



Officers & Executive Committee

Table listing officers and executive committee members including President Christina Gold, VP Compton Educ'l Center Michael Odanaka, Curriculum Chair Jenny Simon, VP Educational Policies Merriel Winfree, Co-VPs Faculty Development Claudia Striepe & Moon Ichinaga, VP Finance & Special Projects Lance Widman, VP Academic Technology Pete Marcoux, Secretary Chris Jeffries, and VP Instructional Effectiveness Janet Young.

Main table listing senators by division: Adjunct, Behavior & Social Sciences, Business, Compton Educational Center, Counseling, Fine Arts, Health Sci & Athletics/Nursing, Humanities, Industry & Technology, Learning Resource Unit, Mathematical Sciences, Natural Sciences, Academic Affairs & SCA, Associated Students Org., The Union, Division Personnel, Ex-officio positions, and Institutional Research.

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 2012

September 6	Alondra Room (Canceled)
September 18	Alondra Room
October 2	Alondra Room
October 16	Alondra Room
November 6	Alondra Room
November 20	Alondra Room
December 4	Alondra Room

SPRING 2013

February 19	Alondra Room
March 5	Alondra Room
March 19	Alondra Room
April 2	Alondra Room
April 16	Alondra Room
May 7	Compton Educational Center
May 21	Alondra Room
June 4	Alondra Room

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

FALL 2012

September 6	Board Room
September 20	Board Room
October 4	Board Room
October 18	Board Room
November 1	Board Room
November 15	Board Room
December 6	Board Room

SPRING 2013

Feb. 21	Board Room
March 7	Board Room
March 21	Board Room
April 4	Board Room
April 18	Board Room
May 2	Board Room
May 16	Board Room
May 30	Board Room



AGENDA & TABLE OF CONTENTS

		Pages
A. CALL TO ORDER (12:30)		
B. APPROVAL OF MINUTES	A. Minutes – Dec. 4, 2012	6-12
C. OFFICER REPORTS	A. President – Christina Gold B. VP – Compton Education Center – Michael Odanaka C. Chair – Curriculum – Jenny Simon D. VP – Educational Policies – Merriel Winfree E. Co-VPs – Faculty Development – Moon Ichinaga and Claudia Striepe F. VP – Finance – Lance Widman G. VP – Academic Technology – Pete Marcoux H. VP – Instructional Effectiveness – Janet Young	13-14 15-20 21-24 25 26-27 handout
D. SPECIAL COMMITTEE REPORTS	A. Jeanie Nishime – Accreditation Report B. Irene Graff, Institutional Research and Planning – ACCJC Institutional Student Achievement Data C. Child Development Center – Planning Report D. Mark Lipe, Chair-Elect, College Curriculum Committee - Repeatability	handout 28-33
E. UNFINISHED BUSINESS	A. BP/AP4260 Prerequisites and Co-requisites. This revised policy and procedure reflects Title 5 changes to the way in which prerequisites in outside fields can be established (for instance, an English prerequisite for a Philosophy class). This draft has been approved by the Curriculum Committee and the Deans. This is a third reading with a correction to the collegial consultation language that puts it in alignment with an earlier Senate approved policy. B. CEC Faculty Council By-Laws Revisions. The CEC Faculty Council is a subcommittee of the ECC Academic Senate. Any changes to their by-laws must	34-43 44-49



Academic Senate of El Camino College 2012-2013

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

March 19, 2013

	be voted on by their faculty body and approved by the ECC Senate. This is a second reading.	
F. NEW BUSINESS		
G. INFORMATION ITEMS – DISCUSSION		
H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN		



Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Kaysa Laureano-Ribas, Chris Mello, Janet Young	2 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Francisco Arce, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Jenny Simon, Chair Mark Lipe, Chair Elect	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Merriel Winfree	2 nd & 4 th Tues	12:30-2:00	SSC 106
Faculty Development Comm.	Moon Ichinaga, Claudia Striepe	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vacant			
Campus Technology Comm	John Wagstaff	Pete Marcoux	March 14 & May 28	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	Christina Gold Chris Wells Sara Blake Cynthia Mosqueda	2 nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Insurance Benefits Comm.			4 th Tues	1-2:30	
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader (alt)	1 st & 3 rd Thurs.	1-2:30	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

5th, March 2013

Name: Initials

Adjunct (1year)

Bonness, Nicholas Sean
Hall, Kathryn X

Behavioral & Social Sciences

Firestone, Randy
Gold, Christina
Moen, Michelle X
Widman, Lance X
Wynne, Michael X

Business

Fernandez, Gabriella X
Philip, S. Lau X
Siddiqui, Jay

Counseling

Castro, Griselda X
Jeffries, Chris X
Vaughn, Dexter

Fine Arts

Ahmadphour, Ali X
McMillin, Russell X
Palacios, Vince X
Wells, Chris X
VACANT

Health Sciences & Athletics

Baily, Kim
Colunga, Mina EXC
Hazell, Tom X
Hicks, Tom
VACANT

Humanities

Isaacs, Brent X
Jaffe, Barbara X
Marcoux, Pete X
McLaughlin, Kate X
Simon, Jenny X

Industry & Technology

Gebert, Pat X
Hoffmann, Ed X
MacPherson, Lee X
Marston, Doug X
Winfree, Merriel X

Name: Initials

Learning Resources Unit

Ichinaga, Moon X
Striepe, Claudia X

Mathematical Sciences

Barajas, Eduardo X
Bateman, Michael X
Hamza, Hamza X
Martinez, Alice X
Sheynshteyn, Arkadiy X

Natural Sciences

Doucette, Pete X
DiFiori, Sara X
Jimenez, Miguel X
VACANT
VACANT

Academic Affairs & SCA

Arce, Francisco X
Nishime, Jeanie X
Lam, Karen

Assoc. Students Org.

Matson, Brooke
Montague-Jackson, Simone X

Compton Education Center

French-Preston, Essie X
Halligan, Chris
Odanak, Michael
Pratt, Estina
Smith, Darwin

Ex-officio Positions

Shadish, Elizabeth (ECCFT)
Velasquez, Nina (ECCFT)
VACANT (CEC-VP)

Deans' Reps.; Guests/Other Officers:

Horton, Dillon X
Pineda, Carolyn X

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

The second meeting of the Academic Senate for Spring 13 was called to order by Chris Gold (CG) at 12:36pm on Tuesday, March 5, 2013. The meeting was held in the Alondra Room.

Approval of Minutes

[See pgs.6-13 of packet] for minutes of both the December 4, 2012 and February 19, 2013 meetings. Two sets of minutes were approved at this meeting. A correction on the December 4th minutes was made by CG under Distance Education – Follow-up from Nov. 20 discussion. For the February 19th meeting, Pete Marcoux asked that a portion of his comment under Student Technology Survey be stricken. Dr. Nishime also reminded us that under BP/AP 4260. Prerequisites and Co-requisites. First reading, that Title 5 is written as a number and not a Roman numeral.

Academic Senate President's report – Christina Gold (CG)

CG gave us an update on the collegial consultation process that has been in discussion at College Council for almost a year now. She reminded us that last April, the Senate passed a resolution of no confidence in the collegial consultation process. After that, the Community College League of California (CCLC) and the Academic Senate for California Community Colleges (ASCCC) provided faculty and administration with a workshop on how to improve the process. The College Council had many two hour meetings over the summer and put together a Task Force that authored "Making Decisions at El Camino College." Currently revisions are being made on this document and Dr. Nishime has taken the lead on that. CG announced she was pleased with the document because we now seem to be moving into the problem-solving stage and she has seen some positive changes. One of those changes is there seems to be less resistance to providing written responses to decisions that were made even if it wasn't the decision the faculty was hoping for. Also, there seems to be a clearer understanding of each groups' roles in the process. A recent example had to do with President Fallo rescinding his resignation over the winter term. Dr. Fallo spoke very candidly in College Council about his decision to return. Each Board member at the meeting gave an oral explanation as to why they were voting yes or no on the issue. Also at that Board meeting, a motion that was actually supported by Dr. Fallo regarding the closing of the Child Development Center was voted on and the Board, after listening to many speakers in the room, voted 4-1 to keep the CDC open. College Council hopes to bring a final version of the document to the Senate by the end of the semester.

