330	7330	Communicable Disease	Distributed on 11/18/13 - Linda
	7336	Certification of Freedom from Tuberculosis	Distributed on 11/18/13 - Linda
		Faculty Hiring Procedures	Distributed on 4/29/13, Linda working on
		Administrative Hiring Procedures	Linda working on.

Policies/Procedures Completed:

BP	AP	Title	Status
3410	3410	Nondiscrimination	Ready for Board
7110	7110	Delegation of Authority	Ready for Board
	7150	Evaluation	Ready for Board
7351		Retirement – Classified Service	Ready for Board (deletion)
7510		Domestic Partners	Ready for Board
7700	7700	Whistleblower Protection	Ready for Board

EL CAMINO COLLEGE
Vice President – Academic Affairs
November 27, 2013

TO: Faculty Position ID Committee

FROM: Francisco Arce

SUBJECT: Faculty Hiring Priorities

The faculty prioritization results for the 2014-15 academic year are listed below in alphabetical order.

1. Accounting
2. Automotive Technology
3. Biology
4. Communication Studies
5. Computer Information Systems
6. Computer Science
7. Counselor
8. Counselor
9. English
10. Film/Video & Photography
11. Fire & Emergency Technology
12. Human Development
13. Journalism
14. Kinesiology – Instructor/Softball
15. Law
16. Mathematics
17. Microbiology
18. Nursing
19. Nursing
20. Spanish

The twenty approved positions include two carryovers from the 2013-14 academic year that were not filled: Nursing and Accounting. The approved list is similar to the prioritized 18 positions; however, it does not include Sociology and Communication Studies/Forensics. Sociology was proposed as a growth position and the department has a 77 percent full time to part time FTEF ratio. One Communication Studies position was approved for the general education speech program to replace a recent retirement. Student demand in the general education speech program is significantly larger than in Forensics.

Two Counselor positions were approved. One Counselor will be assigned to Financial Aid and the FYE program; the second position is a General Counselor. This selection is based on the high student demand in these two areas.

The Film/Video proposal was augmented with a split load in Photography. This insulates the Film/Video program in low enrollment periods and it provides a nice opportunity for both programs to hire a full time instructor.

I appreciate your time and effort to carry out this important process. Attached is a copy of the voting results. The final selection is based in part on the variability of the committee voting. Please take time to study the voting outcomes to discern some differences that are difficult to understand based on the data presented in the proposals.

cc: Chris Gold

EL CAMINO COLLEGE
FULL TIME FACULTY HIRING PRIORITY VOTING SUMMARY
FALL 2013

#	Department	Barton 1	Bui 2	Fitzsimons 3	Fry 4	Geraghty 5	Grigsby 6	Hironaka 7	Houske 8	Ichinaga 9	Kroll 10	McLaughlin 11	Miranda 12	Natividad 13	Pattison 14	Rapp 15	Rapp 16	Rodriguez 17	Rowan 18	Shankweiler 19	Smith 20	Total
1	Journalism	3	3	2	4	1	4	17	1	5	1	1	6	10	9	6	5	27	3	6	1	115
2	Computer Information Systems	1	4	14	5	8	28	9	10	3	2	9	1	2	2	2	4	7	10	5	2	128
3	Microbiology	8	7	4	3	7	1	19	5	9	4	7	4	3	3	4	3	23	12	4	5	135
4	Computer Science	21	2	8	1	6	2	13	12	10	17	6	5	5	5	3	1	8	11	1	23	160
5	Human Development	23	1	16	6	5	19	16	6	4	15	5	3	4	6	1	2	1	30	7	21	191
6	Nursing #1	13	16	11	12	17	3	7	3	2	3	16	13	9	11	12	18	16	7	11	3	203
7	Fire & Emergency Technology	22	8	6	7	21	6	1	8	11	29	28	2	8	7	8	6	2	8	2	18	208
8	Counselor - Student Success and Reten.	30	5	13	8	24	5	18	7	1	9	21	19	6	4	25	10	4	4	9	4	226
9	Film/Video	10	6	1	9	28	12	15	9	18	16	24	11	7	8	5	9	9	1	3	27	228
10	Mathematics #1	6	20	21	2	9	10	6	18	15	11	8	16	17	13	9	7	13	14	17	9	241
11	Biology	9	13	10	17	14	15	14	17	17	6	13	14	11	10	14	12	10	19	12	8	255
12	English #1	5	18	27	10	3	7	5	25	7	12	3	15	12	22	13	14	14	13	21	11	257
13	Kinesiology - Instructor/Softball	25	27	5	13	26	8	11	20	25	19	18	7	1	1	7	8	5	6	18	29	279
14	Spanish	4	14	12	26	2	16	24	24	6	7	2	9	13	14	18	19	20	25	14	10	279
15	Automotive Technology #1	18	19	19	16	23	14	2	15	13	8	29	33	24	19	17	11	3	9	10	7	309
16	Law	2	11	20	15	12	11	33	13	32	18	10	17	19	17	16	16	15	18	15	12	322
17	Sociology	26	10	22	21	13	25	8	14	21	20	14	12	14	15	11	13	17	27	13	19	335
18	Communication Studies - Forensics/Coms	20	22	3	19	16	9	22	2	12	5	19	25	16	16	33	31	24	2	33	17	346
19	Counselor - Career Center	32	15	29	14	32	13	23	11	14	10	27	10	15	12	10	22	12	16	27	6	350
20	Communication Studies - Communications	19	12	9	20	19	17	20	21	26	26	23	8	25	28	15	15	6	23	16	25	373
21	English #2	7	24	24	22	4	20	21	28	8	14	4	18	23	25	20	20	29	24	24	15	374
22	Art - Drawing/Painting	11	17	7	23	18	21	10	22	22	22	33	28	22	23	23	23	26	5	19	20	395
23	Mathematics #2	24	25	25	11	15	22	25	23	16	13	32	22	21	20	21	17	22	21	22	16	413
24	Kinesiology - Instructor/No Coaching	33	9	23	28	30	24	28	4	30	30	15	27	27	18	22	21	28	26	8	14	445
25	Counselor - Basic Skills	28	21	32	25	33	29	4	19	24	21	26	24	20	21	19	27	19	29	20	13	454
26	Nursing #2	14	28	33	18	20	18	29	16	31	23	17	23	18	26	27	24	21	22	23	31	462
27	Automotive Technology #2	27	30	26	24	29	26	3	29	23	27	30	31	32	24	24	26	11	20	25	22	489
28	English #3	16	29	28	29	10	23	26	31	19	24	11	21	26	27	26	28	32	28	29	28	491
29	Art - Multimedia	12	32	17	30	22	31	27	30	28	32	25	20	29	31	28	25	18	32	26	32	527
30	Theatre	15	23	15	27	25	27	31	26	27	31	22	32	28	33	32	29	31	15	30	30	529
31	English #4	17	31	30	33	11	32	30	32	20	25	12	26	31	29	31	30	33	33	32	24	542
32	Dance	31	26	18	31	27	30	32	27	29	33	20	29	30	32	30	33	30	17	28	33	566
33	Automotive Technology #3	29	33	31	32	31	33	12	33	33	28	31	30	33	30	29	32	25	31	31	26	593
		561	561	561	561	561	561	561	561	561	561	561	561	561	561	561	561	561	561	561	561	

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
OCTOBER 22, 2013

Present: S. Bartiromo, T. Bui, W. Brownlee, A. Cornelio, B. Flameno, E. French-
Preston, L. Houske, L. Kjeseth, R. Klier, S. Kushigemachi, M. Lipe, V. Nemie, D. Pahl

Absent: F. Arce, S. Bosfield

Ex-Officio Members Present: Q. Chapman, S. Ecklund, G. Florimon, L. Suekawa

Ex-Officio Members Absent: M. Hall, J. Simon

Guests: T. Lew, S. Marron, G. Miranda, R. Natividad, D. Patel

CALL TO ORDER
Mark Lipe called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m.

VICE PRESIDENT'S REPORT
F. Arce was not available to attend the meeting.

APPROVAL OF MINUTES
The minutes from the September 24th meeting were sent via email and approved by the committee.

CURRICULUM REVIEW – Full Course Review Proposals

Humanities Division
T. Lew presented an overview of English 35 (World Literature: 3500 BCE to 1650 CE) and English 36 (World Literature: 1650 to Present). The committee recommended the course outline of record be adjusted as follows:

- Change the conditions of enrollment by replacing "recommended preparation" with "prerequisite".
- Revise the Course Review section in the Course Checklist to justify the rationale for the changes in the conditions of enrollment.
- Modify prerequisite to read as "eligibility for English 1A" in section I. If English 1A is the prerequisite, need grade qualifier for prerequisite "minimum grade of C".
- Identify entrance skills and match course objectives from English A and English 84 in section VIII.
- Q. Chapman informed the committee that eligibility for English 1A is a standard prerequisite at CSUs and UCs. T. Lew confirmed and agreed with the course change.

