



Officers & Executive Committee

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

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>		<u>Natural Sciences</u>	
Nicholas Sean Bonness	12	Tom Hazell*	13/14	Sara Di Fiori	13/14
Kathryn Hall	12	Tom Hicks	13/14	Miguel Jimenez*	11/12
		Mina Colunga	12/13	Pete Doucette	12/13
<u>Behavior & Social Sciences</u>		Kim Bailly	13/14	vacant	
Janet Young	12/13	vacant		vacant	
Christina Gold	13/14				
Kristie Daniel-DiGregorio	14/15	<u>Humanities</u>		<u>Academic Affairs & SCA</u>	
Lance Widman*	13/14	Brent Issacs	11/12	Francisco Arce	
Michael Wynne	14/15	Peter Marcoux*	11/12	Karen Lam	
		Kate McLaughlin	11/12	Jeanie Nishime	
<u>Business</u>		Barbara Jaffe	14/15		
Phillip Lau	11/12	Jenny Simon	11/12	<u>Associated Students Org.</u>	
Jay Siddiqui*	11/12			Simone Jackson	
Gabriella Fernandez	14/15	<u>Industry & Technology</u>		Brooke Matson	
		Patty Gebert	12/13		
<u>Compton Educational Center</u>		Harold Hofmann	12/13	<u>President/Superintendent</u>	
Darwin Smith	12/13	Lee Macpherson	12/13	Thomas Fallo	
Chris Halligan	12/13	Douglas Marston*	12/13		
Essie French-Preston	12/13	Merriel Winfree	12/13	<u>The Union</u>	Editor
Michael Odanaka	13/14				
Estina Pratt	12/13	<u>Learning Resource Unit</u>		<u>Division Personnel</u>	
		Moon Ichinaga	13/14	Jean Shankweiler	
<u>Counseling</u>		Claudia Striepe*	13/14	Don Goldberg	
Griselda Castro	14/15			Tom Lew	
Chris Jeffries*	14/15	<u>Mathematical Sciences</u>		<u>Counseling</u>	Ken Key
Dexter Vaughn	13/14	Michael Bateman	12/13		
		Hamza Hamza	13/14	<u>Ex-officio positions</u>	
<u>Fine Arts</u>		Arkadiy Sheynshteyn	13/14	<u>ECCFT President</u>	
Ali Ahmadpour	14/15	Alice Martinez	14/15	Sean Donnell	
Chris Wells*	14/15	Eduardo Barajas	13/14	Nina Velasquez	
Russell McMillin	14/15			<u>Curriculum Chair</u>	
Vince Palacios	14/15			Jenny Simon	
vacant					
				<u>Institutional Research</u>	
				Irene Graff	
				Carolyn Pineda	

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012.

*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
 - 1. Curriculum, including establishing prerequisites and placing courses within disciplines
 - 2. Degree and certificate requirements
 - 3. Grading policies
 - 4. Educational program development
 - 5. Standards and policies regarding student preparation and success
 - 6. District and college governance structures, as related to faculty roles
 - 7. Faculty roles and involvement in accreditation process, including self-study and annual reports
 - 8. Policies for faculty professional development activities
 - 9. Processes for program review
 - 10. Processes for institutional planning and budget development, and
 - 11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

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

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

<u>FALL 2012</u>		<u>SPRING 2013</u>	
September 6	Alondra Room (Canceled)	February 19	Alondra Room
September 18	Alondra Room	March 5	Alondra Room
October 2	Alondra Room	March 19	Alondra Room
October 16	Alondra Room	April 2	Alondra Room
November 6	Alondra Room	April 16	canceled
November 20	Alondra Room	May 7	Alondra Room
December 4	Alondra Room	May 21	Alondra Room
		June 4	Alondra Room

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

<u>FALL 2012</u>		<u>SPRING 2013</u>	
September 6	Board Room	Feb. 21	Board Room
September 20	Board Room	March 7	Board Room
October 4	Board Room	March 21	Board Room
October 18	Board Room	April 4	Board Room
November 1	Board Room	April 18	Board Room
November 15	Board Room	May 2	Board Room
December 6	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 – April 2, 2013	6-10
C. OFFICER REPORTS	A. President – Christina Gold	11-12
	B. VP – Compton Education Center – Michael Odanaka	
	C. Chair – Curriculum – Jenny Simon	
	D. VP – Educational Policies – Merriel Winfree	13-14
	E. Co-VPs – Faculty Development – Moon Ichinaga and Claudia Striepe	15-16
	F. VP – Finance – Lance Widman	17-18
	G. VP – Academic Technology – Pete Marcoux	
	H. VP – Instructional Effectiveness – Janet Young	
D. SPECIAL COMMITTEE REPORTS	A. AA and AS Degrees for Transfer – Jenny Simon	19-20
	B. Student Learning Outcomes – Janet Young	
E. UNFINISHED BUSINESS	A. Officer/Executive Committee Elections <ul style="list-style-type: none"> a. President b. VP Educational Policies c. Co-VP Faculty Development d. VP Finance and Special Projects e. VP Instructional Effectiveness f. Secretary 	
	B. BP 4255 Student Progress Early Alert and Referrals. This policy was written in 1995 and has not been revised since. It is no longer legally required. This is a second reading and the Senate may choose to vote on it.	21
	C. BP/AP 4025 Philosophy for Associate Degree and General Education. This policy was adopted in 2002 and has not been revised since. It has been under revision and development for a year and a half. This version is primarily Title 5 language with revisions for smoother reading. The procedure is new. This edited	22-26