P. Marcoux asked why there were no minutes of the College Council in our last two packets and CG replied that she is trying to save the environment by not including them since the minutes really didn't give any detail of what was discussed at the meetings.

K. Baily felt that there wasn't much discussion on campus as to why the president got a raise, but nobody else on campus was getting one. She thought that if the process had been more transparent then CG should disseminate a memo stating that. CG said she would do this for the faculty.

VP - Compton Educational Center report – Michael Odanaka (MO)

The revisions to the Council By-laws was passed unanimously by the Council and ratified by the faculty. MO will discuss these revisions later on in the meeting.

Last Thursday there was a mandatory faculty meeting called at the Center and nearly two thirds of the faculty attended. The discussion was centered on the accreditation warning and Barb Perez went over the details of the letter. Chelvi Subramanian, the SLO coordinator at the Center, also went over what needs to be done to get off warning.

Curriculum Committee report – Jenny Simon (JS)

No report. Jenny will speak later on BP/AP 4260 Prerequisites and Co-requisites.

VP - Educational Policies Committee report – Merriel Winfree (MW)

Ed Policies will be bringing forth three policies and procedures this semester. They will be looking at Program Discontinuance, Academic Freedom and Credit by Exam. Moon Ichinaga noted that Alice Grigsby said that Academic Freedom had recently been completed, so MW will check on that. AP 4105 Distance Education has been completed and has been posted on the website as of 2/26/13.

CO-VPs – Faculty Development report – Moon Ichinaga and Claudia Striepe(MI and CS)

Part two of “Getting the Job” series will be held on March 15th from 12:30-2pm in the Distance Education room. It is titled “The Interview” and includes a light lunch. There will be representatives from the various divisions on campus. Kathryn Hall, a part-time representative on the Senate, asked that possibly all the workshops not be held on Fridays since many part-timers teach on Fridays and it would be good to maybe offer workshops on different days of the week. MI said they would keep that in mind for future workshops.

VP – Finance report – Lance Widman (LW)

No report.

VP – Academic Technology report – Pete Marcoux (PM)

The Academic Technology Committee will be meeting this semester on Thursday, March 14th and Tuesday, May 28th from 12:30-2pm in the Stadium Room.

The first Technology Conference and Vender’s Fair will be held, Friday, March 22nd from 8am-2:30pm in the East Dining Room. Invitations will be sent out to all faculty at both the main campus and the Compton Center.

Unfinished Business

CG asked if the agenda could be moved at this time to accommodate Jenny Simon’s schedule and being there was no objection, the agenda order was changed.

BP/AP 4260 Prerequisites and Co-requisites –pgs. 28-37. This revised policy and procedure reflects Title 5 changes to the way in which prerequisites in outside fields can be established (for instance, an English prerequisite for a Philosophy class.) This draft has been approved by the Curriculum Committee and Deans. This is a second reading.

J. Simon (JS) explained how content review over statistical review is now allowed for establishing prerequisites and co-requisites outside that course’s discipline. She did note that there will still be some statistical gathering that will be required. This change in procedure can be found mostly on pg. 33 under 3.Courses in Communication or Computational Skills. A form has been designed and will be attached to the course review proposal in CurricUNET and the College Curriculum will review this form as part of their review.

F. Arce had a question regarding the Board Policy on page 28 as to why the words “mutual agreement” were being used instead of the previously agreed on term for board policies which is “in consultation with.” J. Nishime noted that the statement usually appears at the bottom of the board policies and it was agreed that this should be consistent with other board policies. The policy was tabled until Ed Policies could look at the template.

C. Jeffries (CJ) noted that some of the numbering was off under section C. Curriculum Review Process and those will be fixed by Ed Policies. CJ also asked why if the procedure allows for enrollment limitations on honors courses or sections of honors courses then why our current registration system allows any student to register for an honors course or section. F. Arce asked for CJ to follow up with him on this matter.

The suggested changes to the policy and procedures will be made and brought back to the Senate.

VP Instructional Effectiveness report – Janet Young (JY)

The accreditation warning stated that only 55% of our courses had been assessed, but this really turned out to be a lower number than what we really have assessed. This number came from a report in CurricUNET which produced a grid of courses that had been assessed and was given to the deans. Part of the problem was there were also hard and electronic copies kept in other places, so now JY has all the grids and she will find out exactly which courses need assessed. For example, the report said that only 45% of Behavioral and Social Sciences courses had been assessed when in fact it was 78%. When all have been accounted for, our numbers will change dramatically. The goal is to be at 100% by the next visit in the fall. We were also dinged for not aligning course and program SLO’s, but that in fact has been done.

M. Ichinaga stated that having this data all over the place doesn’t make us look good and JY assured her that everything will be organized.

A. Ahmadpour pointed out that the quantity of courses shouldn’t be the issue, but we should focus on the quality of our assessments. He feels these can’t be done in a 4-5 day period. JY responded that the assessments must be done as quickly as possible and that if the assessment tool is done correctly then it should be available shortly after grades have been turned in.

S. Jackson from ASO expressed a concern that she had heard if courses hadn’t been assessed then they would be removed from the course schedule and those that haven’t been offered in three years will be removed from the catalog. F. Arce clarified that they are currently determining which courses are being offered and if they have been assessed or not. Any course that hasn’t been offered in the last 3 years will either be offered in the fall and assessed or deactivated. It really doesn’t make sense to have courses in the college catalog that are not being offered. The College Curriculum Committee has also made a commitment to the divisions that if an inactive course needs to be reactivated, it would be given priority review. C. Gold feels it is misleading to students to include courses in the catalog if we are not offering them. CG also gave thanks to Janet for taking on this monumental task!

.Special Committee Reports

ECC VP Reports - Jeanie Nishime (JN) – Accreditation and Student Achievement Data

Refer to pgs. 18-26. The annual report to the Accrediting Commission for Community and Junior Colleges is due at the end of March. The report includes a new area found on page 21 under “Student Achievement Data” which asks for successful student course completion rates,

retention rates, and number of degrees awarded along with a correlating institutional-set standard for these measures. JN didn't know all of this data would be asked for so soon since, so Institutional Research (IR) will be working on this right away. The institutional standards will need to be set now, but then they will be looked at during the Planning Summit in May to see if any adjustments need to be made. M. Ichinaga expressed concern that IR should not be setting the standards. JN responded that IR will use the Fall 12 rates to set the standards, but the problem is that we also have to look at the Compton Center since they are part of the District and the standards have to be achieved by all students. M. Ichinaga suggested that we look at what other similar institutions are doing. JN stated that we have always reported the data, but now the campus community must come together to determine where we all want to be with the standards. C. Gold asked if the department-level standards would be set by IR and the answer was no, only institutional standards. K. Baily asked if only programs would have to have institutional standards or individual courses too and the answer was only programs. P. Marcoux wondered if we can have separate pre-transfer course rates over transfer rates and C. Gold replied that those are addressed in program review. V. Palacios said there are concerns with transfer students who are Art majors and who can no longer repeat courses due to the new repeatability rules. Since they will not be able to improve their skills prior to transfer, he sees our transfer rates in this area plummeting. C. Gold said that this should be talked about outside this data gathering discussion.

Associated Students Organization – Dillan Horton – ASO actions/resolution regarding California State University service areas.

Pg. 27. The enclosed resolution was passed by the ASO and Dillan feels this is a good opportunity to start working on this issue. He wants to bring the resolution, if supported by the Senate, to the State-wide Student Organization. C. Wells passed a motion to support the resolution and P. Marcoux seconded it. The motion passed unanimously.

Child Development Center – cross campus team report.

C. Gold reported that the CDC teachers and staff met with the leadership of the Classified Union, the Federation and the Academic Senate to discuss a plan to revitalize the center. The Board voted 4 to 1 against President Fallo's recommendation to close the Center and they asked that a plan be drawn up for its revitalization. The group that met agreed that it would work to increase revenues, keep the staff and teachers in place and to more fully weave the CDC into the Child Development curriculum and the college mission as a whole. Kathryn Hall expressed concern that the quality of the Center could not be improved without additional revenue. CG answered that the revitalization team is working to acquire grants to help raise revenues and that there will soon be a new director for the program who may help revitalize and support the new direction.