Chair Lipe called a motion to approve the proposed changes to English 35 and 36, including the conditions of enrollment proposals and all amended recommendations made by the committee. L. Kjeseth moved, E. French-Preston seconded, and the motion passed unanimously.

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Behavioral and Social Sciences Division

Psychology 9A – Introduction to Elementary Statistical Methods for the Study of Behavior

The Psychology Department added Mathematics 73 as a prerequisite and created a new distance education course version. L. Suekawa asked about the prerequisite challenge for Mathematics 67. If a student does not take Mathematics 67, what procedure is in place for students who want to take Psychology 9A versus Mathematics 150? Should "equivalent knowledge and skills" be included in the conditions of enrollment? What if students pass the Math Competency Exam? Note: Mathematics 67 is a prerequisite for Mathematics 150. G. Miranda responded the division will follow normal prerequisite challenge procedure. Since Mathematics 67 is not transferrable, the course will not be added at this time. The "equivalent knowledge and skills" issue will be discussed with faculty.

- The committee recommended the course review proposer modify the Course Review section in the Course Checklist to include a justification statement for the Mathematics 73 prerequisite.

Psychology 9B – Experimental Methods in the Study of Behavior

The Psychology Department created a new distance education version for this course. The committee recommended the following changes to the course outline of record:

- In the Course Checklist, Course Summary does not provide a justification for Mathematics 150.
- Reduce the independent study hours from 8 to 6 hours per week in section VI for consistency with course offering and Title 5 compliance.
- Edit section II B, Course Objective #12 to read "Perform each step consistent with research conducted in an academic setting including…."

Sociology 109 – Introduction to Elementary Statistical Methods for the Study of Behavior

The Sociology Department added Mathematics 73 as a prerequisite and created a new distance education version. The committee recommended the following corrections to the course outline of record:

- Correct the spelling error in section II B, Course Objective #1 by replacing "eductive" with "deductive".
- Edit the Course Review section in the Course Checklist by providing a justification for the Mathematics 73 prerequisite.
- Since Sociology 101 or Psychology 5 appear as optional prerequisites, the entrance skills need to be more generic and made into one entrance skill. For example, "Scientific Methods and Research within the fields of psychology or sociology." Then, place matching course objectives from both courses under the entrance skill.
- Since Mathematics 73 or 80 appear as optional prerequisites, the entrance skills need to be more generic and made into one entrance skill. Then, place matching course objectives from both courses under the entrance skill. For example, "The ability to solve equations using specific variables."

Chair Lipe called a motion to approve the course proposals for Psychology 9A, Psychology 9B, and Sociology 109, including the conditions of enrollment changes and amendments made by the committee. The results were as follows:

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COURSE PROPOSALS	MOTIONS	ISSUES	VOTING RESULTS
Psychology 9A	E. French-Preston moved, EV. Nemie seconded	None	Unanimous
Psychology 9B	D. Pahl moved, E. French-Preston seconded	None	Unanimous
Sociology 109	W. Brownlee moved, V. Nemie seconded	None	Unanimous

In addition, Chair Lipe called a motion to approve the proposed new distance education courses, and the results were as follows:

COURSE PROPOSALS	MOTIONS	ISSUES	VOTING RESULTS
Psychology 9A and Psychology 9B	L. Kjeseth moved, W. Brownlee seconded	None	Unanimous
Sociology 109	W. Brownlee moved, L. Houske seconded	None	Unanimous

Health Sciences and Athletics Division

Radiologic Technology 328 – Clinical Experience 7

Chair Lipe explained the reason for the change in the prerequisite from Radiologic Technology 219 (RTEC 219) to RTEC 220 was due to the inactivation of RTEC 219. It was recommended the course outline of record be modified as follows:

- Increase independent study hours from 4 to 6 units in section VI.
- Edit the Required Text/Materials section in the Course Checklist. Change required text from "no" to "yes".
- RTEC 220 is the prerequisite but RTEC 216 is one of the matching course objectives for the first requisite skill. Need to remove RTEC 216 matching skill or add RTEC216 as a prerequisite in section VIII.

Chair Lipe called a motion to approve the course proposal for Radiologic Technology 328, including the conditions of enrollment changes and amendments made by the committee.
W. Brownlee moved, S. Bartiromo seconded, and the motion passed unanimously.

Sign Language 111, 112, 113, 114 – American Sign Language I, II, III, IV

Sign Language 15, 16, 17A, and 17B were renumbered as 111, 112, 113, and 114 respectively. Q. Chapman informed the committee the existing corresponding sign language courses will be phased out. L. Kjeseth asked about students entering at 200 course level and needing general education credit. Since ASL I – V courses are on the general education pattern, students normally enter at one of those levels.

S. Marron provided a brief history of the existing sign language courses versus the new American Sign Language (ASL) courses. The Sign Language Department spent two years redeveloping the program and looked at the accredited programs at several universities, student surveys, and external program reviews to develop and strengthen the language component and

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student skills. The change is part of a universal plan to align the program curriculum with industry standards. The Committee on Collegiate Interpreter Education Standards (CCIE) is the only accrediting body for interpreter education programs.

Sign Language 115 – American Sign Language V
This new course is being proposed for the AA degree and certificate. The course is also being proposed for local ECC general education, UC transfer, CSU General Education Breath Area C2, and Intersegmental General Education Transfer Curriculum (IGETC) 3B, 6A. L. Suekawa commented the CSU/UC transfer status is not a problem. A recommendation was made to update the course outline of record as follows:
- Modify the Proposal Information section in the Course Checklist. Provide a parallel course from CSU Sacramento (EDS 155) that validates lower division status.

Sign Language 200, 210, 211, 220, 221, and 230
Sign Languages 210, 211, 220, 221, and 230 will replace Sign Language 18A, 263, 19, 264, and 18B respectively. The existing courses will be inactivated as students complete the program. Almost all interpreter programs nation-wide offer these courses as part of their curriculum.
S. Bartiromo recommended removing the proposed AA/AS General Education and IGETC and received concurrence from L. Suekawa. The new courses are being proposed for CSU transfer only. Since the 220 level courses are interpreting courses with very define discipline learning content, they are not appropriate for general education.

Sign Language 240 – Interpreting Practicum
This course was formerly Sign Language 20. The prerequisite course number also changed to align with industry standard.

Chair Lipe called a motion to approve the proposed new courses and course modifications for the Sign Language courses, including changes to the conditions of enrollment (COE). The results were as follows:

COURSE PROPOSALS	MOTIONS	ISSUES	VOTING RESULTS
Sign Language 111, 112, 113, 114 and 115 (including COE)	L. Kjeseth moved, W. Brownlee seconded	None	Unanimous
Sign Language 200, 210, 211, 220, 221, and 230	L. Kjeseth moved, D. Pahl seconded	None	Unanimous
Sign Language 240 (including COE)	W. Brownlee moved, D. Pahl seconded	None	Unanimous

Sign Language/Interpreter Training A.A. Degree and Certificate of Achievement
V. Nemie asked how long it takes students to complete the program. Students spend about 4 years to complete the A.A. Degree. S. Ecklund asked about the difference between the AA degree requirements and the certificate requirements. The primary difference is that students must complete a minimum number of general education course units to receive an AA degree and with a certificate the general education breadth and depth is not required. Chair Lipe called a motion to approve the A.A. Degree. E. French-Preston moved, V. Nemie seconded, and the

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motion passed unanimously. In addition, a motion was called to approve the Certificate of Achievement. W. Brownlee moved, D. Pahl seconded, and the motion passed unanimously.

CURRICULUM REVIEW – Standard Review Proposals/Consent Agenda
The committee discussed the unresolved issues and concerns that were raised during the Standard Review process. Chair Lipe will contact the course review proposers to make adjustments to the course outline of records as follows:

Humanities Division
- Anthropology 3: Include lecture reference for Topic XII in section III. Provide product to Typical Assignment in section IV.
- Anthropology 8: Consider editing catalog description by removing "A.D."
- Psychology 16: The information listed in section VIII B "Psychology 5 with a minimum grade of C" is not sufficient.
- Sociology 108: The recommended preparation skills listed in section VIII C need to be more generic to include all matching course objectives. The advisory recommends one of the three courses listed.
- Spanish 3: Add "Discipline Standard" as the Qualifier Text for section VII A.
- Spanish 5 and Spanish 6: Reduce estimated independent study hours per week to 6 in section VI and attach Student Learning Outcomes (SLOs).