	version of the policy/procedure was approved by the Deans and the VPAA. This is the second reading and the Senate may choose to vote on it.	
F. NEW BUSINESS	<p>A. Distance Education – Regular Effective Contact Policy These guidelines explain how on-line courses at ECC will meet the accreditation requirements for frequent, faculty-initiated contact, a critical factor in distinguishing on-line from correspondence courses. It was created in consultation with the Academic Senate Distance Education Task Force and was authored and approved by the Distance Education Advisory Committee. This is a first reading by the Senate.</p> <p>B. Distance Education - Student Authentication Policy These guidelines explain how on-line courses at ECC will meet the accreditation and federal requirements for authentication of students. It was created in consultation with the Academic Senate Distance Education Task Force and was authored and approved by the Distance Education Advisory Committee. This is a first reading by the Senate.</p> <p>C. Distance Education – On-Line Teaching Certification Program This item describes improvements to the on-line teaching certification program. It was approved by the Distance Education Advisory Committee. This is a first reading by the Senate.</p>	<p>27-29</p> <p>30-31</p> <p>32-34</p>
G. INFORMATION ITEMS – DISCUSSION		
<p>H. FUTURE AGENDA ITEMS I. PUBLIC COMMENT J. ADJOURN</p>		



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 Bob Klier, 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 Vince Palacios			
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	Chris Wells Kristie DiGregorio Juli Soden	2 nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman	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

7th, May 2013

Name: _____ Initials

Adjunct (1year)

Bonness, Nicholas Sean
Hall, Kathryn EXC

Behavioral & Social Sciences

Gold, Christina X
Moen, Michelle X
Widman, Lance X
Wynne, Michael X
Young, Janet X

Business

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

Counseling

Castro, Griselda X
Jeffries, Chris X
Vaughn, Dexter X

Fine Arts

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

Health Sciences & Athletics

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

Humanities

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

Industry & Technology

Gebert, Pat X
Hoffmann, Ed X
MacPherson, Lee X
Marston, Doug
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 EXC
Jimenez, Miguel X
VACANT
VACANT

Academic Affairs & SCA

Arce, Francisco X
Nishime, Jeanie X
Lam, Karen X

Assoc. Students Org.

Matson, Brooke
Montague-Jackson, Simone X

Compton Education Center

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

Ex-officio Positions

Shadish, Elizabeth (ECCFT)
Velasquez, Nina (ECCFT)
VACANT (CEC-VP)
Simon, Jenny (CCC Chair) X

Deans' Reps.; Guests/Other Officers:

Daniel-DiGregoria, Kristie 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.

Academic Senate President Gold called the fifth Academic Senate meeting of the Spring 2013 semester to order on May 7, 2013 at 12:36pm. The meeting was held in the Alondra Room.

Approval of last Minutes:

[See pgs. 7-11 of packet] for minutes of the April 2, 2013 meeting. As there were no changes to the minutes, they were approved as written.

OFFICER REPORTS

Since we had such a full agenda, President Gold asked that there be no officer reports this week. L. Widman asked that if any officers had something to include in the minutes they email them to C. Jeffries.

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

CG had a few announcements to make. The Calendar Committee is looking for a Senate rep. V. Palacios indicated interest, but said he does have a class on Tuesday afternoons, but he could possibly come for half the meeting. No one else expressed any interest, so V. Palacios may possibly still attend for half the meeting.

CG turned our attention to the College Council minutes on page 12 and announced that BP 4225 – Course Repetition and BP/AP 4260 – Prerequisites and Co-Requisites will go to the Board of Trustees in May. Other policies and procedures will be looked at during this meeting and future meetings.

Pgs. 66-70 of the packet include AP 5055 - Enrollment Priorities which was unanimously passed by the Enrollment Management Committee. There will be a change with in-district new student registration since they will now get priority over continuing students that are not part of a special group if they complete their assessment, orientation and educational planning.

Pages 71-96 include the latest Program Review Template. Any feedback can be sent to Janet Young.

Pages 97-106 include the draft of the Employee Technology Survey. Any changes or additional questions can be sent to Pete Marcoux or Irene Graff.

Pages 107-110 contain the current draft of BP/AP 4021 – Program Discontinuance which has gone through numerous drafts, but is getting much closer to being a finished product. Feedback can be forwarded to M. Winfree.

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

No report.

Curriculum Committee report – Jenny Simon (JS)

No report.

VP – Educational Policies – Merriel Winfree (MW)

No report.

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

No report.

VP- Finance – Lance Widman (LW)

LW did send in a written report to C. Jeffries as follows:

pp. 16-20, 3/21 PBC Minutes: Discussed information presented regarding ACCJC Institutional Standards and rubric for evaluating institutional effectiveness, reviewed proposed Planning and Budget Calendar.

pp. 21-22, 4/18 PBC Minutes: Received an update regarding the 5/10 Planning Summit, Accreditation Calendar.

VP – Academic Technology – Pete Marcoux (PM)

No report.

VP – Instructional Effectiveness – Janet Young (JY)

No report.