New Business

CEC Faculty Council By-Laws Revisions. The CEC Faculty Council is a subcommittee of the ECC Academic Senate. Any changes to their by-laws must be voted on by their faculty body and approved by the ECC Senate. This is a first reading.

M. Odanaka outlined the revisions in the by-laws that were unanimously approved by the Council. They are moving from divisions to discipline-groups since they are constantly changing. They are splitting Math and Sciences and they will each have two members. There have been changes in the election process in order to implement these by-laws, so the elections

will be staggered. The terms have now been limited to three consecutive terms or a total of nine years of serving. This change will go into effect for those elected this Spring 13. The officers do have to be tenured faculty except for the Chairperson-Elect who can be starting his/her 4th year of their contract. Officer terms are two years except for the Chairperson-Elect who is elected for one year. The Chairperson is limited to two successive terms and other Officers are limited to three successive terms. There are provisions for a Curriculum Committee, but since all curriculum is currently approved on the Torrance campus, the CCC will only convene on an as needed basis. This committee will have to take necessary steps to become an operational Curriculum Committee as the Center moves forward in the accreditation process. A second reading and vote will be conducted at the next Senate meeting.

Adjourn

The meeting adjourned at 1:55pm
CJ/ECCSpring2013



NOTES – COUNCIL OF DEANS
FEBRUARY 28, 2013

Present: F.Arce, C. Fitzsimons, W. Garcia, A. Garten, E. Geraghty, C. Gold, D. Goldberg, I. Graff, A. Grigsby, D. Hayden, D. Horton, T. Kyle, T. Lew, G. Miranda, B. Mulrooney, R. Murray, R. Natividad, D. Patel, B. Perez, S. Rodriguez, R. Shabazz, J. Shankweiler, D. Shrader, R. Smith, D. Vakil, J. Wagstaff

Other Guests: Nicholas Awakuni (ASO)

I. INFORMATION

A. Notes of 2/14/13: Distributed.

B. ASO Update: D. Horton provided an update.

- New student representatives for spring 2013 in Natural Sciences, Industry & Technology, Business, and Behavioral & Social Science.
- Sending representatives to Sacramento to meet with state, house, and assembly legislators regarding educational issues.
- Club rush took place week of February 25.
- Working on CSU service local area. Met with partners at CSULB to discuss the best way to move forward.

C. CEC Update: R. Murray and R. Shabazz provided an update.

- Faculty meeting on ACCJC decision.
- CEO Search Committee will meet on 2/28.

D. PBC Update: None – PBC did not meet.

E. Academic Senate Update: C. Gold provided an update.

- First reading of the prerequisite policy and procedure. At the next Senate meeting, there will be a second reading.
- R. Cobb reported on student imposters. The problem is limited to a small group of students.
- I. Graff presented on student technology survey results. Technology gap – 94% own laptop or desktop.
- At the next Senate meeting, J. Nishime will report on accreditation requirements on student achievement data and SLO assessments.
- Ed Policy Committee will review the following policies: (1) Academic Freedom (2) Program Discontinuance and (3) Credit by Exam.
- Academic program review committee decided to go back to a paper template because of the glitches in CurricUNET. Program review orientation will be on 3/14. There are 19 reviews to complete.

F. Announcements:

- A. AIMS: AIMS Committee (Assessment, Intervention, & Management for Safety Team) includes M. Trevis, B. Mulrooney, R. Smith, D. Patel, and J. Schaeffer. Its focus is behavior assessment. The purpose is to intervene before a crisis for those who may be a threat to the campus community and how to react proactively. A letter to the campus community is presently in draft form.
- B. MBA Open House: The ribbon cutting ceremony for the MBA building will be 3/6/13. The donor who set up the endowment will be present.
- C. ACCCS Conference: Some managers had the opportunity to attend the ACCCS Conference on 2/20-23 in Monterey. The conference was very resourceful.
- D. Research: I. Graff requested to share any research studies at conferences that may be a useful tool for the College. It may be used as a future research project on campus.
- E. Black History Month –Taste of Soul will be held 2/28; Black College Fair will be 3/7/13. There will be 39 representatives on campus.
- F. Summer classes: Sections added in the summer are pending. It is uncertain what the state will provide for growth funds.
- G. SSTARS: The 20th annual SSTARS breakfast will be on 3/1. It is a state model and was presented at ACCCA. It provides an opportunity to raise funds for scholarships, book grants, and support students.
- H. Title 5: R. Smith reported she is on the Title 5 work group for SB 1456. The group reviewed the laws current to SB 1456 and are updating the Title 5 codes. It is the goal for districts to come up with an electronic education plan. J. Wagstaff indicated a list is available of students that have an education plan and degree audit.
- I. Unit Plan: I. Graff reported deadline was met for unit plan.
- J. Technology Conference: Women Technical Conference will be held March 15. Approximately 300 high school girls will attend and nine departments will participate.
- K. Active Enrollment: Faculty know that they must submit a No-Show report for students who never show, but they are not sure what the purpose of the Active Enrollment report is if it is not a second opportunity to drop a student (so that the student receives a refund and no notation) who is clearly not taking the class. For example, a student who is present on the first (and maybe the second) day but never returns. This student would not be dropped during the No-Show period but would be dropped during the Active Enrollment period, and his/her last date of attendance would be recorded as pre-dating the drop deadline.
 - Do we bill the state for this student (whose last date of attendance pre-dates the drop deadline)?
 - If not, is it not contradictory for ECC to assign a W to this student and to deny a refund of fees?
 - If we do bill the state for this student, what's the purpose of dropping the student with a pre-dated last date of attendance during Active Enrollment?
 - Is this a Title 5 issue?

II. **DISCUSSION/ACTION**

- A. Accreditation: The College is in “warning” status. A progress report to the Accrediting Commission is due October 2013. A visiting team will be sent in November to validate all program assessments have been completed. Next phase of the SLO process is sustainability.

The College is looking at various issues: (1) do we fix CurricUNET? (2) shop for a new database? (3) faculty who are not doing assessment (4) strengthen quality of assessment (5) improve number of completed assessments.

J. Young will work with the divisions to arrange the SLO grids. Every division has grids for all disciplines and should have a place on the web to post the information. It was suggested that training may be needed to upload on division websites. The web developer, Omar Brenes, may be available to assist.

III. MEETING SCHEDULE

The next Council of Deans will meet 2/28/13 from 8:30-10:00 a.m. in Adm 131.

RESOLUTION

PROPOSED REORGANIZATION OF DEPARTMENTS AND DISCIPLINES

Whereas, the linkage of math and English into one division was already tried at Compton College and did not produce the desired results, and

Whereas, only a few months ago math and science were placed with CTE and now the District proposes realigning discipline areas once again, and

Whereas, the reorganization presented to the Faculty Council separates math and science even though they have been together for decades, share the same building; and have faculty teaching in both areas, and,

Whereas the proposed reorganization would negatively affect faculty morale and cause confusion for faculty, staff, and students, and

Whereas the balancing of deans' workloads should not be a major consideration in the realignment of departments and disciplines, and

Whereas a majority of the tenured faculty have indicated in writing that they do not support the realignment of departments and disciplines at this time, and

Whereas the faculty is now fully engaged in ensuring that proficiency and sustainability of assessment is the highest priority, and such a realignment would serve as a distraction from the critical work that needs to be done by faculty members to respond to the ACCJC's concerns,

THEREFORE BE IT RESOLVED that the Academic Senate/Faculty Council of the Compton Center strongly recommends that any proposed reorganization be deferred at this time, and that it not be reconsidered until such time as 1) the El Camino Community College District is taken off of all sanctions, 2) until input can be received from the faculty and relevant institutional committees on how best to help the institution improve student success and 3) the Compton Center has submitted its application for candidacy.

Motion: m/s/p

March 7, 2013

Programs at the Compton Center

The purpose of this document is to help clarify the definition, role, and list of academic programs at El Camino College Compton Center. In particular, the following eight questions are addressed:

- Question 1. What is a program?
- Question 2. What tasks do program members need to complete and how often do they need to complete them?
- Question 3. What are the implications for a discipline that exists without being attached to a program?
- Question 4. What decision should each discipline make?
- Question 5. What are the current “official” academic programs at the Compton Center?
- Question 6. What changes were made to programs within the past three years?
- Question 7. What possible changes could or should be made now?
- Question 8. What steps should the faculty take now?