Natural Sciences Division
- Geography 6: Attach Student Learning Outcome (SLO) to the course outline of record.
- Geography 8: Spell out "GPS" acronym with "Global Positioning Systems" in the catalog description. Provide justification for basic computer skills for non-course equivalency in section VIII C.

Chair Lipe called for a motion to approve the Consent Agenda proposals including the new distance education proposals for Anthropology 3 and 8. E. French-Preston moved, L. Houske seconded, and the motion passed unanimously.

Full Course Review
The following courses were approved and are ready for final action:
1. English 35 (ENGL 35)
2. English 36 (ENGL 36)
3. Psychology 9A (PSYC 9A)
4. Psychology 9B (PSYC 9B)
5. Radiologic Technology 328 (RTEC 328)
6. Sign Language 111 (formerly SLAN 15)
7. Sign Language 112 (formerly SLAN 16)
8. Sign Language 113 (formerly SLAN 17A)
9. Sign Language 114 (formerly SLAN 17B)
10. Sign Language 115 (SLAN 115)
11. Sign Language 200 (SLAN 200)
12. Sign Language 210 (SLAN 210)
13. Sign Language 211 (SLAN 211)

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14. Sign Language 220 (SLAN 220)
15. Sign Language 221 (SLAN 221)
16. Sign Language 230 (SLAN 230)
17. Sign Language 240 (formerly SLAN 20)
18. Sociology 109 (SOCI 109)

Full Program Review
The following degree and certificate were approved and are ready for final action:
1. Sign Language/Interpreter Training A.A. Degree
2. Sign Language/Interpreter Training Certificate of Achievement

Standard Review/Consent Agenda Proposals
The following courses were approved and are ready for final action:
1. Anthropology 3 (ANTH 3)
2. Anthropology 8 (ANTH 8)
3. Geography 6 (GEOG 6)
4. Geography 8 (GEOG 8)
5. History 114 (HIST 114)
6. History 122 (HIST 122)
7. Psychology 16 (PSYC 16)
8. Sociology 108 (SOCI 108)
9. Spanish 3 (SPAN 3)
10. Spanish 4 (SPAN 4)
11. Spanish 5 (SPAN 5)
12. Spanish 6 (SPAN 6)

The following course inactivations were approved and are ready for final action:
1. Geography 50 (GEOG 50)
2. Mathematics 100 (MATH 100)
3. Psychology 22 (PSYC 22)

CHAIR'S REPORT
Chair Lipe welcomed S. Ecklund of the Associated Student Organization (ASO) to the committee. S. Ecklund is studying music at ECC and will support the CCC for the 2013-2014 school year. V. Nemie and T. Bui volunteered to support the Standard Technical Review Committee for November 14th.

ADVISORY REPORT
Q. Chapman discussed the proposals scheduled for the next round of review. Proposals will trickle in throughout the coming week. The list of proposals will be emailed as soon as possible. The committee will have approximately one week to review the proposals. After that time, Chair Lipe will summarize committee comments and move the proposals forward to Consent Agenda or return to originator for changes. We will discuss substantive issues with division deans before the next CCC meeting.

ADJOURNMENT

Chair Lipe called for a motion to adjourn the meeting. A. Cornelio moved, S. Bartiromo seconded, and the motion was carried. The meeting was adjourned at 4:15 p.m.

EL CAMINO COLLEGE

COLLEGE CURRICULUM COMMITTEE

October 22, 2013
Approved Curriculum Changes for 2014-2015

BEHAVIORAL AND SOCIAL SCIENCES

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Anthropology 3 – Introduction to Archaeology
   Current Status/Proposed Changes

   This course is a survey of the field of archaeology in the United States and abroad. It traces the history of archeology~~,~~ and reviews the concepts ~~and~~, topics of concern, and research methodologies commonly encountered within the field of archaeology. Students will be introduced to basic techniques of soils analysis and archaeological materials analysis.

   Recommendation

   This course is a survey of the field of archaeology in the United States and abroad. It traces the history of archeology and reviews the concepts, topics of concern, and research methodologies commonly encountered within the field of archaeology. Students will be introduced to basic techniques of soils analysis and archaeological materials analysis.

2. Anthropology 8 – Ancient Civilizations of Mesoamerica
   Current Status/Proposed Changes

   This course traces the development of the indigenous societies of ~~Mesoamerica~~ this region from the entry of humans into the Americas at the end of the Upper Paleolithic ~~Period~~ until the ~~arrival and conquest by~~ invasion of the Spaniards in the early sixteenth century. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include the languages, writing systems, belief systems, political systems, economies, monuments and ~~the~~ art of these peoples.

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Recommendation

This course traces the development of the indigenous societies of this region from the entry of humans into the Americas at the end of the Upper Paleolithic until the invasion of the Spaniards in the early sixteenth century. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include the languages, writing systems, belief systems, political systems, economies, monuments and art of these peoples.

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT
(Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Psychology 9A – Introduction to Elementary Statistical Methods for the Study of Behavior
   Current Status/Proposed Changes
   Prerequisite: Psychology 5 or Sociology 101 and <u>Mathematics 73 or</u> Mathematics 80 with a minimum grade of C in prerequisite

   Recommendation

   Prerequisite: Psychology 5 or Sociology 101 and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite

2. Psychology 9B – Experimental Methods in the Study of Behavior
   Current Status/Proposed Changes
   Prerequisite: <u>Mathematics 150 or</u> Psychology 9A or Sociology 109 with a minimum grade of C in prerequisite

   Recommendation

   Prerequisite: Mathematics 150 or Psychology 9A or Sociology 109 with a minimum grade of C in prerequisite

3. Sociology 109 – Introduction to Elementary Statistical Methods for the Study of Behavior
   Current Status/Proposed Changes
   Prerequisite: Psychology 5 or Sociology 101 and <u>Mathematics 73 or</u> Mathematics 80 with a minimum grade of C in prerequisite

   Recommendation

   Prerequisite: Psychology 5 or Sociology 101 and Mathematics 73 or Mathematics 80 with a minimum grade of C in prerequisite

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NEW DISTANCE EDUCATION COURSE VERSION

1. Anthropology 3 – Introduction to Archaeology
2. Anthropology 8 – Ancient Civilizations of Mesoamerica
3. Psychology 9A – Introduction to Elementary Statistical Methods for the Study of Behavior
4. Psychology 9B – Experimental Methods in the Study of Behavior
5. Sociology 109 – Introduction to Elementary Statistical Methods for the Study of Behavior

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. History 114 – History of the Asian American in the United States
2. History 122 – United States Social History: Cultural Pluralism in America
3. Psychology 16 – Lifespan Development
4. Sociology 108 – Global Perspectives on Race and Ethnicity

INACTIVATE COURSE

1. Psychology 22 – Sport Psychology

HEALTH SCIENCES AND ATHLETICS

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Radiologic Technology 328 – Clinical Experience 7
   Current Status/Proposed Changes
   Prerequisite: Radiologic Technology ~~219~~ 220 with a minimum grade of C

   Recommendation

   Prerequisite: Radiologic Technology 220 with a minimum grade of C

COURSE REVIEW; CHANGES IN COURSE NUMBER, UNITS, LECTURE HOURS, LAB HOURS, FACULTY LOAD, CATALOG DESCRIPTION,

Current Status/Proposed Changes
1. Sign Language/Interpreter Training ~~15~~ 111 – American Sign Language I
   Units: ~~3.0~~ 4.0   Lecture: ~~2.0~~ 4.0   Hours of Lab: ~~3.0~~ 0   Faculty Load: ~~28.33~~ 26.66%

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This beginning course, taught within the context of deaf culture, introduces students to signing and comprehending elementary American Sign Language (ASL). Through a visual-gestural approach and multimedia activities, students develop basic vocabulary and grammar that deal with everyday topics. Note: This course is comparable to two years of high school sign language.

Recommendation

Sign Language/Interpreter Training 111 – American Sign Language I
Units: 4.0   Lecture: 4.0   Hours of Lab: 0   Faculty Load: 26.66%

This beginning course, taught within the context of deaf culture, introduces students to signing and comprehending elementary American Sign Language (ASL). Through a visual-gestural approach and multimedia activities, students develop basic vocabulary and grammar that deal with everyday topics. Note: This course is comparable to two years of high school sign language.

