OFFICERS & EXECUTIVE COMMITTEE

President	**Pete Marcoux**	VP Faculty Development	**David Vakil**
VP Compton Educational Center	**Saul Panski**	VP Finance and Special Projects	**Lance Widman**
Curriculum Chair	**Janet Young**	VP Legislative Action	**Chris Wells**
VP Educational Policies	**Evelyn Uyemura**	Secretary	**Claudia Striepe**

Senate Mailing List

Adjunct
- **Kate McLaughlin** 08/09
- **Jeremy Estrella** 08/09

Behavior & Social Sciences
- **Maria Brown** 6/10
- **Lance Widman** 8/09
- **Michael Wynne** 7/08
- **Janet Young**

Business
- **Dagmar Halamka**
- **Jay Siddiqui** 09/10

Compton Educational Center
- **Saul Panski** 08/09
- **Estina Pratt** 08/09
- **Tom Norton** 08/09
- **Jerome Evans** 08/09
- **Darwin Smith** 08/09

Counseling
- **Kate Beley** 6/07
- **Linda Gallucci**
- **Brenda Jackson**

Fine Arts
- **Ali Ahmadpour** 6/09
- **Jason Davidson** 6/09
- **Chris Wells** 6/09
- **Mark Crossman** 09/10

Health Science & Athletics
- **Kim Baily**
- **Tom Hazell** 09/10
- **Pat McGinley**

Humanities
- **Lyman Hong** 6/07
- **Peter Marcoux** 6/08
- **Evelyn Uyemura** 6/08
- **Adrienne Sharp** 09/10
- **Matt Kline** 09/10

Industry & Technology
- **Patty Gebert**
- **Ed Hofmann** 6/07
- **Douglas Marston**
- **George Rodriguez** 6/07
- **Lee Macpherson**

LRC
- **Claudia Striepe** 6/08
- **Vince Robles (share)**
- **Moon Ichinaga (share)**

Mathematical Sciences
- **John Boerger** 6/11
- **Greg Fry** 6/11
- **Marc Glucksman** 6/10
- **Greg Scott** 6/09
- **Paul Yun** 6/11

Natural Sciences
- **Chas Cowell** 6/06
- **Chuck Herzig** 6/11
- **Teresa Palos** 6/08
- **David Vakil** 6/08

Academic Affairs
- **Quajuana Chapman**
- **Dr. Francisco Arce**

Associated Students Org.
- **Megan McLean**
- **Joe Udeochu**

Board of Trustee, Area 5
- **Miss Maureen O'Donnell**

President/Superintendent
- **Dr. Thomas Fallo**

The Union
- **Editor**

Dean of Math
- **Don Goldberg**

Counseling
- **Ken Key**

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

FALL 2008	Student Act. Center	SPRING 2009	Student Act. Center
September 2	West Lounge	February 17	West Lounge
September 16	Alondra Room	March 3	East Lounge
October 7	Alondra Room	March 17	East Lounge
October 21	Alondra Room	April 7	East Lounge
November 4	Alondra Room	April 21	East Lounge
November 18	Alondra Room	May 5	East Lounge
December 2	Alondra Room	May 19	East Lounge
		June 2	East Lounge

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

FALL 2008		SPRING 2009	
September 4	Board Room	February 19	Board Room
September 18	Board Room	March 5	Board Room
October 9	Board Room	March 19	Board Room
October 22	Board Room	April 9	Board Room
November 5	Board Room	April 23	Board Room
November 20	Board Room	May 7	Board Room
December 4	Board Room	May 21	Board Room
		June 4	