Question 1. What is a program?

- a. Title 5, California Code of Regulations section 55000 section (m) states the following:
“Educational program” is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.
- b. A local definition of a program is allowed, but none has been created yet for the Compton Center or El Camino College. Note that the above definition from Title 5 may exclude certain disciplines that only offer a small number of classes that do not lead to “a defined objective.”
 - i. When degrees are the primary intended outcome of a program, at least 50% of the courses required for the degree should be offered at the Center.
 - ii. A suggestion was made to include the definition of a program in the program review template and then ask the program identify which aspect(s) of the Title 5 (or local) definition the program meets and how it satisfies the definition.
 - iii. There is apparently no explicit definition for “a defined objective” for a “sequence of courses.” A definition could be created.
 - 1. Should “Basic skills” or “Developmental education” count as a program? (The “defined objective” could be something like, “to prepare students for transfer-level courses in any discipline.”)
 - 2. A defined outcome might be possible for a program such as, “College support” or “College success” which could include courses such as Academic Strategies and Human Development. (See below for possible consolidation of these two disciplines.)
- c. The accreditation commission does not give a definition of a “program” but does establish the need to have program learning outcomes (PLOs) and program reviews for all academic programs.
- d. Note: students do not need to enroll in or complete ALL classes in a program to be considered a student in the program. Defining and discussing which students count as being “in” a program is an issue that might be valuable dialog, particularly for program reviews.

Question 2. What tasks do program (faculty) members need to complete and how often do they need to complete them?

- a. There are three major tasks associated with programs:
 - i. Developing, assessing, and having dialog about Program Learning Outcomes (PLOs) for students.
 - 1. Most of the “programs” at the Compton Center are identical to those at the main campus in Torrance. (See below for details.) Therefore, the PLOs have already been developed and only need to be assessed. However, if any programs at the Center are created or consolidated from existing programs, such that the Center has a different program than what is offered at ECC, then PLOs would need to be developed.
 - 2. ALL PLO statements need to be assessed periodically.
 - 3. Where relevant, PLO assessments are recommended be completed at the same time as and in conjunction with the main campus to encourage cross-campus dialog about student learning. However, all Compton data and reports should be maintained separately.
 - ii. Conducting a Program Review
 - 1. Program reviews are in-depth data-based self-analyses that examine the programs’ purposes and how well programs achieve those purposes. Also included are enrollment statistics, course grade distributions, student success and retention rates, and for some CTE disciplines, job placement data to help with the analysis. Programs use the review to highlight successes and to make recommendations that will lead to improved student learning and student outcomes. SLO assessment is an integral part of program review.
 - 2. Program Reviews are conducted once every four years. In addition, CTE areas must also complete a “minor” review every two years by answering a few CTE-specific questions.
 - iii. Updating Annual Program Plans (PlanBuilder)
 - 1. Programs must also complete annual plans that support the institution’s goals and strategic initiatives.
 - 2. Recommendations from Program Review and Student Learning Outcomes or Program-level (PLO) assessments must be included in annual plans. Plans are also the mechanism by which a program suggests improvement to improve student learning and student outcomes. Highly prioritized Plans are currently stored in the “PlanBuilder” software online.

Question 3. What are the implications for a discipline that exists without being attached to a program?

- a. There may be several courses offered at the Center that don’t belong to a program. This would not affect the Center’s ability to offer these courses. However, it means these courses would not have a program review. The discipline would still be expected to complete an annual plan.

Question 4. What decision should each discipline make?

- a. Some disciplines with few courses and without an obvious defined objective such as a degree, a certificate, a diploma, or a license attached to the discipline would need to decide if the discipline is officially a program or not. If the discipline is a program, the program employees will need to designate faculty members to complete the tasks above on the appropriate timeline.

Question 5. What are the current “official” programs at the Compton Center?

- a. The following is a list of the programs at the Compton Center that currently undergo an academic Program Review.

Administration of Justice
Art, Theatre, Dance, Film/Video
Auto Collision Repair/Painting
Automotive Technology
Business, Law
Chemistry
Child Development, Education
Communication Studies, Journalism
Computer Information Systems
Distance Education
Earth Science
English and Academic Strategies
English as a Second Language
Family and Consumer Studies: Fashion, Nutrition & Foods
Fire and Emergency Technology
Heating, Ventilation, A/C and Refrigeration (HVACR)
History

Kinesiology, Physical Education, First Aid, Recreation
Languages: Spanish, Sign Language
Library and Learning Resources
Life Sciences
Machine Tool Tech, Manufact. Tech (Robotics, Aerospace fasteners)
Mathematics
Music
Nursing
Philosophy
Physics, Astronomy
Political Science
Psychology, Human Development
Real Estate
Social Science: Sociology, Anthropology, Ethnic Studies, Women's Studies, Economics
Welding

For comparison purposes, the above list is identical to El Camino College with the following exceptions:

1. ECC has separate programs for each Art, Theatre, Dance, and Film/Video.
2. ECC does not include the “Education,” “Academic Strategies,” or “Recreation,” courses in any program. (See note 5 below for more about “Recreation.”)
3. ECC has separate programs for Communication Studies and Journalism.
4. ECC has a separate program for Fashion and no program for Nutrition and Foods.
5. ECC has multiple PE/Kinesiology programs, but these programs may all combine together. This new combined program would include “First Aid” and “Recreation” courses. Currently “First Aid” is included in one of the existing ECC PE programs. If ECC combines these programs, there would no longer be a difference between ECC and the Compton Center.
6. ECC has a separate program for Foreign Languages (but not Spanish separately) and a separate program for Sign Language/Interpreter training.
7. ECC has separate programs for Machine Tool Technology and Manufacturing Technology.
8. ECC has multiple Mathematics programs.

9. ECC has separate programs for Physics and Astronomy.
10. ECC has separate programs for Psychology and Human Development.
11. ECC has separate programs for Sociology, Anthropology, and Economics, but includes Women's Studies with Anthropology, and does not include Ethnic Studies with any program.

Programs that are separate at ECC have defined PLOs. Compton Center programs that are different from their ECC counterparts should have created their own Program Learning Outcomes statements.

For reference, here are the new "Transfer" degrees that have been approved or are in the process of being approved for ECC students. Some of these are related to the Compton Center's current course offerings, others may not be.

Administration of Justice AS-T

Anthropology AA-T

Art History AA-T

Business Administration AS-T

Communication Studies AA-T

Computer Science AS-T

Early Childhood Education AA-T

Elementary Education AS-T

English AA-T

Geography

Geology AS-T

History AA-T

Journalism AA-T

Kinesiology AA-T

Mathematics AS-T

Music AA-T

Philosophy AA-T

Physics AS-T

Political Science AA-T

Psychology AA-T

Sociology AA-T

Spanish AA-T

Studio Art AA-T

Theatre Arts AA-T

FONT LEGEND:

Underlined = approved by Chancellor's office.

Bold = submitted and pending in the Chancellor's office.

Regular font = in progress at one of these possible stages:

- approved by Curriculum Committee and the Board of Trustees and to be submitted to the Chancellor's office,
- approved by the Curriculum Committee but not yet submitted to the Board of Trustees
- not yet submitted to the Curriculum Committee
- not yet developed

Question 6. What changes were made to programs within the past three years?

Programs that were previously separate but are now combined as indicated above:

- A. Astronomy and Physics;
- B. Art, Theatre, Dance, and Film/Video;
- C. Childhood Development and Education (Education had no previous program);
- D. Communication Studies and Journalism;
- E. Human Development and Psychology;
- F. Fashion and Nutrition & Foods (neither previously was associated with a program);
- G. Social Science: Sociology, Anthropology, Ethnic Studies, Women's Studies, Economics

These combined programs should ensure that remaining combined is their intent and in the students' and program employees' best interests. Note: most of the programs in the table above have PLOs from ECC, but most of the combined programs (i.e., A-G) have not yet written PLOs.

Question 7. What possible changes could or should be made now?