COURSE REVIEW; CHANGES IN COURSE NUMBER, CATALOG DESCRIPTION, UNITS, LECTURE HOURS, LAB HOURS, FACULTY LOAD, GENERAL EDUCATION REQUIREMENT, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes
1. Sign Language/Interpreter Training ~~17B~~ 114 – American Sign Language IV
    Units: ~~3.0~~ 4.0   Lecture: ~~2.0~~ 4.0   Hours of Lab: ~~3.0~~ 0   Faculty Load: ~~28.33~~ 26.66%
    Proposed IGETC – Area 3B
    Prerequisite: Sign Language/Interpreter Training ~~17A~~ 113 with a minimum grade of C

    This course, taught within the context of deaf culture, is a continuation of the study of American Sign Language (ASL) III. Further ~~studies~~ study of conversational and narrative techniques for advanced practice will help students develop language fluency at the advanced level. This course provides an expanded review of ASL vocabulary, syntactical structures, grammatical patterns and current linguistic research.

    Recommendation

    Sign Language/Interpreter Training 114 – American Sign Language IV
    Units: 4.0   Lecture: 4.0   Hours of Lab: 0   Faculty Load: 26.66%
    Proposed IGETC – Area 3B

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Prerequisite: Sign Language/Interpreter Training 113 with a minimum grade of C

This course, taught within the context of deaf culture, is a continuation of the study of American Sign Language (ASL) III. Further study of conversational and narrative techniques for advanced practice will help students develop language fluency at the advanced level. This course provides an expanded review of ASL vocabulary, syntactical structures, grammatical patterns and current linguistic research.

COURSE REVIEW; CHANGES IN COURSE NUMBER, UNITS, LECTURE HOURS, LAB HOURS, FACULTY LOAD, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes
1. Sign Language/Interpreter Training ~~16~~ 112 – American Sign Language II
   Units: ~~3.0~~ 4.0   Lecture: ~~2.0~~ 4.0   Hours of Lab: ~~3.0~~ 0   Faculty Load: ~~28.33~~ 26.66%
   Prerequisite: Sign Language/Interpreter Training ~~15~~ 111 with a minimum grade of C

Recommendation

Sign Language/Interpreter Training 112 – American Sign Language II
Units: 4.0   Lecture: 4.0   Hours of Lab: 0   Faculty Load: 26.66%
Prerequisite: Sign Language/Interpreter Training 111 with a minimum grade of C

Current Status/Proposed Changes
2. Sign Language/Interpreter Training ~~17A~~ 113 – American Sign Language III
   Units: ~~3.0~~ 4.0   Lecture: ~~2.0~~ 4.0   Hours of Lab: ~~3.0~~ 0   Faculty Load: ~~28.33~~ 26.66%
   Prerequisite: Sign Language/Interpreter Training ~~16~~ 112 with a minimum grade of C

Recommendation

Sign Language/Interpreter Training 113 – American Sign Language III
Units: 4.0   Lecture: 4.0   Hours of Lab: 0   Faculty Load: 26.66%
Prerequisite: Sign Language/Interpreter Training 112 with a minimum grade of C

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COURSE REVIEW; CHANGES IN COURSE NUMBER, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes
1. Sign Language/Interpreter Training ~~20~~ 240 – Interpreting Practicum
   Prerequisite: Sign Language/Interpreter Training ~~18B~~ <u>220 and Sign Language/ Interpreter Training 221</u> with a minimum grade of C <u>in prerequisite</u>

Recommendation

Sign Language /Interpreter Training 240 – Interpreting Practicum

Prerequisite: Sign Language/Interpreter Training 220 and Sign Language/ Interpreter Training 221 with a minimum grade of C in prerequisite

NEW COURSES

1. Sign Language/Interpreter Training 115 – American Sign Language V
   Units: 4.0   Lecture: 4.0   Hours of Lab: 0   Faculty Load: 26.66%
   Prerequisite: Sign Language/Interpreter Training 114 with a minimum grade of C
   Grading Method: Letter
   Credit Status: Associate Degree Credit
   CSU Transfer
   Proposed UC Transfer
   El Camino College AA/AS General Education Requirement – Area 5
   Proposed CSU General Education Requirement – Area C2
   Proposed IGETC 3B, 6A

   This course builds on the cultural competence and language skills developed in American Sign Language (ASL) IV and are designed for students to strengthen both conversational and formal ASL skills.   In addition, advanced work is presented in ASL linguistics, deaf culture, specialized vocabulary and fingerspelling.

2. Sign Language/Interpreter Training 200 – Principles of Sign Language Interpreting
   Units: 3.0   Lecture: 3.0   Hours of Lab: 0   Faculty Load: 20.00%
   Prerequisite: Sign Language/Interpreter Training 114 with a minimum grade of C
   Grading Method: Letter
   Credit Status: Associate Degree Credit
   CSU Transfer

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This course is an introduction to the field of sign language interpreting. Topics will include history, definitions, settings, standards, and certification. Focus on ethics and the interpreting process provides a theoretical foundation for interpreting coursework.

3. Sign Language/Interpreter Training 210 – American Sign Language to English Interpreting I
    Units: 2.0   Lecture: 2.0 Hours of Lab: 2.0   Faculty Load: 23.33%
    Prerequisite: Sign Language/Interpreter Training 115 and Sign Language/Interpreter Training 200 with a minimum grade of C
    Grading Method: Letter
    Credit Status: Associate Degree Credit
    CSU Transfer

    This course provides beginning skills for interpreting from signed messages into written and spoken English. Signed texts will be analyzed for language use and meaning. Translation, consecutive, and simultaneous interpreting will be studied and practiced. Students will begin to develop skills to become culturally sensitive, ethical, and professional interpreters.

    Note: This course is recommended to be taken with Sign Language/Interpreter Training 211.

4. Sign Language/Interpreter Training 211 – English to American Sign Language Interpreting I
    Units: 2.0   Lecture: 2.0 Hours of Lab: 2.0   Faculty Load: 23.33%
    Prerequisite: Sign Language/Interpreter Training 115 and Sign Language/ Interpreter Training 200 with a minimum grade of C
    Grading Method: Letter
    Credit Status: Associate Degree Credit
    CSU Transfer

    This course provides beginning skills for interpreting from English into sign language. Written and spoken English texts will be analyzed for language use and meaning. Translation, consecutive, and simultaneous interpreting will be studied and practiced. Students will begin to develop skills to mediate linguistically and culturally between deaf and hearing individuals, and to ethically apply these skills.

    Note: This course is recommended to be taken with Sign Language/Interpreter Training 210.

5. Sign Language/Interpreter Training 220 –American Sign Language to English Interpreting II

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Units: 2.0   Lecture: 2.0   Hours of Lab: 2.0   Faculty Load: 23.33%
Prerequisite: Sign Language/Interpreter Training 210 with a minimum grade of C
Grading Method: Letter
Credit Status: Associate Degree Credit
CSU Transfer

This course is a continuation of American Sign Language (ASL) to English I and provides intermediate knowledge and skill development in simultaneous and interactive sign to voice interpreting. Topics include continued study of discourse analysis, the interpreting process, ethical and cultural considerations, and linguistic mediation techniques.

Note: This course is recommended to be taken with Sign Language/Interpreter Training 221.

6. Sign Language/Interpreter Training 221 – English to American Sign Language Interpreting II
   Units: 2.0   Lecture: 2.0   Hours of Lab: 2.0   Faculty Load: 23.33%
   Prerequisite: Sign Language/Interpreter Training 211 with a minimum grade of C
   Grading Method: Letter
   Credit Status: Associate Degree Credit
   CSU Transfer

   This course is a continuation of English to American Sign Language I and provides intermediate knowledge and skill development in simultaneous and interactive voice to sign interpretation and transliteration. Topics include continued study of discourse analysis, the interpreting process, and ethical demands and controls. Further study of linguistic and cultural mediation will also be explored.

   Note: This course is recommended to be taken with Sign Language/Interpreter Training 220.

7. Sign Language/Interpreter Training 230 – Sign Language Interpreting III
   Units: 2.0   Lecture: 2.0   Hours of Lab: 2.0   Faculty Load: 23.33%
   Prerequisite: Sign Language/Interpreter Training 220 and Sign Language/ Interpreter Training 221 with a minimum grade of C
   Grading Method: Letter
   Credit Status: Associate Degree Credit
   CSU Transfer

   This course is an advanced study of the interpretation process. Intensive skill development in interpreting from English to American Sign Language (ASL) and ASL to English requires advanced cognitive and linguistic skills. Discourse

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analysis of various communication genres and specialized settings will be studied, along with a continued focus on ethics and cultural mediation.