NEW BUSINESS

Officer/Executive Committee Nominations

The Senate Constitution describing the duties of the officers and secretary can be found on pages 25-27. The terms for each position are for two years except for the position of president being voted on now which is for president-elect. That person will hold the position of president-elect for one year and work alongside CG for a year prior to taking over as president for two years. That person will receive 10% reassigned time during that year. There can be co-vice presidents also for Faculty Development since this has how it has been conducted in the past and each person will receive 10% reassigned time. K. McLaughlin asked if a person being nominated for a position has to be on the Senate. The answer was yes, but a way of working around that is if someone within the nominee's division resigns their position then the president can appoint a replacement at which time they can be nominated for an officer's position. Nominations were then conducted for the following positions:

- VP Ed Policies – M. Winfree nominated A. Martinez from the Math Division. A. Martinez came in late to the meeting, so wasn't there at the time to accept the nomination, but she did so later when she arrived.
- Co- VP Faculty Development – C. Striepe has one year left, but M. Ichinaga's position is up. M. Ichinaga nominated Kristie Daniel-Digregorio who has been an active member of the committee. K. Daniel-Digregorio is currently not a Senate member of the Behavioral and Social Sciences Division, so she will need to replace someone who may choose to resign.
- VP Finance and Special Projects – C. Jeffries nominated Lance Widman and he accepted the nomination.
- VP Institutional Effectiveness – P. Marcoux nominated Janet Young and she accepted the nomination.
- Secretary – M. Winfree nominated Chris Jeffries and she accepted the nomination.

Another round of nominations will be conducted at the next meeting.

CG asked to reorder the agenda at this time and there were no objections.

BP 4030 Academic Freedom – pgs. 34-38. This is a revision to a policy that was written in 2006. It includes a statement recommended by the Association of American University Professors and the Academic Senate of California Community Colleges. This statement extends academic freedom to “matters related to professional duties and the functioning of the college,” in addition to the protections for academic freedom in instruction, research and scholarship. This policy was recently approved by the Deans and the VPAA. It was decided to table this policy for now because the Federation wants more time to look at it. M. Colunga who represents the Federation felt it was part of our contract and collective bargaining, so the Union wanted more time to discuss it. Specifically they want to look at who decides what is “relevant,” “pertinent,” and “appropriate” as can be found in the third paragraph on page 34. A. Ahmadpour wants to make sure the campus is informed and educated on the issue and that it shouldn't be rushed. L. Widman suggested it could be discussed at a flex workshop in the fall. He also noted that Academic Freedom can be found in the faculty contract under Article 5. M. Odanaka wondered why it was not brought to the Union first. CG said it just came to Ed Policies recently and that this was to be the first reading, but it will be tabled for now.

BP 4255 Student Progress Early Alert and Referrals – page 28. This policy was written in 1995 and not revised since. It is no longer legally required; however, early alert is a good practice to encourage student success. It was recently approved by the Deans and the VPAA. E. Pratt wondered if we have it as a policy how can it be enforced and if can't be enforced then maybe it should be eliminated. P. Marcoux wondered if it could be a contractual item. G. Castro explained that even though it is not widely used any longer, Counseling still goes out to Division Council meetings at the beginning of the year to hand out forms and explain their use and purpose. C. Wells felt that students receive this feedback when they get grades. S. Jackson asked for clarification and G. Castro explained that it's a way to help stop students from going on probation. CG felt that we could either expand the policy and develop some procedures for it or eliminate it. Either way, it can be brought back to Ed Policies. F. Arce recommended just eliminating it. J. Nishime said we can have procedures without a policy. It will be brought back for a second reading and we shall see where it goes from there.

BP/AP 4025 Philosophy for Associated Degree and General Education – pages 29-33. This policy was adopted in 2002 and has not been revised since. It has been under revision and development for a year and a half. This version is primarily Title 5 language with revisions for smoother reading. The procedure is new. This policy/procedure was recently approved by the Deans and the VPAA. It will be brought back for a second reading at the next meeting.

INFORMATION ITEMS – DISCUSSION

“Making Decisions at El Camino College.” – pages 39-65. This document resulted from extensive conversations in College Council about collegial consultation, which was sparked by the Senate's passage of the Resolution of No Confidence in Collegial Consultation and the informational presentation by the ASCCC/CCLC in spring 2012. It was initially authored by a consultation task force that included the Academic Senate President. It has been carefully revised by College Council and is being presented here for faculty feedback. CG gave a history of how this document came about and explained that the goal of the resolution of no confidence in collegial consultation was to alert the campus and the administration of the problem and to fix it. Page four of the document describes the philosophy and practices El Camino College strives to attain during the decision-making process. Outlined is the process in which decisions come out of the collegial consultation committees along with an assurance that committee members can speak and express themselves without insult or reprisal. It further goes on to describe what happens with the recommendations and specifically if the President chooses not to accept them how now there must be a written response as to why the recommendations were not accepted. Page seven describes the role of the individual groups on campus such as administrators, faculty, and classified staff. The expectations of the committees are described on page 11 along with a requirement of the chairs to annually provide an orientation for the members of the committee, review the committee's purpose statement, purview and goals, conduct a self evaluation to determine the committee's effectiveness and to review the “How Decisions are Made At El Camino College” document.

CG then asked for feedback from the Senate. A. Martinez asked if a recommendation will only go to the Board if the president approves it and the answer was yes because the Board has given this designation to the president. L. Widman explained that other recommendations not brought to the Board can be expressed during the public comment time of the meeting. P. Marcoux asked if BP 2510 was new because it appeared to look different than the one that passed during his tenure as Senate president. Specifically he didn't recall the policy including a staff section. F. Arce said he believed it was the same policy, but that it just may have been formatted differently. After checking on the website, P. Marcoux announced that it was the same policy. M. Ichinaga questioned if whether what had transpired the previous year with the Calendar Committee would have been a good test of the validity of this document. In other words, would this document have impacted the decision? CG explained that the document clarifies that the Calendar Committee is only a recommending body and that all recommendations are not necessarily adhered to. C. Wells pointed out that he would hope this document would be utilized at every