Possible consolidations that should be discussed by program faculty and employees:

- ESL with languages;
- Human Development with Academic Strategies, Library 1 and possibly Education;

Possible splitting of an existing program:

- Should the mathematics program at the Center use a structure parallel to that at the Torrance campus? How does the current program fit in with the Title 5 definition of a program? In other words, what is the “defined objective” for the current math program? Do most students earn a degree, a certificate, a diploma, a license, or transfer to another institution of higher education?

Should the following disciplines and courses be linked to a program at the Center? If so, what are the “defined outcomes” for students at the Center taking these courses? What is the appropriate “sequence of courses” for these courses and their associate program(s)?

- | | |
|-----------------------|--------------------------------|
| - Philosophy | - Recreation |
| - Fashion | - Sign Language |
| - Nutrition and Foods | - Manufacturing Technology |
| - Law | - Humanities 1 course |
| - Education | - Medical Terminology 1 course |
| - Journalism | - Contemporary Health 1 course |
| - First Aid | |

Question 8. What steps should the faculty take now?

Suggested actions for the Faculty Council and faculty members to consider:

- I. Review the list of existing programs, the recent changes that were made (i.e., items A-G above), the two possible consolidations above, items 1-11 listing the differences between Torrance and Compton, and the list of programs without a clear “defined outcome.”
- II. Have the Faculty Council/Academic Senate make a recommendation about how to configure the programs in the future, in accordance with the suggestions from item I immediately above.
- III. For those programs that would be configured differently than they are now or differently than they are at ECC, the program members need know the answer to this question, “What purpose do the courses in this program serve?” Try to answer using one of the Title 5 definitions of a program. If the answer is not one of the Title 5 definitions for a program, include a description of the “defined objective” for the “sequence of courses.”
- IV. All programs should have a set of PLOs that span the intended learning outcomes of the program. Most PLOs were generated by ECC, which does not guarantee a set that spans the intended outcomes. However, more severely, some of the recently consolidated programs at the Center have not yet written PLOs. All programs, including any new programs that would be implemented based on the recommendation in item I above, should have PLOs and these PLOs should be assessed periodically.

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
FEBRUARY 12, 2013**

Present: W. Brownlee, B. Carey, B. Flamenno, E. French-Preston, L. Houske,
D. Juarez, S. Kushigemachi, M. Lipe, E. Martinez, V. Nemie, D. Pahl,
J. Simon, J. Sims

Absent: F. Arce, S. Rodriguez

Ex-Officio Members Present: Q. Chapman, M. Hall, S. Montague-Jackson, L. Suekawa

Ex-Officio Members Absent: D. Vakil, J. Romero-Reyes

Guests: P. Sorunke

CALL TO ORDER

Chair Simon called the College Curriculum Committee (CCC) meeting to order at 2:32 p.m.

APPROVAL OF MINUTES

The minutes from the December 4, 2012, meeting were sent via email and approved.

CURRICULUM REVIEW

Consent Agenda Proposals

The following course was approved in CurricUNET and is ready for final action:

1. Computer Science 2 (CSCI 2)

Inactivations

The following course inactivations were approved in CurricUNET and are ready for final action:

1. Art 12AB (ART 12AB)
2. Automotive Collision Repair/Painting 4abcd (ACRP 4abcd)
3. Automotive Collision Repair/Painting 5abcd (ACRP 5abcd)
4. Child Development 170A (CDEV 170A)

CHAIR'S REPORT

Chair Simon introduced W. Brownlee to the committee. W. Brownlee replaced J. Davidson as the new CCC representative for the Fine Arts division.

Curriculum Advisory Report

Q. Chapman informed the committee that the Program and Course Approval Handbook, dated March 2012, is available in CurricUNET. The handbook is a good reference guide for divisions

involved in developing new programs, degrees and certificates of achievement. A hard copy of the handbook may be obtained by contacting Q. Chapman.

Articulation Information

L. Suekawa, Articulation Officer for El Camino College, provided handout material for her presentation on articulation. The following key highlights were noted:

1. What is articulation? The process of developing a formal, written agreement that identifies courses taken at El Camino College that are comparable to, or acceptable in lieu of, courses at the receiving campus.
2. Articulated versus Transferable
 - A transferable course is a course offered at El Camino College that is accepted at another institution for transfer/elective credit.
 - An articulated course means that the course has been determined to be comparable in content to a course offered at another institution.

A course that is transferable is not necessarily articulated.

3. Types of Articulation
 - General education (Intersegmental General Education Transfer Curriculum (IGETC) CSU Breadth)
 - Lower division major preparation
 - Course to Course (course articulated for a specific department)
 - CSU/UC transferable
4. How do we determine what courses are transferable to the UC and CSU systems?
The University of California Transfer Course Agreement (TCA) and California State University Baccalaureate List identify El Camino College courses that transfer to the UC and CSU systems for unit credit.

UC Transferable Courses

- Courses are submitted to the University Office of the President for approval
- Courses that are considered UC transferable should have a comparable course taught at the lower division level (usually numbered 1-99) at a UC campus
- Check the university's catalog for course descriptions

CSU Transferable Courses (CSU Baccalaureate list)

- Executive Order 167 authorizes California Community colleges to decide what courses are transferable, except for general education courses
- Guidelines:
 - Coursework with the primary emphasis on theory and concepts
 - Remedial or college preparatory coursework are not considered baccalaureate level

5. What do curriculum committees need to know about the cycle for articulation submissions and decision?

- Each year in December articulation submissions for CSU general education and IGETC courses are submitted for approval. The CSU Chancellor's Office approves CSU general education courses, and the CSU/UC Review Committee approves IGETC courses. Articulation decisions are made in April and approved courses become effective in the fall semester.
 - Each year between June and September, articulation submissions for UC transferrable courses are sent to the University Office of the President (UCOP) for approval. Articulation decisions are made in October and approved courses become effective in the fall semester (retroactive).
6. What are the top reasons courses are denied or cause articulation problems?
- Course outline is too old (5 years)
 - Textbooks are too old (standard discipline may not be enough)
 - Course content is missing specific topics
 - Course description and objectives are not aligned
 - Course is not comparable
 - University not accepting articulation for a course.

When preparing course outlines, it is better to be more detailed than not have the details.

L. Suekawa provided a demonstration on how to navigate through the online student-transfer information system [ASSIST](#) tool (Articulation System Stimulating Interinstitutional Transfer) to find El Camino College courses that are transferable to a UC or CSU campus and how those courses might be used to satisfy specific subject matter requirements for admissions, general education, or lower division major preparation.

The ASSIST tool is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California. It is recommended the committee use ASSIST to obtain El Camino College articulation agreements with the California State University and University of California.

Course Repeatability

M. Lipe announced that he and Q. Chapman have developed an Academic/Vocational Intercollegiate Competition form to document repeatable courses in a standard format. The form is needed for justification and auditing purposes. Division deans have until the end of February 2013 to review the form and make recommendations.

ANNOUNCEMENTS

Q. Chapman announced the Curriculum Institute sponsored by the statewide Academic Senate is hosting their annual summer event from July 11-13, 2013, at Sheraton Park at the Anaheim Resort. A maximum of four participants from each college may attend. Interested parties should contact either Q. Chapman or Chair Simon if they wish to attend.

ADJOURNMENT

Chair Simon called for a motion to adjourn the meeting. M. Lipe moved, W. Brownlee seconded, and the motion was carried. The meeting was adjourned at 3:35 p.m.

EL CAMINO COLLEGE

COLLEGE CURRICULUM COMMITTEE

February 12, 2013

Approved Curriculum Changes for 2013-2014

BEHAVIORAL AND SOCIAL SCIENCES

INACTIVATE COURSE

1. Child Development 170A – Family Development I

FINE ARTS

INACTIVATE COURSE

1. Art 12AB – Perspective Drawing

INDUSTRY AND TECHNOLOGY

INACTIVATE COURSES

1. Automotive Collision Repair/Painting 4abcd – Automotive Collision Repair: Collision Damage
2. Automotive Collision Repair/Painting 5abcd – Automotive Collision Repair: Painting

MATH

COURSE REVIEW

1. Computer Science 2 – Introduction to Data Structures

Minutes of Educational Policies Meeting

March 12, 2013

Present: Merriel Winfree, Jean Shankweiler, Chris Gold, Silvia Arroyo

I. Discussion/Actions

A. BP 4025 Philosophy for Associate Degree & General Education

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG) – Board Policy have gone back to the deans for further revisions and simplicity.B.