CHANGE IN MAJOR; CHANGES IN CATALOG DESCRIPTION, COURSE REQUIREMENTS

Current Status/Proposed Changes
1. Sign Language/Interpreter Training A.A. Degree

Upon completion of the program ~~degree or certificate~~, ~~the~~ students will ~~be prepared~~ have the necessary language and interpreting skills for entry-level sign language ~~jobs~~ interpreting ~~in the educational,~~ positions in a variety of community settings, such as medical, vocational, and post-secondary. ~~and community settings~~. ~~Students will obtain instruction in~~ American Sign Language (ASL) and deaf culture courses give students general communication skills for interacting and working with deaf and hard of hearing ~~hearing impaired~~ individuals. ~~as well as acquire an understanding of the deaf culture. In the interpreting level courses, students will gain technical skills, poise, and proficiency. The student will develop speed and accuracy in both simultaneous and consecutive interpreting. Skills will be assessed through regular examinations, mock interviews, and portfolio review. Program assessment is conducted by monitoring student employment rates.~~ Interpreting coursework enhances ASL/English cross-cultural communication styles in consecutive and simultaneous interpreting, and includes training in the ethics and practical approaches that must be understood by a practicing interpreter. Students will be prepared to take local evaluations and/or transfer to a four year program. Most students who continue to develop their interpreting skills will be prepared to seek national certification within two to five years.

At least 50% of the courses required for the major must be completed at El Camino College.

Major Requirements		Units
~~SLAN 15~~	~~Beginning American Sign Language~~	~~3~~
~~SLAN 16~~	~~Intermediate American Sign Language~~	~~3~~
~~SLAN 17A~~	~~Advanced American Sign Language~~	~~3~~
~~SLAN 17B~~	~~Advanced American Sign Language: Comprehending ASL~~	~~3~~
~~SLAN 18A~~	~~Fundamentals of Interpreting and Transliterating~~	~~3~~
~~SLAN 18B~~	~~Applied Interpreting and Translating Techniques~~	~~2~~
~~SLAN 19~~	~~Advanced Interpreting: Sign to Voice~~	~~3~~
~~SLAN 20~~	~~Interpreting Practicum~~	~~3~~
~~SLAN 214~~	~~Fingerspelling and Numerical Concepts~~	~~1~~

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SLAN 263	Interpreting/Transliterating Laboratory	1
SLAN 264	Sign to Voice Laboratory	1
and		
SLAN 201	Perspective on Deafness	3
or		
SLAN 202	Deaf Culture	3

one course from:		
CDEV 150	Survey of Children with Special Needs	3
COMS 1	Public Speaking	3
THEA 8	Introduction to Acting	3
THEA 30	Movement for the Actor	2

Total Units: 32

Recommendation

Upon completion of the program, students will have the necessary language and interpreting skills for entry-level sign language interpreting positions in a variety of community settings, such as medical, vocational, and post-secondary. American Sign Language (ASL) and deaf culture courses give students general communication skills for interacting and working with deaf and hard of hearing individuals. Interpreting coursework enhances ASL/English cross-cultural communication styles in consecutive and simultaneous interpreting, and includes training in the ethics and practical approaches that must be understood by a practicing interpreter. Students will be prepared to take local evaluations and/or transfer to a four year program. Most students who continue to develop their interpreting skills will be prepared to seek national certification within two to five years.

At least 50% of the courses required for the major must be completed at El Camino College.

Major Requirements		**Units**
SLAN 113	American Sign Language III	4
SLAN 114	American Sign Language IV	4
SLAN 115	American Sign Language V	4
SLAN 120	Fingerspelling and Numerical Concepts	1
SLAN 130	Deaf Culture	3
SLAN 200	Principles of Sign Language Interpreting	3
SLAN 210	American Sign Language to English Interpreting I	2
SLAN 211	English to American Sign Language Interpreting I	2

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SLAN 220	American Sign Language to English Interpreting II	2
SLAN 221	English to American Sign Language Interpreting II	2
SLAN 230	Sign Language Interpreting III	2
SLAN 240	Interpreting Practicum	3

Total Units: 32

Recommended Electives:

ANTH 4	Language and Culture	3
CDEV 150	Survey of Children with Special Needs	3
COMS 1	Public Speaking	3
THEA 113	Introduction to Acting	3

CHANGE IN CERTIFICATE OF ACHIEVEMENT; CHANGES IN CATALOG DESCRIPTION, COURSE REQUIREMENTS, UNITS

1. Sign Language/Interpreter Training Certificate of Achievement
    Current Status/Proposed Changes

Certificate Requirements   **Units**

~~SLAN 15~~	~~Beginning American Sign Language~~	~~3~~
~~SLAN 16~~	~~Intermediate American Sign Language~~	~~3~~
~~SLAN 17A~~	~~Advanced American Sign Language~~	~~3~~
~~SLAN 17B~~	~~Advanced American Sign Language: Comprehending ASL~~	~~3~~
~~SLAN 18A~~	~~Fundamentals of Interpreting and Transliterating~~	~~3~~
~~SLAN 18B~~	~~Applied Interpreting and Translating Techniques~~	~~2~~
~~SLAN 19~~	~~Advanced Interpreting: Sign to Voice~~	~~3~~
~~SLAN 20~~	~~Interpreting Practicum~~	~~3~~
~~SLAN 214~~	~~Fingerspelling and Numerical Concepts~~	~~1~~
~~SLAN 263~~	~~Interpreting/Transliterating Laboratory~~	~~1~~
~~SLAN 264~~	~~Sign to Voice Laboratory~~	~~1~~
~~ENGL 1A~~	~~Reading and Composition~~	~~4~~
~~and~~		
~~SLAN 201~~	~~Perspective on Deafness~~	~~3~~
~~or~~		
~~SLAN 202~~	~~Deaf Culture~~	~~3~~

~~one course from:~~

| ~~CDEV 150~~ | ~~Survey of Children with Special Needs~~ | ~~3~~ |
| ~~COMS 1~~ | ~~Public Speaking~~ | ~~3~~ |

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~~THEA 8~~   ~~Introduction to Acting~~   ~~3~~
~~THEA 30~~   ~~Movement for the Actor~~   ~~2~~

~~Total Units: 36~~

Recommendation

A Certificate of Achievement will be granted upon completion of the program requirements. At least 50% of the courses required for the Certificate of Achievement must be completed at El Camino College.

Certificate Requirements		**Units**
SLAN 113	American Sign Language III	4
SLAN 114	American Sign Language IV	4
SLAN 115	American Sign Language V	4
SLAN 120	Fingerspelling and Numerical Concepts	1
SLAN 130	Deaf Culture	3
SLAN 200	Principles of Sign Language Interpreting	3
SLAN 210	American Sign Language to English Interpreting I	2
SLAN 211	English to American Sign Language Interpreting I	2
SLAN 220	American Sign Language to English Interpreting II	2
SLAN 221	English to American Sign Language Interpreting II	2
SLAN 230	Sign Language Interpreting III	2
SLAN 240	Interpreting Practicum	3
ENGL 1A	Reading and Composition	4

one course from:

ANTH 4	Language and Culture	3
CDEV 150	Survey of Children with Special Needs	3
COMS 1	Public Speaking	3
THEA 113	Introduction to Acting	3

Total Units: 39

HUMANITIES

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT
(Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. English 35 – World Literature: 3500 BCE to 1650 CE
   Current Status/Proposed Changes

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~~Recommended Preparation: eligibility for English 1A~~
Prerequisite: eligibility for English 1A

Recommendation

Prerequisite: eligibility for English 1A

2. English 36 – World Literature: 1650 CE to Present
   Current Status/Proposed Changes
   ~~Recommended Preparation: eligibility for English 1A~~
   Prerequisite: eligibility for English 1A

   Recommendation

   Prerequisite: eligibility for English 1A

COURSE REVIEW

1. Spanish 3 – Intermediate Spanish I
2. Spanish 4 – Intermediate Spanish II
3. Spanish 5 – Advanced Spanish I
4. Spanish 6 – Advanced Spanish II

MATHEMATICAL SCIENCES

INACTIVATE COURSE

1. Mathematics 100 – Supervised Tutoring: Mathematics

NATURAL SCIENCES

COURSE REVIEW

1. Geography 6 – Physical Geography Laboratory

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

1. Geography 8 – Introduction to Geographic Information Systems
   Current Status/Proposed Changes
   Recommended Preparation: <u>Computer Information Systems 13 or</u> basic computer skills

   This computer-based course provides an introduction to the fundamentals of automated mapping and Geographic Information Systems (GIS) software. Laboratory work includes experience in the use of map scales, working with spatial data <u>and metadata, creating data with Global Positioning Systems (GPS) and geocoding,</u> map features, map overlays, creation of charts and graphs, <u>basic spatial analysis techniques,</u> and the presentation of data in map layouts.

   Recommendation
   Recommended Preparation: Computer Information Systems 13 or basic computer skills

   This computer-based course provides an introduction to the fundamentals of automated mapping and Geographic Information Systems (GIS) software. Laboratory work includes experience in the use of map scales, working with spatial data and metadata, creating data with Global Positioning Systems (GPS) and geocoding, map features, map overlays, creation of charts and graphs, basic spatial analysis techniques, and the presentation of data in map layouts.