level and specifically when deans are not accepting recommendations from Division Councils. CG acknowledged that many of us will fear that this is just words on paper and we all have different opinions as to if things are really changing on campus and that maybe the College Climate Survey that is out right now will tell us more. She feels that it is the responsibility of the Senate and all faculty to make sure we enforce what is in this document. J. Nishime clarified that not every committee is under the purview of college consultation and that written responses are only required of collegial consultation committees. L. Widman referenced a document that was written clear back in 1992 regarding collegial consultation that he helped write and which eventually was hijacked by Sam Schauerman and his Total Quality Management (TQM) model. He went on to explain that shared governance is what you make of it and it's the people that make the process work. LW looked back at the vote of no confidence and pointed out how passionate we were about the issues that we brought forward, but felt this document had none of that passion. Instead it is the people that make it work. He went on to further comment about a reference on page five of the document to committee minutes as being a form of communication. In his opinion, the College Council minutes do not meet that standard nor do the minutes of the Board of Trustees. M. Colunga stated that this is an agreement that both sides are trying to work out and it will involve give and take from both ends and a need to be respectful and collegial to each other. S. Jackson asked if on page 22 of the document if the Associated Students section refers to all students or the organization itself which is representative of the entire student body. It was determined that this was a typo and the word Organization should be capitalized. P. Marcoux applauded all those that had worked on the document. M. Odanaka asked why on page 26 the Compton Center was not mentioned and it was explained that this policy was created before the partnership.

ADJOURN

The meeting adjourned at 1:49pm.

CJ/ECCSpring13

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting April 29, 2013

Present: Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, Brooke Matson, David Mc Patchell, Rory Natividad, Jeanie Nishime, Susan Pickens, Estina Pratt, and Luukia Smith.

1. Tree Removal– From 2007 to the present 78 trees have been removed and 233 trees have been planted.
2. BP 4021 – Program Discontinuance was reviewed by College Council and edits were recommended. This policy will be reviewed by the Deans and go to Academic Senate for a second reading on May 21, 2013. This will be ready for June 2013 Board approval.
3. BP 4225 – Course Repetition was distributed and will be reviewed at College Council next week.
4. BP/AP 4260 – Prerequisites and Co-Requisites was distributed at College Council and will be reviewed next week. It was noted that revisions were made in response to changes in Title V. These were both passed through the Academic Senate.
5. AP 5055 – Enrollment Priorities was distributed at College Council and will be reviewed again in three weeks. This procedure has been passed by Enrollment Management and will be taken to the Academic Senate for informational purposes. This will be presented as an informational item to the Board at the June 2013 meeting.
6. Faculty Hiring Procedures 1990 and 2005 versions were distributed at College Council and will be reviewed next week. Linda Beam will also provide the faculty contract.
7. “Making Decisions at El Camino College” current draft will be distributed to constituents for review. The Strategic Initiatives section will be revised after the May 10, 2013 Planning Summit.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting May 6, 2013

Present: Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Ann Garten, Chris Gold, Irene Graff, Jo Ann Higdon, Brooke Matson, David Mc Patchell, Jeanie Nishime, Susan Pickens, and Estina Pratt.

1. Tree Removal/Replacement – Information on types of trees being planted will be provided to College Council.
2. BP 4225 – Course Repetition – This will go to the Board on May 20, 2013.
3. BP/AP 4260 – Prerequisites and Co-Requisites – These will go to the Board on May 20, 2013.
4. Faculty Hiring Procedures, Appendix M-1 (May 2008) from the faculty contract was distributed at College Council. Linda Beam will develop policies and procedures after the current hiring cycle is complete.
5. Administrative Hiring Procedures – Linda Beam will develop policies and procedures during the summer.

Agenda for the May 13, 2013 Meeting:

1. Minutes of May 6, 2012
1. BP 4030 – Academic Freedom
2. “Making Decisions at El Camino College” Draft (after May 10th Planning Summit)
3. AP 5055 – Enrollment Priorities (June 3)

Minutes of Educational Policies Meeting

May 14, 2013

Present: Merriel Winfree, Jean Shankweiler, Chris Gold; Kathryn Hall

I. Discussion/Actions- the committee worked on a To Do List for fall 2013.

A. BP 4025 Philosophy for Associate Degree & General Education

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
The policies are up for second reading at the AS meeting on May 21, 2013.

B. BP 4030 Academic Freedom

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
The Federation will take the lead role in developing the policy.

C. BP 4021 Program Discontinuance

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
Tom Lew and Gloria Miranda are reviewing and editing draft for fall 2013.

D. AP 5050 Enrollment Priorities

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG)
The policy will be presented to the Academic Senate as an information item.

E. AP/BP Prerequisites

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
The policy will be presented at the next Board meeting slated for May 20, 2013.

F. BP/AP Course Repetition

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
The policy will be presented at the next Board meeting slated for May 20, 2013.

G. BP/AP Credit by Examination

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
The policy will be presented to Curriculum fall 2013.

H. BP/AP 4250 Probation, Dismissal, Readmittance

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
Dr. Nishime will review policies in fall 2013.

I. BP/AP Student Progress Early Alert & Referral

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
The policies are up for second reading at the AS meeting on May 21, 2013.

J. BP 4040 Library Services

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
Chris Gold will work on draft during the summer and have draft ready for fall 2013.

K. BP/AP 4050 Articulation

- Jean Shankweiler (JS), Merriel Winfree (MW), Chris Gold (CG), Kathryn Hall (KH).
Jean will take a look at Title 5 language and present at next Ed. Policies meeting on May 28, 2013.