C. BP 4030 Academic Freedom/BP 4040 Library Services & BP/AP 4235 Credit by Examination

Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG) – the three policies will be discussed at the next Educational Policies Committee slated for 3/26/13.

D. BP 4021 Program Discontinuance

The deans' drafted was presented. The Senate will make revisions to the procedure to make it more specific, but will keep in mind that Deans' desire for flexibility and concern that this just apply to academic programs.

E. AP 5050 Enrollment Priorities

Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG) Silvia Arroyo (SA)
The committee met with Bill Mulrooney and decided that the policy will be presented at the next Academic Senate meeting for further discussion on specific areas in the policy.

II. The meeting adjourned at 2:05 p.m.

III. Meeting Schedule:

The next Educational Policies meeting will be on March 26, 2013 from 1:00-2:00 in SSC, Room 106.

Faculty Development Committee Meeting

Minutes

Tuesday, March 12, 2013

Committee Members

Fazal Aasi (FA) EXC	Compton Center	Moon Ichinaga (MI)	Learning Res. **
Florence Baker (FB)	BSS	Donna Manno (DM)	Staff Dev.
Rose Cerofeci (RC)	Humanities	Margaret Steinberg (MS)	Natural Sci. EXC
Kristie Daniel-DiGregorio (KD)	BSS	Claudia Striepe (CS)	Learning Res. **
Ross Durand (RD)	Ind/Tech	Evelyn Uyemura (EU)	Humanities EXC
Briita Halonen (BH) EXC	Humanities	Sue-Ellen Warren	Ind/Tech

****Committee Co-Chairs**

Guests: Joshua Rosales (Inst. Research), Sara Blake (Humanities)

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

Spring 2013 Meetings (1-2 p.m. in West Library Basement)

Feb. 26, March 12, March 26, April 23, May 14, May 28 (Tentative)

AGENDA

I) Discussion of Suggestions for Spring Climate Survey - Joshua Rosales, Institutional Research

Mr. Rosales mentioned the need to revisit the survey as it was “homegrown” item. IR had conducted a factor analysis to see if there were common themes, and its questions could then be combined or reworded to make the survey shorter. Mr. Rosales shared a handout comprised of an analysis grid, and questions for possible deletion, or use as stand-alone questions. Mr. Rosales pointed out 2 examples “ECC currently fulfills its mission” and “I often feel left out of the process” as being either redundant or covered by other questions. Questions on diversity came under discussion. These may not be needed any longer. Mr. Rosales noted that diversity issues/questions on LGBT populations are mandated so there would be a question re: these groups in the profile section. It was noted that our “Anti Discriminatory Policy” spells out diversity on campus. Opinions seemed split on the in/exclusion of a question on perceptions of diversity. Mr. Rosales will try and get full time vs part-time faculty data disaggregation. Following up on a committee discussion on adjunct faculty morale from last year, a recommendation was made to Mr. Rosales that part-time

faculty further identify themselves as seeking full-time employment or not. Dr. Baker suggested that IR could get more valuable information from focus groups than from surveys. The FDC reported that there was a feeling that the 2010 survey did not accurately reflect the opinion of adjuncts. Ms. Manno noted that Mr. Rosales had a copy of questions (previously emailed) that reflected the concerns and issues that were submitted by some of the committee members earlier - perhaps these could be reworded and rephrased into questions for the survey.

II) Overview of the Feb. 22nd 3CSN Links VII presentation on programs for faculty to help students successfully complete their academic goals - Sara Blake, Humanities

3CSN stands for California Community College Success Network, this is the group that sponsors the Reading Apprenticeship program, amongst others. Ms. Blake had attended their recent LINKS VII event conference, which talked of successful completion programs, and felt, with Ms. Manno that some of the ideas might be useful for FDC workshops and /or Flex Day activities. The conference discussed Completion by Design, a 5 year project currently in the Research phase. The concern is how to get community college students to finish their degrees/courses of study. The project looks at completion pathways, noting that program pathways usually have 4 stages - -Connection – Entry – Progress – Completion, and that these pathways, ideally short and straight, can become incredibly convoluted, leading to a student getting “lost” and never attaining completion. To keep students on track Policies, Practices, Programs, and Processes are examined to see where the “loss points” are. It was noted that ideally one should have pathways for full-time AND part-time students. Ms. Blake shared a handout, noting that the FDC could host a workshop asking the questions: What are the key “loss Points” at ECC? And What are some strategies that could help us intervene? Ms. Ichinaga asked whether Ms. Blake still had the contact information for the group if we wanted to follow up. Ms. Manno remarked that Student Services Enrollment Management had done a similar thing, and that there was so much good work going on at ECC that was unfortunately isolated in “silos”.

III) Professional Development Activities

A. Getting the Job Part II: The Faculty Interview, March 15, 12:30-2, Distance Ed Center

B. ECC Technology Conference, March 22

"California Community College Chancellors Office"
"Preliminary Guidance on Repeatability Regulations"

Introduction to tables:

The policies and procedures adopted by governing boards of each district may allow students to enroll more than one time in the same credit courses only in limited circumstances. Below are four tables that outline those circumstances. The tables also set forth the maximum number of enrollments a district policy may allow and the maximum number of enrollments for which a district may claim apportionment. A district can choose to restrict additional enrollments even more, as these tables specify the maximum number of enrollments allowed by law. An enrollment occurs when a student receives an evaluative or nonevaluative symbol pursuant to section 55023 in a credit course. (§ 55000(n).) For example, an enrollment is counted when a student earns a "W" for a withdrawal or any grade indicating the student's performance in the class.

The first table addresses when additional enrollments are permitted if the student previously took the credit course and received a satisfactory grade. The second table addresses when additional enrollments are permitted if the student previously took the credit course and did not receive a satisfactory grade. As these two tables demonstrate, under some circumstances the student can repeat the credit course regardless of whether the student received a satisfactory grade or not on the previous enrollment. **The third table addresses the limited types of credit courses a governing board of a district may designate as repeatable. The fourth table addresses the number of times district policy may permit student enrollment in credit courses that are active participatory courses in physical education, visual arts, or performing arts that are related in content.**

[**Tables 3 and 4 only follow this page**]

Please keep in mind when using these tables that the information is necessarily incomplete as it is simply a summation of the laws affecting multiple enrollments. For a complete understanding of the legal requirements, one must refer to the applicable section of the Guidelines and the regulations themselves, which are cited in the table for your convenience. In many cases local policy may be more restrictive than the limitations set forth in the following tables; colleges therefore must also refer to their district policy to determine the applicable enrollment limitation.



Table 3: Repeatable Courses

The three types of credit courses districts may designate as repeatable and associated enrollment limitations.

	Explanation	Student Limit	Apportionment Limit	GPA/Credit	Other information
General Rule	Districts may not designate courses as repeatable unless the course is one of the three types specified below. If a course is one of the three types below, then district policy may designate the course as repeatable and students may enroll multiple times in the course, even if they received a satisfactory grade on a prior enrollment.	Varies depending upon the type of course.	Same as student limit.	The grade received each time shall be included for calculating GPA. § 55041(c)	
Types of courses that districts may designate as repeatable:					
Courses required by CSU or UC for completion of a bachelor's degree §§ 55040(b)(1), 55041(a)(1)	A district may designate a course as repeatable if repetition of that course is required by CSU and/or UC for completion of a bachelor's degree.	In most cases, the limit will be 4s/6q enrollments. See Guidelines for further clarification, and exceptions (including significant lapse of time). §§ 55040(c), 55043(b)	4s/6q enrollments, +1s/q if significant lapse time exception applies. §§ 58161(d), 58161(e)(1)	The grade received each time shall be included for calculating GPA. § 55041(c)	