INACTIVATE COURSE

1. Geography 50 – Special Topics in Geography

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Educational Policies Committee
Minutes
Location: MBA 130C

Members:
Rosemarie Cervantes, Susan Taylor, Lori Suekawa,
Christina Gold, Alice Martinez, Jean Shankweiler, Kathryn Hall, Mark Fields

11/26 Present: Christina Gold, Alice Martinez, Jean Shankweiler, Rosemarie Cervantes, Susan Taylor
Not present: Lori Suekawa, Kathryn Hall, Mark Fields.

Last Meeting
1) Accreditation Policy– Discussed the changes. Approved by Jeanie N. Chris to get final copy from Jean S., add in the senate statement and bring to Academic Senate. However, we will wait till the first meeting in the spring to bring before the senate
2) Program Discontinuance – Jean reports that it's with the deans and should be coming back soon.
3) Administration of Relations (BP4027) – Senate wants to see BP2510 in comparison. Chris provided and it's going to the senate again.
4) AP 2510 – Collegial Consultation – Was brought to college council for minor changes to groups. Chris will try to add in the senate that the administration needs to provide the financial support for the senate. Chris will bring it back after college council proposes the changes.
5) BP/AP 4250 Probation, Dismissal and RE-admittance – Rosemarie still needs the computer copy. Jean will send. Then Rosemarie will send to Ed Policies Committee, Bill Mulrooney and Dr. Regina Smith.
6) Articulation (AP 4050) Jean read over and sent suggestions to Lori S. and is waiting to hear back
7) Professional Development (AP 7160) – Going for second reading at the senate.
8) Credit by Exam (BP/AP 4235) – Need to locate the changes that were made/ suggested. We can work on this in the Spring.
9) Academic Renewal (BP 4240) – To do in Spring.

Faculty Development Committee Meeting
Minutes of Meeting on Tuesday, 26th November 2013, in Library West Basement

Committee Members

Name	Abbreviation	Division
Fazal Aasi	(FA)	Compton Educational Center
Florence Baker	(FB)	Behavioral and Social Sciences
Rose Ann Cerofeci	(RC)	Humanities
Kristie Daniel-DiGregorio**	(KDD)	Behavioral and Social Sciences
Ross Durand	(RD)	Industry & Technology
Briita Halonen	(BH)	Humanities
Donna Manno	(DM)	Professional Development
Sumino Otsuji	(SO)	Humanities
Margaret Steinberg	(MS)	Natural Sciences
Claudia Striepe**	(CS)	Learning Resources
Evelyn Uyemura	(EU)	Humanities

**Committee Co-Chairs

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

Fall 2013 Meetings: Sept. 10th, 24th; Oct. 8th, 22nd; Nov. 12th, 26th; Dec. 10th (optional, as needed)

Present: F. Aasi, F. Baker, K. Daniel-DiGregorio, M. Steinberg, C. Striepe, E. Uyemura

Absent: R. Cerofeci (excused), R. Durand (excused), B. Halonen (excused), D. Manno (excused), S. Otsuji (excused).

AGENDA

- **Updates on ongoing projects**
  - **Getting the Job Series:** (CS) reported that all panelists have been confirmed and the event has been well-advertised on the faculty listserve and with fliers produced by the Professional Development office. She encouraged committee members to help post fliers and encourage adjunct faculty to attend.
  - **Outstanding Adjunct Award:** (KDD) reminded faculty to attend the December 3rd Academic Senate meeting 12:30-2 in the Distance Education Conference Room for the presentation of the 2013 award. This year's recipient and those being recognized with the Academic Senate Achievement Awards for Distinguished Teaching are enthusiastic and appreciative of the recognition.
  - **Academic Rank progress:** Information from Barbara Perez was provided and the team made recommended changes to enhance the clarity (attached) of the rankings. The revision is a preliminary draft only; the committee will revisit this topic in spring 2014. A number of issues still need to be resolved. Regarding how the ranks are defined and articulated:

- o Professor refers to faculty at step 13 or above for Classes I-IV, however Class I stops at step 10 and Classes II & III stop at 12.
- o It is unclear why there is no reference to Class and Step for Assistant Professor.
  - Regarding process, there is a need to:
    - o Clarify the appropriate source for the most current information regarding faculty Step and Class.
    - o Ensure catalog includes current faculty ranks.
    - o Revive the process of recognizing faculty promotions in Academic Senate.
- **Update on New Projects**
  - **Faculty Book Collection Integration Feedback:** (CS) reported that feedback from the FDC was relayed and considered, however, the library has decided to integrate the Faculty Book Collection into the general collection. Any outdated resources will be eliminated and duplicates (particularly those purchased by Professional Development) can be made available through a loan program that is not part of the library collection. Library staff will liaise with D. Manno.
- **Other:**
  - o **Spring Flex plans:** An update was provided from (DM) which included the following agenda:
    - 7:45: Morning Refreshments: Pancake Breakfast
    - 9:00: Keynote Address – Dr. Darla Cooper, RP Group (statewide research and planning), and ECC and Student Success Initiative (format and presenters to be confirmed)
    - 10:30: Division/Department Meetings
    - Some afternoon workshops may be offered and Dr. Cooper is planning to meet with the ECC Student Success Advisory Committee
  - o **Query on Academic Senate minutes statement:** A slight change was made to the Academic Senate minutes regarding the FDC report.
  - o **iFALCON Conference:** (MS) provided a summary (attached) and discussed a number of useful ideas that emerged from the conference. The conference addressed the findings of the study, "Student Success (Re)Defined," one of the authors for whom is Dr. Darla Cooper, the Spring Flex keynote speaker. The committee commended (MS) for her creativity in developing an acronym for El Camino, aligning the factors associated with student success with each of the letters in "CAMINO." She invited others to borrow her ideas. (MS) was highly enthusiastic about the conference and noted that it was very motivating. She shared her strong belief that this should be the primary purpose of Flex Day activities, to motivate faculty to "go and teach your heart out!" There was strong agreement from the committee and discussion of the new direction being taken with the spring 2014 Flex. Campus-wide conversations regarding student success have been initiated with the Academic Senate plenary and other discussions with stakeholders. The FDC will have a key role in helping sustain and continue the campus-wide dialogue, for example, by hosting a workshop

series with each event providing best practices related to one of the six success factors.

- o **Hayward Award:** FDC members were invited to review applications for the state-wide distinguished faculty award. Contact Chris Gold if interested.
- o **Wrap-Up:** Team members were thanked for their service this semester since this meeting is the final meeting for fall 2013. In particular, Fazal Aasi was commended and thanked for his faithful service as a long-term member of the FDC. His commitment to ensuring that the Compton Center is represented on the FDC has been greatly appreciated as have his many contributions to the work of the committee. He will be missed in spring 2014, due to a conflict with his class schedule. However, the team looks forward to welcoming him back as soon as he's able to return.

KDD
11.26.13

Synopsis of iFalcon Conference on Student Success at Cerritos College
on November 1, 2013
by Margaret Steinberg

The iFalcon program for student success at Cerritos College is based on a report by the Research & Planning Group for California Community Colleges entitled "What is Student Support (RE)defined?" The RP Group's review of leading studies on effective support practices and interviews with practitioners and researchers identified "six success factors" that contribute to students' success. These factors are listed below in the order of their importance. The full report can be found on their website at: www.rpgroup.org.

1. **Directed**: students have a goal and know how to achieve it
2. **Focused**: students stay on track – keeping their eyes on the prize
3. **Nurtured**: students feel somebody wants and helps them to succeed
4. **Engaged**: students actively participate in class and extracurricular activities
5. **Connected**: students feel like they are part of the college community
6. **Valued**: students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

Cerritos College used these six factors to develop their own program, called iFalcon, to foster their students' success. The acronym **iFalcon** is described in a brochure they distribute, and stands for:

- **Focus**: successful students concentrate on the work to be done.
  - Students are academically self-disciplined, studying for class a minimum of 2 hours for every hour spent in class weekly.
  - They come to class on time, are prepared for class, and turn in assignments on time.
  - They complete their academic goals by planning carefully and avoiding procrastination.
- **Advance**: successful students advance by always improving and moving forward toward goals.
  - They commit to ongoing development of thinking and learning skill.
  - They embrace general education as opportunities to learn, not just to get to the "good" stuff.
  - They create plans and follow through on them, seeing help when obstacles arise.
- **Link up**: successful students link up with the academic community.
  - They work with professors, linking up in office hours and asking questions.
  - They create study groups and surround themselves with like-minded students.