II. The meeting adjourned at 2:00 p.m.

III. Meeting Schedule:

The next Educational Policies meeting will be on May 28, 2013 from 1:00-2:00 in SSC, Room 106.

Faculty Development Committee Meeting

Minutes of Tuesday May 14th, 2013 Meeting in Library 202

Committee Members

Fazal Aasi (FA) Compton Center EXC	Moon Ichinaga (MI) Learning Res.**
Florence Baker (FB) BSS	Donna Manno (DM) Staff Dev.
Rose Cerofeci (RC) Humanities EXC	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
Briita Halonen (BH) Humanities EXC	Sue Ellen Warren (SW) Ind/Tech
Ahmadapour, Ali (Fine Arts) EXC	

**Committee Co-Chairs

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

Spring 2013 Meetings

Feb. 26, March 12, March 26, April 23, May 14,
NOTE: *May 28 – this meeting has been cancelled.*

AGENDA

- I) **Announcement: Participant Selection for Great Teachers Seminar in Santa Barbara, July 28 - August 2, 2013.** There was a good response to the invitation, and ECC will be sponsoring 4 faculty: Mediha Din (BSS), Sumino Otsuji (HUM), Susan Corbin (HUM, and Dr. Vera Bruce Ashley (Fash).
- II) **Status Report on SLOs/SAOs - Kaysa Laureano.** Dr. Laureano reported that, as ECC is on warning, the ALC time has been spent meeting with Division facilitators to bring the college up to speed in weak areas. The ACL coordinators had also attended a workshop at Pierce College, at which David Marshall had presented on SLOs. ECC will be moving to a new system TRAC-DAT, and dropping CurricuNET for SLO tracking. The facilitators, and later faculty, will need to be trained on the new system. The ILO Information and Technology Literacy team is moving ahead with faculty surveys and student assessment of the ILO. This will give authentic assessment data and allow us to use the results to improve learning.
- III) **Fall Flex Day Planning.** The aforementioned David Marshall has been invited to be a keynote speaker at Fall Flex day. He will also be invited to conduct break-out sessions later in the day. D. Manno also shared a draft schedule of the day's events and noted that there have been many proposals for break-out sessions from the faculty, so there will be plenty of choice. D. Manno will put out the call for presentations next week.

IV) Discussion: Need for FDC Meeting on May 28? It was voted to cancel the meeting as it conflicts with other programs on campus.

V) Upcoming Professional (and Student) Development Activities

- A. Fulbright “Bridging Cultures: Muslim Journeys Bookshelf” Grant Program
 - Screening and Discussion with Director of the Film “Koran by Heart, One Chance to Remember”
 - Wednesday, May 22, 6-8 p.m. Haig Recital Hall
- B. Asian-Pacific American Heritage Month Program
 - Presentation about the Asian Pacific American Legal Center
 - Thursday, May 30, MBA Building Room 319, 1-2 p.m.

M. Ichinaga reminded all of next Thursday’s program, 22nd May, on the issue of ethnic studies programs in Arizona titled “Outlawing Shakespeare: The Battle for the Tucson Mind.”

K. DiGregorio reported on a retreat held last Friday as a follow- up to the On Course workshop. This was attended by 14 faculty, who had to choose a strategy learned and write an activity report. This proved to be a great informal exchange of ideas on active learning and ideas of responsibility. It is hoped the idea will evolve into regular meetings.

F. Baker reported on the books purchased for the library with extra funds from the Fulbright Grant, particularly materials on Vietnam and Cambodia. One of the difficulties was finding English language materials.

M. Ichinaga polled the Committee on the Library Faculty Collection of books, wondering whether it would be better integrated into the general collection. Several faculty members noted that they browsed and used the collection on the way to or while waiting for, other faculty events. It was decided to do more in the way of publicizing the collection to faculty.

S-E. Warren gave a vote of thanks to the Committee, noting the efforts on behalf of adjuncts, and saying that this made a big difference in morale.

K. DiGregorio will be taking over as Co VP FDC from next term, with C. Striepe. M. Ichinaga will be stepping down .

Cs/2013

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: May 2, 2013

MEMBERS PRESENT

- | | |
|--|---|
| <input type="checkbox"/> Michael DeSanto – Campus Police | <input checked="" type="checkbox"/> Dipte Patel – Academic Affairs |
| <input type="checkbox"/> Sean Donnell – ECCFT | <input checked="" type="checkbox"/> Dawn Reid – Student & Community Adv. |
| <input checked="" type="checkbox"/> Alice Grigsby – Mgmt./Supervisors | <input checked="" type="checkbox"/> Cheryl Shenefield – Administrative Services |
| <input type="checkbox"/> Derrick Moon – ASO | <input type="checkbox"/> Gary Turner – ECCE |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Lance Widman – Academic Senate |

Support: Linda Beam, William Garcia, Irene Graff, Ken Key, Michael Le, Jo Ann Higdon

The meeting was called to order at 1:04 p.m.

Approval of April 18, 2013 Minutes

Revisions were made as follows:

1. Page 1, Approval of Minutes, item 5, fifth line down, **Delete:** roll, **Change To:** role.
2. Page 1, Planning Update, item 2d, **Delete:** other, **Change To:** evaluation.
3. Page 2, Comprehensive Master Plan, item 1, **Delete:** unto, **Change To:** into.
4. Page 2, Adjournment, **Delete:** May 4, **Change To:** May 2.

Minutes will be posted to the web page.