	Explanation	Student Limit	Apportionment Limit	GPA/Credit	Other information
<p>Types of courses that districts may designate as repeatable: (continued)</p> <p>Intercollegiate Athletics §§ 55040(b)(1), 55041(a)(2)</p>	<p>A district may designate as repeatable a course in which student athletes enroll to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.</p>	<p>No specific limit.</p>	<p>Whichever is less: Up to 350 contact hours per year, per enrolled student, per sport (of the 350 hours, up to 175 contact hours in courses dedicated to the sport and 175 contact hours in courses that focus on conditioning or skill development for the sport) or the participation of a student for up to 4s/6q enrollments in the course.</p> <p>§§ 58161(d), § 58162</p>	<p>The grade received each time shall be included for calculating GPA.</p> <p>§ 55041(c)</p>	
<p>Intercollegiate Academic or Vocational competition §§ 55040(b)(1), 55041(a)(3)</p>	<p>A district may designate courses that are designed specifically for participation in non-athletic competitive events between students from different colleges as repeatable. The outcomes of the course must be tied to the student's participation in the competition. The event must be sanctioned by a formal collegiate or industry governing body.</p>	<p>4s/6q enrollments, either in one single course or a combination of courses that are related in content.</p>	<p>Same as student limit.</p> <p>§ 58161(d)</p>	<p>The grade received each time shall be included for calculating GPA. § 55041(c)</p>	<p>The enrollment limits, including the enrollment limits for courses that are related in content, apply even if the student receives a substandard grade or "W" during one of the enrollments or petitions for repetition due to extenuating circumstances as provided in section 55045.</p>

	Explanation	Student Limit	Apportionment Limit	GPA/Credit	Other information
Additional limitations – active participatory courses in physical education, visual arts, or performing arts that are related in content § 55040(c)	District policy must further limit enrollment of students in courses that are active participatory courses in physical education, and visual or performing arts.	See table 4.	See table 4.	See table 4.	See table 4.

Table 4: Active participatory credit courses in physical education, visual arts or performing arts that are related in content

	Explanation	Student Limit	Apportionment Limit	GPA/Credit	Other info.
Active participatory courses in physical education, and visual or performing arts that are related in content § 55040(c)	In addition to the foregoing enrollment limitations, districts must limit a student's enrollment in active participatory courses in physical education, and visual or performing arts if the course the student is seeking to enroll in is related in content to one that he or she has previously been or is currently enrolled in. A course related in content includes any course with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each level or variation. § 55000(l)	Except as provided below, up to 4s/6q enrollments total in levels and/or variations.	Same as student limit.	All grades and credits received count in computing GPA, unless an exception applies.	
Additional exceptions and limitations.					
Significant lapse of time §§ 55040(b)(3), 55043	If district policy permits students to repeat a course due to significant lapse of time, all enrollments, including the additional enrollment allowed as a result of the significant lapse of time, in an active participatory course in physical education, visual arts, or performing arts counts toward the total enrollments.	Up to 4s/6q enrollments. If student has exhausted 4s/6q enrollments, +1 s/q enrollment for significant lapse of time can be permitted.	Same as student limit. § 58161(d) and (e)(1)	When a course is repeated pursuant to significant lapse of time, the district policy may allow the previous grade and credit to be disregarded in computing the student's GPA. § 55043(c)	

Explanation	Student Limit	Apportionment Limit	GPA/Credit	Other information
Additional exceptions and limitations. (continued)				
Variable unit courses offered on an open-entry/ open-exit basis – physical education §§ 55040(b)(4), 55044	Up to 4s/6q enrollments; for this purpose, enrollments include each portion.	Same as student limit. § 58161(d)	District policy may permit the previous grade and credit on that portion repeated to be disregarded in computing the student’s GPA. § 55044(c)	The enrollment limitation on portions of active participatory courses that are related in content applies only to physical education courses and not visual arts or performing arts courses.
Additional exceptions/limitations specific to repeatable courses in physical education, visual arts or performing arts.				
Courses required by CSU or UC for completion of a bachelor’s degree §§ 55040(b)(1), 55041(a)(1)	Up to 4s/6q enrollments in one course or a combination of courses related in content.	Same as student limit.	When a course is designated as repeatable, each grade received shall be included in computing the student’s GPA. § 55041(c)	See Guidelines for additional clarification regarding repeatable courses in physical education, visual or performing arts that happen to also be subject to related course content limitations.
Courses properly designated as repeatable pursuant to section 55041(a)(1) that happen to also be active participatory courses in physical education, visual arts, or performing arts are subject to the limitations on courses that are related content as set forth in section 55040(c).				

^{9,11} The Chancellor’s Office is aware that section 55044(b) refers to section 55041 and not 55040(c). This reference predates the last revision of the regulations. The Chancellor’s Office will be taking the necessary steps to correct this and other similar issues in the regulations.

BOARD POLICY 4260**Prerequisites and Co-Requisites**

The President/Superintendent is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5 ~~and in mutual agreement with the Academic Senate~~. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a [process](#) by which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites and advisories shall be identified in District publications available to students.

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

Reference: Title 5 Sections 55000 and 55003

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

See Administrative Procedure 4260.

El Camino College

Adopted: 7/20/09

Revisions: Educational Policies Committee 10/9/12

College Curriculum Committee 10/25/12

Academic Senate readings: 2/19/13; 3/5/13; 3/19/13

ADMINISTRATIVE PROCEDURE 4260: Prerequisites and Co-Requisites

~~The following provides for the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. If prerequisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success. Therefore, this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories and limitations do not constitute unjustifiable obstacles to student success and access. Therefore, the Education Code, Title 5 and the El Camino College District ~~has sought~~ **seek** to foster the appropriate balance between ~~these two concerns~~ **student success and access.**~~

1. Information in the Catalog and Schedule of Courses.

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

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

2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
 1. If space is available in a course when a student files a challenge to the

- prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

B. Grounds for challenge shall include the following:

1. Those grounds for challenge specified in Title 5, Section ~~55003(m)~~55201(f), 55003(p and q)
2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

~~3.~~ ~~C.~~ Curriculum Review Process

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

- ~~1.~~ A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
- ~~2.~~ B. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5 and within the limits set forth in Title 5 section 55003. Certain limitations on enrollment must be established in the same manner.
- ~~3.~~ C. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
 - a)1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the division do all of the following:

- (1) a) Approve the course; and,
- (2) b) As a separate action, approve any prerequisite or co-requisite, only if:
 - (a) i) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - (i) 1. involvement of faculty with appropriate expertise;
 - (ii) 2. consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
 - (iii) 3. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
 - (iv) 4. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - (v) 5. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
 - (vi) 6. matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
 - (vii) 7. maintain documentation that the above steps were taken.
 - (b) ii) The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.
- (3) c) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
- (4) d) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
- (5) e) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

~~(6)f~~ Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.

b)2. A course which should have a prerequisite or co-requisite as provided in ~~(5e)~~ or ~~(6f)~~ but for which one or more of the requirements for establishing a prerequisite have not been met may only:

(4a) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or

(2b) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.

e)3. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.

4. ~~Program Review~~ Periodic Review of Requisites and Advisories. As a regular part of the ~~program~~ course review process ~~or at least every six years~~, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. The regular course review process occurs on a six-year cycle, except that prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.

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

6. Instructor's Formal Agreement to Teach the Course as Described. The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the

prerequisite or co-requisite. The process shall be established by consulting collegially with the academic senate and, if appropriate, the local bargaining unit.

Review of Individual Courses

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

1. Prerequisites and Co-requisites

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

1. The Standard Prerequisites or Co-requisites. The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.
2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.
3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills by Content Review.

Department faculty will work with Institutional Research, key administrators and the College Curriculum Committee to identify and prioritize which courses may need communication or computational prerequisites. The process will be

documented using the form provided by the curriculum committee and attached to the course review proposal in CurricUNET that establishes the prerequisite. Once prerequisite courses are established, the affected departments will assure the prerequisite courses are reasonably available and will not unnecessarily impede student progress. College curriculum committee members will be trained on Title 5 regulations regarding the establishment of prerequisites. As part of Program Review, departments will study the impact of prerequisites on student success, giving special attention to disproportionate impact on historically underrepresented groups. ~~if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:~~

- ~~a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record; and~~
- ~~b) Research is conducted as provided above.~~

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

4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
 - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and

safety of others; and

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

7. Recency and Other Measures of Readiness. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:

- a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
- b) Data are gathered according to sound research practices in at least one of the following areas:
 - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
 - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
 - (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
 - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
- c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.
- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite,

then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:

- (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
- (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

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

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

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

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

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

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

Limitations on enrollment established as provided for performance courses shall

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

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

Blocks of Courses or Sections.