- They get involved in the campus community by joining clubs and participation in activities.
- **Comprehend:** successful students study to understand their material, rather than just completing assignments.
  - They ask questions and reflect on understanding.
  - The work through anxiety about being "wrong" and seek out additional assistance.
  - They recognize that excellence is a goal they can achieve in all areas, not just their major.
- **Organize:** successful students organize their lives.
  - They actively create a daily and weekly plan and stick to it.
  - They use a system for mapping out their schedules including personal, academic, and other obligations.
  - They focus on their intentions, ensuring that their time is prioritized for their academic endeavors.
- **New Ideas:** successful students try new things.
  - They look for new ways to approach obstacles that get in the way of success.
  - They transfer concepts to new learning situations to solve problems.
  - They challenge themselves.

To facilitate the above goals, Cerritos college has instituted a program they call their "Coaching Corps," in which a student identifies someone he or she feels supports their academic goals. This could be a family member, close friend, etc. That person is then trained by the college in the "ins and outs" of college to support the student. The "coach" and the student then receive resources from the Coaching Corps via three meetings per semester, email tips, and an interactive website. Faculty members also play key roles in mentoring their students.

While at the conference, I thought about how El Camino College could adapt these ideas to our campus and came up with an acronym using **Camino**:
*Concentration: students focus on what needs to be done to succeed
*Ask questions: students find answers to things they don't understand
*Mindfulness: students keep in mind the goals they want to achieve
*Investigate new ideas: students look for new ways to overcome obstacles to success
*Network: students form alliances with other students, staff and faculty to aid their success
*Organization: students develop plans and schedules that help them to organize their personal and academic priorities

In addition, The RP Group interviewed nearly 900 students from 13 California community colleges about what supports their educational success. That survey identified the following five distinct themes:

1. **Colleges need to foster students' motivation.**
2. **Colleges must teach students how to succeed in the postsecondary environment.**
3. **Colleges need to structure support to ensure that all six success factors are addressed.**
4. **Colleges need to provide comprehensive support to historically underserved students to prevent the equity gap from growing.**
5. **Everyone has a role to play in supporting student achievement, but faculty must take the lead.**

Details of the above themes can be found on the RP Group website at:
www.rpgroup.org/sites/default/files/StudentPerspectivesResearchBriefJan2013.pdf

A portion of the iFalcon conference was devoted to a student panel that discussed the key factors that aided their success at Cerritos College and subsequent transfer to universities. A diverse group of six male and female students from different backgrounds answered the following questions posed by a moderator.

Question 1: What do feel is most important to student success?
Answers: Connection with teachers. Ultimate success formula: decide on a target; gather tools; shoot at target; if you miss, aim and shoot again.

Question 2: What helped you to decide on your educational and career goals, and what keeps you focused?
Answers: Felt valued and supported by faculty and counselors. Received a balance of constructive criticism and encouragement.

Question 3: What made you feel a sense of belonging, and what made you want to participate actively in your learning?
Answers: Encouragement by professors. Professors who care and involvement with other students. Being noticed for accomplishments. Finding a support group.

Question 4: Who at the college showed you that they care about you and your success and/or made you feel that you have something of value to offer?
Answers: students mentioned specific professors who they felt particularly supported by, and things they did for them, such as: wrote letters of recommendation; encouraged them to share who they are; supported them during and after graduation.

Question 5: What can faculty do to help students to be successful?
Answers: Emphasize coming to class prepared. Used our names, sent emails when absent. "When you care, we care."

Question 6: What do students need to know, and how can faculty present it?
Answers: Don't intimidate, encourage. Let students know about programs offered by the college. Get to know your students.

The remainder of the conference included three Cerritos College faculty members and an award winning keynote speaker, all of whom addressed different pedagogical methods to motivate student success. These speakers were Manuel Lopez (math), Dan KeKraker (earth science), Ian McCance (math), and Rafe Esquith (keynote speaker).

Manuel Lopez spoke about lessons learned about success. He shared letters he received from several of his former students. The highlights of his talk were:
- Exams only measure performance, not ability and potential.
- Beliefs matter – help students change erroneous beliefs and self doubt.
- Success and grades are not the same.
- It's all about connections.

Ian McCance's topic was the flipped classroom. He mentioned that he made YouTube videos of his math lectures. His students watch the videos before coming to class. He starts each class meeting with a quiz about the lecture information. Students do work in class related to the lecture material, then they have an exit exam.

Dan DeKraker spoke about how to motivate students with technology. He thought that iPads have advantages, such as: helps with organization; connects students to others; fosters creativity. He also mentioned that Google Drive has useful applications that can be shared with students via the internet, including: folders, documents, PowerPoint slides, spreadsheets, drawings, and Google Forum (a survey app).

Rafe Esquith, an award winning elementary school teacher with 30 years of experience, was the keynote speaker. Mr. Esquith has received numerous teaching awards, including the Disney National Outstanding Teacher award, Oprah Winfrey's $100,000 Use Your Life award, National Medal of Arts, and numerous others. His talk focused on his three tips for teachers and the fact that he teaches Kohlberg's six stages of moral development, along with the standard curriculum. His three tips for teachers were:
1) Teachers are role models – be the person you want your students to be.
2) Consider your students' points of view. Listen to them.
3) Teach Kohlberg's six stages of moral development in addition to the curriculum.

Kohlberg's six stages of moral development, along with Rafe's paraphrasing, are as follows.

Kohlberg/Rafe (Note: I had guess which of Rafe's stages fit those of Kohlberg.)
Stage 1 – Obedience and Punishment/Doing what one is told to do.
Stage 2 – Individualism and Exchange/Reward motivation.
Stage 3 – Interpersonal Relationships/Pleasing others.
Stage 4 – Maintaining Social Order/Following the rules.
Stage 5 – Social Contract and Individual Rights/Being considerate of others.
Stage 6 – Universal Principles/Having a personal code of behavior (do something because it's the right thing to do).

Rafe stated that when he was asked why his students work so hard, he replied that he has taught his students that "If I learn this skill, my life just got better." Further, he said that we need to teach students why then need to learn the information we're teaching them. Some of the key lessons he said he teaches his class are that they need to focus on what they're learning, they must work well with others, organization and relevance are important. He emphasized that as teachers we must create a safe haven for our students where they can learn and flourish. To do this we must develop their trust. We also need to help students to understand how what they are learning is relevant to their lives.

Proposed Academic Rank Information in College Catalog
(See below for specific revisions proposed.)

Lecturers are adjunct and temporary faculty.
Instructors are probationary faculty.
Assistant Professors are faculty who have been granted tenure.
Associate Professors are tenured faculty who have achieved Step 7 or above (Class I-V).
Professors are tenured faculty who have achieved Step 10 or above (Class V) or Step 13 or above(Class I-IV).
Professor Emeriti are tenured faculty who retire in good standing.

Lecturers are adjunct and temporary faculty. **Instructors** areprobationary)faculty.**Assistant Professors** are faculty who have been granted tenure.
Associate Professors: are enured faculty who have achieved Step 7 or above (Class I-V).
Professors aretenured faculty who have achieved are at least at Step 10 or above (Class V) or Step 13 or above(Class I-IV).
Professor Emeriti are tenured faculty wo retire in good standing.

From:	Higdon, Jo Ann
Sent:	Wednesday, November 20, 2013 12:12 PM
To:	Natividad, Rory
Subject:	Response to PBC Recommendation on CDC

President Fallo delegated me to respond on his behalf to your email which stated:

"At its meeting today, the PBC voted to recommend that the president revisit the recent decision by the board to close the CDC in order that a more complete dialogue and discussion take place with all the principal parties to participate in a more collegial process."

The PBC's above recommendation is not accepted. Dialogue and discussion on the CDC has been on-going for a considerable period of time. Numerous reports have been provided. The bleak fiscal situation at the CDC has been known and discussed for multiple years and in numerous venues (including PBC). Continued dialogue will not alter the fiscal facts. The Board requested that the recommendation regarding the CDC be brought back in the fall and took action at their October meeting to close the CDC. There are no new compelling reasons to continue to revisit that decision.

I have reviewed our agreed upon "Making Decisions at El Camino College" document, specifically page 4, last paragraph:

"When consensus or majority opinion is reached, the committee's recommendation (including a full rationale for the recommendation) will be forwarded to the Superintendent/President by the committee chair . . ."

Jo Ann Higdon, M.P.A.
Vice President, Administrative Services

AP 7160   Professional Development

The District shall establish a professional development plan consistent with the Educational Master Plan, District strategic priorities, and the ~~stated~~ mission of the ECC Professional Development Department, in consultation with college constituencies.