ECC Planning Survey – I. Graff

1. The planning feedback summary was distributed back to the committee for review and the results were discussed by the committee. These summary results were administered in Spring 2011. The survey will be administered again in Spring 2014.
2. Under *Plan Builder Usage*, the minimum goals were discussed as to what the desired percentages should be.
3. The survey recommendations were reviewed and discussed by the committee in an effort to provide future committee recommendations. Campus-wide training would help improve the understanding of how essential items are interconnected. Items such as program review, planning and funding. A global training session where all were invited with viable examples of learning tools would be needed. It was also noted that a generic Power Point presentation could be developed as a helpful training aid. Staff development would assist in these future trainings.
4. A recommendation was made to collapse items 2, 3, and 4 as they are all three items to do with training. It was also decided to come back with an action plan and figure out what will be done over the next 12 months before everyone is surveyed again. Any further recommendations are asked to be forward to Irene.

Budget Update Information – J. Higdon

1. Vice Presidents are currently finalizing their area priorities for presentation at an upcoming meeting. Technology items are being collected and given to the Technology Committee for their feedback.
2. The May revise is scheduled for May 14 after which updates will be provided.
3. The governor's proposal to move adult education from K-12 to community colleges is being closely watched by the college to determine appropriate actions if needed.
4. It was noted that calculated COLA could come in at 1.65%. There is a strong indication the state would hope to fund this.

5. Emergency funds are available when an emergency item is identified that needs funding. These issues are reviewed quickly in an effort to make appropriate responses.
6. Microsoft announced they will no longer be supporting the last XP version of their software. This will cause a number of computers to be non-operational for the newer software. The school will be supporting version 7 but will be migrating towards version 8.

General Updates – R. Natividad

1. In an effort to meet our annual FTES goals several classes have been classes added back in to the summer and fall sessions. Discussion about the spring 2014 schedule will take place. Enrollment has seen a decline throughout the state this semester.
2. College needs to make sure that the additional classes are listed appropriately to get proper apportionment.
3. The committee was reminded that on May 10 the planning summit will be held.

Adjournment – R. Natividad

The meeting adjourned at 1:51 p.m. The next meeting will be held **Thursday, May 16 at 1:00 p.m.**, in Library 202.

RKN/lmo



EL CAMINO COLLEGE

Office of Academic Affairs

May 15, 2013

TO: Chris Gold

FROM: Quajuana Chapman

SUBJECT: Associate Degrees for Transfer (AA-T/AS-T)

The following transfer degrees are approved by Chancellor's Office:

1. Communication Studies AA-T
2. Geology AS-T
3. Mathematics AS-T
4. Physics AS-T
5. Psychology AA-T
6. Sociology AA-T

Two more degrees are ready for the Chancellor's Office approval:

1. Administration of Justice AS-T
2. Kinesiology AA-T

The College Curriculum Committee has approved another 12 degrees that will be submitted to the Chancellor's Office the latter part of the spring semester and during summer:

1. Art History AA-T
2. Business Administration AS-T
3. Computer Science AS-T
4. Early Childhood Education AS-T
5. Elementary Teacher Education (Liberal Studies) AA-T
6. English AA-T
7. Geography AA-T
8. History AA-T
9. Journalism AA-T
10. Political Science AA-T
11. Studio Art AA-T
12. Theatre Arts AA-T

There are four degrees at various stages of approval and will be finalized in the College Curriculum Committee Fall 2013:

1. Anthropology AA-T
2. Music AA-T
3. Philosophy AA-T
4. Spanish AA-T

By Fall 2013, we will have a total of 20 completed transfer degrees. The degrees will improve transfer to the California State University because students are given priority admission to a CSU campus if they complete the AA-T or AS-T degree. Students who complete an AA-T or AS-T will have a strong academic foundation in the field and will be prepared for upper division baccalaureate study at the university. Students must complete the associate degree for transfer with a minimum GPA of 2.0 to receive priority admission into the CSU system.

BOARD POLICY 4255**Student Progress Early Alert and Referrals**

The faculty of El Camino College, as a matter of professionalism, ~~and in compliance with California Law~~, is fully committed to fostering student educational progress *and success* through early, individualized feedback and follow-up.

Previous Board Policy: 6131.1

El Camino College
Adopted: 4/17/95
Renumbered: 5/16/05

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The college's associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge.

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the following:

- to think and to communicate clearly and effectively both orally and in writing;
- to use mathematics;
- to understand the modes of inquiry of the major disciplines;
- to be aware of other cultures and times;
- to achieve insights gained through experience in thinking about ethical problems;
- to develop the capacity for self-understanding; and
- to engage in lifelong learning.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by the college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.

The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill

general education and associate degree requirements meet the standards used in this policy.

Approved by the College Curriculum Committee: March 27, 2001

Approved by the Academic Senate: May 15, 2001

Reference:

Title 5, Section ~~55805~~ 55061

Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02

Revision:

Deans 3/22/13

DRAFT

DRAFT

AP 4025 Philosophy and Criteria for Associate Degree and General Education

Procedures for the selection of courses for the associate degree and general education requirements are located in the Curriculum Handbook, which is housed in the Office of Academic Affairs, division offices, and the College website.