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

Reference:

Title 5, Sections 55000 et seq.

PROPOSED REVISIONS TO COUNCIL BY-LAWS (2.21.13)

ARTICLE IV: COMPOSITION

Section 1. Electorate

Current:

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

Proposed:

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

Section 2. Organization

Current:

a. There shall be two Council Members from each division, a division being defined as a faculty unit represented by a Division Chairperson, selected by faculty, approved by the Vice President of the Compton Center and ratified in contract.

Proposed:

a. There shall be 2 Council Members from each Discipline Group having more than 8 full-time faculty members and 1 Council Member from Discipline Groups having less than 8 faculty members. The term Discipline Group is used to refer to the following faculty groupings:

- | | |
|--|---|
| 1. Social Sciences and the Arts | Administration of Justice, Anthropology, Art, Dance, Film, History, Ethnic Studies, Human Development, Music, Political Science, Psychology, Sociology, Women's Studies. |
| 2. Humanities | ESL, English, Foreign Languages, Humanities, Communication Studies, Philosophy, Theater |
| 3. Allied Health | Childhood Education, Nursing, Nutrition, Physical Education Fashion |
| 4. Counseling | Counseling (including CTE, EOPS, DSPS, Transfer, Financial Aid, FYE and District) |
| 5. CTE & Business | Air Conditioning, Auto Collision, Auto Technology, Business, CIS, Economics, Machine Tool, Office Administration, Welding. |
| 6. Library & LRC | Librarians and Learning Resource Faculty. |
| 7. Math | Mathematics |
| 8. Physical & Biological Sciences | Anatomy, Astronomy, Biology, Chemistry, Geology, Microbiology, Physics, Physiology |

Current:

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

Proposed:

b. There will be one Council Member who is a full-time faculty member appointed by the Executive Committee in consultation with relevant institutional committees and the chief academic administrator to serve as the Curriculum Representative/Chairperson.

Current:

d. Council Members representing divisions, teaching and non-teaching faculty not represented by a Division Chairperson, and the faculty at large shall be tenured members of the faculty or full time faculty in at least their third contract year.

Proposed:

d. Council Members representing a Discipline Group and the Faculty-at-Large shall be full time faculty.

ARTICLE V: ELECTION

Current:

Section 1. Divisional and Non-Divisional

Proposed:

Section 1. Discipline Groupings

Current:

a. Each division and non-divisional faculty group shall be responsible for the election in April 2011 of representatives to the Faculty Council, who shall assume their responsibilities at the last regular General Meeting in May. These Council Members will serve a three year term.

Proposed:

The Faculty Council will conduct elections each year in April for those representatives whose terms are expiring and the elected Members shall assume their responsibilities at the last regular General Meeting in May. If a Discipline Group has two seats open, the two individuals receiving the most votes will be elected. These Council Members will serve a three year term.

A special election will be held in April 2013 with the following guidelines: One third of the representatives will be elected to serve for one year at which time these seats will be elected for a normal 3 year term. One third of the representatives will be elected for a 2 year term at which time these seats will be elected for a normal 3 year term. One third of the representatives will be elected for a normal 3 year term. Length of initial term will be determined by a random drawing.

Current:

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

Proposed:

b. When a Discipline Group's representative or an At-Large representative has been elected Chairperson of the Faculty Council, the Nominations Committee shall conduct a special nomination and election process to replace that representative, whose term shall coincide with the term of the newly elected Chairperson. If a representative is elected to an office (other than Chairperson) at the end of their second year the term of their office will be extended by one year.

Section 2. Members-at-Large

Current:

c. Council Members-at large shall be elected for three-year terms in April 2011 and will assume their responsibilities at the last regular General Meeting in May. The two top vote-getters will be elected automatically.

Proposed:

c. Council Members-at large shall be elected for three-year terms. In April 2013 these members will be part of the special election and be elected following the same guidelines as the Discipline representative elections except they will not be elected for the same initial term. The elected Member(s) shall assume their responsibilities at the last regular General Meeting in May of the same year.

Section 3. Adjunct Council Members

Current:

c. Adjunct Council Members shall be elected for a three year term in April 2011 and will assume their responsibilities at the last regular General Meeting in May.

Proposed:

c. Adjunct Council Members shall be elected for three-year terms. In April 2013 these members will be part of the special election and be elected following the same guidelines as the Discipline representative elections except that they will not be elected for the same initial term. The elected Member(s) shall assume their responsibilities at the last regular General Meeting in May of the same year.

New:

Section 4. Council Member Terms

Senators will be limited to three consecutive terms (9 years).

ARTICLE VI: OFFICERS

Section 1.

Current:

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

Proposed:

a. The Faculty Council will choose its Chairperson, Vice Chairperson, Chairperson-Elect, and Secretary from among the members of the Faculty Council. The Chairperson-Elect must be tenured or starting his/her 4th year contract and the Chairperson must be a tenured faculty member.

b. The Chairperson-elect position is filled at the end of the Chairperson's first year. If the Vice-Chairperson assumes this position, a special election will be held to fill the Vice-Chairperson's position.

c. Starting in April 2013, the Curriculum Representative/Chairperson is appointed by the Executive Committee in consultation with relevant institutional committees and the chief academic administrator. If the Curriculum Representative/Chairperson is a current Council Member their Council seat will be filled by a special election. The Curriculum Representative/Chairperson becomes a voting member of the Faculty Council, Executive Committee and El Camino College Academic Senate.

Section 4.

Current:

The term of office shall be for two years, with the exception of the Chairperson-Elect, who will serve for one year. This shall not preclude an individual holding a given office at another point in time. Officers may also be elected to subsequent terms, with the exception of the Chairperson, by the Electorate.

Proposed:

The term of office will be for two years, with the exception of the Chairperson-Elect, who will serve for one year. The Chairperson is limited to two successive terms (four years) and other Officers shall be limited to three successive terms (six years). This does not preclude an individual holding a given office at another point in time.

ARTICLE VIII: COMMITTEES

Section 1.

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

Current:

1. Curriculum. This committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the appropriate El Camino College Division Curriculum Committees through the Council's elected Curriculum Representative to the El Camino College Curriculum Committee.

Proposed:

1. Curriculum. This committee will convene on an as-needed basis to discuss curricular programs and courses needed at the Center, and will communicate proposals to the appropriate El Camino College Division Curriculum Committees through the Council's elected Curriculum Representative to the El Camino College Curriculum Committee. This committee will be chaired by the Faculty Council Curriculum representative. As the Center moves forward in the accreditation process, this committee shall take the necessary steps to become an operational Curriculum Committee that will meet the requirements for accreditation.

ARTICLE IX: REPRESENTATIVES ON EL CAMINO SENATE

Section 1: Elections

Current:

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

Proposed:

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

Section 2: Council Officers as Senators

Current:

The elected Chairperson, Vice Chairperson, Secretary, Curriculum Representative, and the Adjunct Faculty Member serving on the Executive Committee shall be duly designated as voting representatives to the El Camino Academic Senate. Should one person serve in two official capacities, an additional representative will be selected.

Proposed:

The elected Chairperson, Vice Chairperson, Secretary, and the Adjunct Faculty Member along with the appointed Curriculum Representative, serving on the Executive Committee shall be designated as voting representatives to the El Camino Academic Senate. Should one person serve in two official capacities, an additional representative will be selected.

ARTICLE XI: AMENDMENT TO BYLAWS

Section 1. Amendment Process

- a. Amendments to these bylaws may be adopted in one of two ways:

Current:

(1) By recommendation of 2/3 vote of the Council membership and ratification by 2/3 of those Center faculty members voting or

Proposed:

(1) By recommendation of 2/3 vote of the Council membership including the Chairperson (2/3 requirement will be “rounded down” if not a whole number, e.g. 13 votes required if 19 or 20 members) and ratification by 2/3 of those Center faculty members voting.

February 21, 2013

Motion: m/s/p