To ensure that district and employee needs are being met, professional development activities will be planned and presented based on:
1. Institutional priorities, including student success
2. Results of needs assessment surveys
3. Input from the college constituent groups
4. Evaluations of previous professional development activities
5. Legal mandates

Professional development activities, guidelines and processes including information about the Flex program are published on the District website.

Professional development activities may include, but are not limited to:
1. Improvement of teaching
2. Improvement of services to students
3. Institutional effectiveness
4. Development and maintenance of current academic and technical knowledge and skills
5. Training to meet institutional needs and priorities
6. Development of innovations in instructional and administrative techniques and program effectiveness
7. Computer and technological proficiency programs
8. Instructional technology
9. Training required by laws, codes, and regulations

See the appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff. The Academic Senate will be consulted in the planning of faculty professional development activities.

See also AP 7341 Sabbaticals

References:
  Accreditation Standard III.A.5
  Education Code Sections 87767, 88220, and 88227
  Title 5 §53200

El Camino College   Adopted: DATE

EL CAMINO COLLEGE
Vice President – Academic Affairs
November 19, 2013

Student Success
Academic Senate
November 5, 2013

Group 1:
1. **How do you define student success**?
    Relative to student – guide them to meet their goal.
    Transfer to CSU/UC
    -- need appropriate classes.
    -- education plan – direct them
    -- Human Development courses – helpful
    -- Encourage AA/AS degree even though transfer to 4-year school

2. **What do students need to do to improve student success?**
    -- Human Development courses
    -- Support Services – e.g. Counseling
    -- Important to focus on sequence of courses – Counselor
    -- Students need accountability for the courses and quest for degrees

3. **What do faculty need to do to improve student success?**
    N/A

Group 2:
1. **How do you define student success?**
    -- Degree, certificates, transfer
    -- Completion of basic skills
    -- Create an active responsible learner who is self- motivated. (Also important to develop early on)
    -- Students attaining goals they set for themselves
    -- Ladder certificates for variety of levels of jobs to prepare for work world
    -- Employment/preparation for work place
    -- Various log students
    • Progress within a discipline
    • Employability (post success skills)

2. **What do students need to do to improve student success?**
    -- Utilize resources available
    -- Understand value of their own assets
    -- Identify skills that will enhance their own employability (e.g. bilingual skills)
    -- Build support network with other students with similar goals

1

3. **What would the college do?**
   -- Ladder certificates

4. **What do faculty need to do to improve student success?**
   -- Communicate between instructional faculty and counselors to better understand student goals
   - More collaboration
   - Faculty – review advising

Group 3:
1. **How do you define student success?**
   -- Completion, transfer, goals assessment
   -- Orientation successful completion of leads for funding
   -- Assessment, orientation, graduation

2. **What do students need to do to improve student success?**
   -- Contact meaningful people repeatedly, more interaction
   -- Go to orientations
   -- Pay faculty more
   -- Learn to sacrifice rather than be entitled
   -- Learn how to learn
   -- Have accountability
   -- Broader offering of basic skills and accelerated remediation e.g. between high school and college, more inter-school interaction information about the transition period

3. **What do faculty need to do to improve student success?**
   -- More support programs like FYE, SI, identify things that work and institutionalize them, identify at-risk students and behaviors
   -- Needs to include support services and administration faculty development – counselors, EOPS, Program Success

Group 4:
1. **How do you define student success?**
   --The student reaches his or her goals, including professional

2. **What do administrators need to do to improve student success?**
   N/A
3. **What do faculty need to do to improve student success?**
   -- Change the calendar
   -- Separate Summer and Fall registrations
   -- Support accelerated developmental programs

4. **What do students need to do to improve student success?**
   Coordinate with High School and Adult Ed

2

Group 5:

1. **How do you define student success?**
    -- Succeed in class
    -- Transitioned from K-12 to college mentality – self-sufficiency; regulation.
    -- Finish class successfully
    -- Have an understanding what it takes to pass and finish

2. **What do students need to do to improve student success?**
    -- Self-awareness - what skill sets do they have, requisite knowledge to pass class, and sense of purpose.
    -- Learn how to learn, develop study skills, and learn how to self-assess
    -- Learn how to question, wonder
    -   Be realistic about multiple roles: student, child, worker
    -   Relevance: How do skills in one course transfer to other places
    -   Goals
    -   Be aware of resources

3. **What do faculty need to do to improve student success?**
    -- Instill sense of wonder; transferable skills to other classes, workforce
    -- Teach that it's okay to stretch and be uncomfortable
    -- Be approachable
    -- Don't shame kids who ask questions or ask for help
    -- Point kids to resources, options, and care about their lives

Group 6:

1. **How do you define student success?**
    -- Passing classes
    -- Ability to think analytically or critically
    -- Transfer → degree → appropriate job
    -- Achieve goals that they were looking for coming in
    -- Find meaning of their life – gain tools to meet motivation regardless of life challenges (perseverance)

2. **What do students need to do to improve student success?**
    -- Change perception
    -- Increase hope
    -- Learn to be students
    -- See value in degrees/education
    -- Basic skills is the key
    -- Gain discipline
    -- Increase focus

3. **What do faculty need to do to improve student success?**
    -- Not sure if that is role but include basic etiquette in syllabus
    -- Standardize basic skills success requirements
    -- Discussion on consequences in class vs. real world

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-- Telling student the truth
-- Portray reality of world we live in

Group 7:
1. **How do you define student success?**
   -- Change
   -- Focus on goal
   -- Self-reliance
   -- Accomplishment
   -- Finding your self
   -- Better decision maker

2. **What do students need to do to improve student success?**
   -- Personal responsibility
   -- Spend time finding passion
   -- Student support classes

3. **What do faculty need to do to improve student success?**
   -- Listen with an open heart, mind, and will

Group 8:
1. **How do you define student success?**
   -- Makes progress toward goal
   -- Measuring it in terms of student's goals at an individual level

2. **What do students need to do to improve student success?**
   -- Students being informed on campus policies and educational policies
   -- Need a road map
   -- Increased awareness of options
   -- Purpose in life
   -- Basic success skills and strategies
   -- The value of skills learned
   -- Independence and responsibility of learning

3. **What do faculty need to do to improve student success?**
   -- Help students and encourage group learning
   -- Real world problems
   -- Take our own responsibility to stay abreast of field of expertise
   -- Help administration understanding the support needed by faculty to implement student success

4

All forms of harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence.

It shall also be free of other unlawful harassment, including that which is based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or because he or she is perceived to any of the foregoing characteristics. ~~Harassment based on any of the following statuses is prohibited and will not be tolerated: race, color, religion, ancestry, national origin, disability, gender, gender identity, sexual orientation, or any other biases, or the perception that a person has one or more of the foregoing characteristics.~~

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. All allegations of retaliation will be swiftly and thoroughly investigated. If the District determines that retaliation has occurred, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student or employee who believes that he or she has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

~~Sexual harassment violates state and federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation, and retaliation constitutes a violation of this policy.~~

~~Sexual harassment is further defined as unwelcome sexual advances, requests for sexual favors and other conduct of a sexual nature when:~~

1

1. submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;

2. submission to or rejection of the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;

3. the conduct has the effect of having a severe or pervasive impact upon the individual's work or academic performance or of creating an intimidating or hostile work or educational environment; or

4. submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes mandated education activities and training activities to counter discrimination and to prevent, minimize and/or eliminate a any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Superintendent/President shall establish procedures that define sexual harassment and other forms of harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding sexual harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. All complainants participants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures (including the procedure for making complaints) shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

See Administrative Procedure #3430.

References:

       Education Code Sections 212.5, <u>44100</u>, 66252, and 66281.5;
       <u>Government Code Section 12950.1;</u>
       <u>Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e</u>
       <u>Title I of the Affordable Care Act</u>

El Camino College
Adopted: 4/16/01   (Replaced Board Policy #4274)
Amended: 11/16/09, TBD – 2013

3

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member, student, third party, or vendor within the District.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, in District vehicles, or at a class or training program sponsored by the District at an off-campus location.

Definitions

General Harassment: Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has any of these characteristics is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

> **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

> **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual

assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Visual or Written: The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

Environmental: A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment: In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

1. submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
2. submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

> **"Quid pro quo"** sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

> **"Hostile environment"** sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. The harassment may impact more than one individual. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Examples: Harassment includes, but is not limited to the following misconduct:

1. **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

2. **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

3. **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

4. **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

Academic Freedom

To the extent the harassment policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

References:
    Education Code Sections 212.5; 44100; 66281.5;
    Title IX, Education Amendments of 1972; Title 5, Sections 59320 et seq.;
    Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

El Camino College
Adopted: TBD - 2013