References:

Title 5, section 55061
Accreditation Standard II.A.3

Submitted:

Deans 3/22/13

~~El Camino College recognizes the importance of educating the individuals who will serve to the local, state, national, and international communities. The college's associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge. The College, through the awarding of an associate degree, strives to create an environment which stimulates greater individual creativity and achievement, personal and social responsibility, as well as ethical and technological awareness. The degree requirements lead students through patterns of learning experiences designed to develop certain capabilities and insights through general education and sufficient depth in a specific field of knowledge.~~

~~El Camino College recognizes the need to provide a multi-dimensional, multicultural, and integrative general education curriculum as the core of the associate degree. With this objective in mind, El Camino College pledges to develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health and self-understanding. General education curriculum will enhance appreciation and understanding of the scientific method and the relationships between science and other human activities. It will also develop an understanding of methods of inquiry regarding human behavior, foster an appreciation of how societies and social groups operate, and develop awareness of the ways people throughout the ages have responded to themselves and the world around them in artistic and cultural creations.~~

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the following:

- *to think and to communicate clearly and effectively both orally and in writing;*
- *to use mathematics;*
- *to understand the modes of inquiry of the major disciplines;*
- *to be aware of other cultures and times;*
- *to achieve insights gained through experience in thinking about ethical problems;*
- *to develop the capacity for self-understanding; and*
- *to engage in lifelong learning.*

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by the

college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.

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Replaces Board Policy 6121

Adopted: 4/15/02

Revision:

Deans 3/22/13



Distance Education • Learning Resources Unit
Documentation and Approval Process: Regular Effective Contact Policy

Date	Process	Document
April 17, 2013	<ul style="list-style-type: none">DE Office wrote Draft #1	Draft #1
April 18, 2013	<ul style="list-style-type: none">DEAC reviewed and proposed changes to Draft #1	Draft #1 with proposed changes
April 18, 2013	<ul style="list-style-type: none">DE Office applied proposed changes and wrote Draft #2DEAC approved Draft #2	Draft #2
April 26, 2013	<ul style="list-style-type: none">DE Task Force reviewed Draft #2	Draft #2
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May 14, 2013	<ul style="list-style-type: none">DE Task Force proposed changes to Draft #2	Draft #2 with proposed changes
May 14, 2013	<ul style="list-style-type: none">DE Office applied proposed changes and wrote Draft #3DE Office approved Draft #3	Draft #3
May 16, 2013	<ul style="list-style-type: none">DEAC reviewed and proposed changes to Draft #3	Draft #3 with proposed changes
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June 4, 2013	<ul style="list-style-type: none">Academic Senate Reading Two on Final Draft	
TBD	<ul style="list-style-type: none">Academic Senate approved Regular Effective Contact Policy	
TBD	<ul style="list-style-type: none">DE Office implemented Regular Effective Contact Policy	



Title 5, Section 55204

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:

- Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.
- Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Regular Effective Contact Policy

Establishing and maintaining regular effective contact is not only a Title 5 requirement but also a practice that facilitates student-centered instruction and increases the achievement of student learning outcomes. All Distance Education instructors at El Camino College will implement regular effective contact using methods from each of the three categories below.

A. Faculty-Initiated Interactions

- Begin class with instructor-guided introductions.
- Design daily or weekly assignments and projects that promote collaboration among students
- Pose questions in the discussion boards which encourage critical thinking skills and promote interaction among all course participants.
- Participate regularly in discussion activities with students and ensure that discussions remain on topic. (Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.)
- Monitor activity meter to ensure that students participate fully.
- Create a specific forum for questions regarding course assignments.
- Ask students for feedback about the course on a regular basis and revise content as needed.
- Include means for varied types of interaction in the course design

B. Frequent & Timely Interactions

- Establish guidelines for frequency of contact that are the same as in the face-to-face classroom; at the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with distance education students
- Declare response time for student questions and assignment feedback (e.g. 24-48 hours)
- Maintain an active presence, particularly during the beginning weeks of a course
- Give frequent and substantive feedback throughout the course

C. Clear Expectations for Interactions

- Specify course policy in the syllabus regarding frequency and timeliness of all contact initiated by the instructor
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus
- Clarify important dates, such as assignment and assessment deadlines, not only in the beginning but also throughout the course

Absences from Interactions

- If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area that includes when the students can expect regular effective contact to resume
- If the offline time results in a lengthy absence (i.e., more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable

Tools for Regular Effective Contact

Interaction in the distance education classroom can be instructor-student, student-student, student-content and student-interface. Below are tools that may be used to implement regular effective contact.

- Course Announcements (e.g., videos, weekly summary, weekly review)
- Personalized Feedback
- Discussion Boards (e.g., question and answer forums, VoiceThread)
- Videoconferencing (e.g., Skype, CCC Confer)
- Collaborative Projects (e.g., group blogs, group discussions, wikis)
- Instructor-Created Modules
- Lectures (e.g., recorded, streaming, slides with audio narration)
- Podcasts
- Webinars
- Screencasts
- Virtual Office Hours
- Email
- Private Messaging
- Chat



Distance Education • Learning Resources Unit
Documentation and Approval Process: Student Authentication Policy

Date	Process	Document
April 17, 2013	<ul style="list-style-type: none">DE Office wrote Draft #1	Draft #1
April 18, 2013	<ul style="list-style-type: none">DEAC reviewed and proposed changes to Draft #1	Draft #1 with proposed changes
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May 14, 2013	<ul style="list-style-type: none">DE Office applied proposed changes and wrote Draft #3DE Office approved Draft #3	Draft #3
May 16, 2013	<ul style="list-style-type: none">DEAC reviewed and proposed changes to Draft #3	Draft #3 with proposed changes
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June 4, 2013	<ul style="list-style-type: none">Academic Senate Reading Two on Final Draft	
TBD	<ul style="list-style-type: none">Academic Senate approved Student Authentication Policy	
TBD	<ul style="list-style-type: none">DE Office implemented Student Authentication Policy	



Higher Education Opportunity Act in 2008

A federal mandate appeared in the reauthorization of the Higher Education Opportunity Act (HEOA) in 2008 that requires institutions to have processes through which the institution establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

Student Authentication Policy

Because of the lack of face-to-face classroom time, it can be difficult for instructors to know if the student enrolled in an online class is the actual person who is logging in and turning in his/her own work. The Accrediting Commission for Community and Junior Colleges (ACCJC) suggests several practices to ensure student identity. In order to meet federal and authentication requirements, El Camino College will use the following methods to authenticate online students.

A. College Course Management System

All distance education courses will use Etudes as the course management system and all students enrolled in distance education courses will have a secure login and password.

When publisher sites are used in conjunction with Etudes, the Etudes shell must contain the following at a minimum:

- Syllabus
- Class Schedule
- Announcements
- Link to the Publisher Site
- All or Some Course Weekly Interaction (e.g., discussion forums, chat, private messaging)
- All or Some Instructor-Created Content (e.g., modules, study guides, content overview and review)

Specific guidelines and approval from the Division Dean must be met before using publisher sites.

B. Student Affirmation Statement

All distance education course syllabi will contain the following statement, which students will be required to affirm by checking the acceptance button in Etudes.

I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described in the ECC Board Policy 5500 – Academic Honesty and Standards of Conduct Student Conduct Code that governs student rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to expulsion from the college as noted in ECC Administrative Procedure 5520.

C. Plagiarism Detection Software

Distance Education instructors are encouraged to have students submit written assignments to a web-based service such as Turnitin that identifies plagiarism in student work. (Turnitin is the service provided free of charge to students and faculty via a college site license. For details, contact the Professional Development Office.)

D. Regular Effective Contact

To help ensure that students registered for the course are truly the ones contributing to it, distance education instructors will incorporate best practices for regular effective contact as described in ECC's Regular Effective Contact Policy.



Professional Development & Distance Education
Documentation and Approval Process: **ECC Online Teaching Certification**

Date	Process	Document
May 13, 2013	<ul style="list-style-type: none">• PD & DE Offices wrote Draft #1	Draft #1
May 16, 2013	<ul style="list-style-type: none">• DEAC reviewed Draft #1 and approved it as Final Draft	Final Draft
May 21, 2013	<ul style="list-style-type: none">• DEAC submitted Final Draft to Academic Senate for approval	Final Draft
May 21, 2013	<ul style="list-style-type: none">• Academic Senate Reading One on Final Draft	
June 4, 2013	<ul style="list-style-type: none">• Academic Senate Reading Two on Final Draft	
TBD	<ul style="list-style-type: none">• Academic Senate approved ECC Online Teaching Certification Program	
TBD	<ul style="list-style-type: none">• PD & DE Offices implemented ECC Online Teaching Certification Program	



Online Teaching Certification Program

Faculty who would like to teach an online or hybrid course at El Camino College or Compton Center must complete three requirements in the following order:

1. Etudes Certification for Online Instruction
2. ECC Online Teaching Certification
3. Approval from Dean to teach an online or hybrid course

First Certification Course:

Etudes Certification for Online Instruction

- 3-week course
- 2-hour face-to-face orientation at the beginning of the course
- Remainder of the course will be online
- At least 8 hours per week is required for reading and assignments
- 12 hours of Flex credit at the completion of the course

This course will introduce faculty to Etudes, the official and campus-supported course management system at El Camino College and Compton Center. This online course involves hands-on training with Etudes. Topics covered in this course include: Post content-rich modules; Link/embed/upload resources and media; Use discussion board, chat, and private message; Create assignments, tests and surveys; Setup gradebook; Upload syllabus; Design content and activities that promote student engagement, instructor presence and class interaction.

Completion of this course will certify faculty to use Etudes in face-to-face, hybrid and online courses. To better prepare for online teaching, it is highly recommended that faculty use Etudes in their face-to-face class immediately after completing the course.

Second Certification Course:

ECC Online Teaching Certification

- 8-week course
- 2-hour face-to-face orientation at the beginning of the course
- Remainder of the course will be online
- At least 6 hours per week is required for reading and assignments
- 15 hours of Flex credit at the completion of the course
- Must be Etudes Certified for Online Instruction
- Must complete/pass technology pre-assessment

Built upon the standards of the California Community College Distance Education policies and procedures, this course will instruct faculty how to design an effective online class to maximize student success and retention. It will focus on teaching strategies and practices that will meet federal and state regulations as well as accreditation requirements. Topics include regular effective contact, student authentication, correspondence vs. online, copyright laws, accessibility requirements, instructional technology tools, student learning outcomes, effective online discussions and assessments. The course will be aligned with the ECC Online Course Quality Checklist and will be delivered using Etudes.

Note to Faculty:

If you are starting at the beginning of the certification process, you should allow at least two semesters prior to teaching online.

Online Teaching Certification Process



Online Teaching Certification Timeline

The table below suggests an ideal cycle from the beginning of the certification process to the time when faculty is ready to teach online. The timeline is flexible and will vary depending on the following factors:

- > Space availability in Etudes Certification and ECC Online Teaching Certification courses
- > Approval and online class assignment from the Dean
- > Time it takes for faculty to develop his/her online course

Requirements	Schedule			
Complete Etudes Certification for Online Instruction Course	Already Certified	Fall 2013	Fall 2014	Fall 2015
Use Etudes in Face-to-Face Class	Already Using	Fall 2013	Fall 2014	Fall 2015
Complete Online Teaching Certification Course	Fall 2013	Spring 2014	Spring 2015	Spring 2016
Approval from Dean Develop Online Course	Fall 2013	Summer 2014	Summer 2015	Summer 2016
Ready to Teach Online	Spring 2014	Fall 2014	Fall 2015	Fall 2016