AGENDA & TABLE OF CONTENTS

Committees

NAME	CHAIR	DAY	TIME	ROOM
Senate				
ASSESSMENT OF LEARNING	Lars Kjeseth Jenny Simon			
COMPTON FACULTY COUNCIL	Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM	Janet Young	2nd & 4th Tues.		Board Room
EDUCATION POLICIES	Evelyn Uyemura	1st & 3rd Thur	12:45-1:45	H
PLANNING & BUDGETING	Arvid Spor, ???	1st & 3rd Thur	1:00 – 2:30	Alondra
FACULTY DEVELOPMENT	Dave Vakil	2nd & 4th Tues	12:45 – 2:00	ADM 127
LEGISLATIVE ACTION	Chris Wells	1st Thursday	12:45 – 1:30	Varies
CALENDAR				
ACADEMIC TECHNOLOGY	Jim Noyes, Virginia Rapp			
Campus				
ACCREDITATION	Arvid Spor, Susie Dever			
BOARD OF TRUSTEES	Mary Combs	Mondays	4:00	Board Room
COLLEGE COUNCIL	Tom Fallo	Mondays	1:00-2:00	Adm. 127
DEAN'S COUNCIL	Francisco Arce	Thursdays		
CAMPUS TECHNOLOGY	John Wagstaff	3rd Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT	Arvid Spor	Thursdays	9-10:00 am	
SLOs	Jenny Simon, Lars Kjeseth			

ACADEMIC SENATE MINUTES
November 18th , 2008

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

Behavioral & Social Sciences
Brown, Maria
Widman, Lance   X
Wynne, Michael   X

Business
Halamka, Dagmar
Saddiqui, Junaid

Counseling
Beley, Kate   X
Gallucci, Linda   X
Jackson, Brenda   X

Fine Arts
Ahmadpour, Ali   X
Davidson, Jason   X
Wells, Chris   X
Crossman, Mark   X
Berney, Daniel   X
Jeremy Estrella

Health Sciences & Athletics
Hazell, Tom
Orton, Tory/Victoria (sharing)   X
Stanbury, Corey
McGinley, Pat
Moon, Mary (sharing)

Humanities
Hong, Lyman   X
Marcoux, Pete   X
Uyemura, Evelyn   X
Kline, Matt   X
Adrienne Sharp   exc

Industry & Technology
Gebert, Pat
Hofmann, Ed   X

MacPherson, Lee   X
Marston, Doug   X
Rodriguez, George

Learning Resources Unit
Striepe, Claudia   X
Robles, Vince (sharing)   X
Ichinaga, Moon (sharing)   X

Mathematical Sciences
Scott, Greg
Glucksman, Marc   X
Boerger, John
Fry, Greg
Yun, Paul

Natural Sciences
Cowell, Chas   X
Herzig, Chuck   exc
Palos Teresa   X
Vakil, David   X

Adjunct Faculty
Kate McLaughlin   X
Owens, Annette

ECC CEC Members
Panski, Saul
Pratt, Estina   X
Smith, Darwin
Evans, Jerome
Norton, Tom

Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young,
Guests and/Other Officers: Quajuana Chapman, Joe Udeochu (ASO Rep), Barbara Perez,
Barbara Jaffe, Chris Jeffries (Counseling)

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

The seventh Academic Senate meeting of the Fall 2008 semester was called to order at
12:35pm.

Approval of last Minutes:
The minutes [pp. 1-7 of packet] from the last Academic Senate meeting were approved.

REPORTS OF OFFICERS
President's report – Pete Marcoux (henceforth PM)
PM reported on the **Senate Plenary** session. A few Senate members attended the Los
Angeles meeting. The talk was mainly about Accreditation and SLO's. El Camino will be
getting the Accreditation recommendations in January 2009. PM heard Bill Scroggins
(formerly of ECC now at the College of the Sequoias) talk on "CEO Myths". PM found
these amusing and included some in the AS packet [pp. 10-11 of packet]
College Council discussed the **budget**. The college is looking at "tough times. **150
sections will be cut** as part of a larger plan to trim costs for the anticipated $5million cut
to the budget. Dr. Arce noted that the college had undergone a lot of unfunded growth.
Registration starts today and Dr. Arce felt it would be unfair to let students register for
classes that would be cut later, so the decision to cut was made early. Mr. Crossman
wondered whether the college would stop advertising its courses to draw students. Dr.
Arce felt advertisement and promotion should continue as the college still had to pay
back Summer, and there is still a deficit in our apportionment. Dr. Arce noted it looked
good to stay on a growth pattern, and so we would continue to attract students. The
college had lost FTES since 2005, and is now in recovery mode. Deans will be looking at
which classes are not well attended, which classes are experimental, and general student
need, when deciding which classes to cut. Mr. Widman asked whether High School
classes would be cut back, and Dr. Arce noted that the school offerings would be cut back
a little. ECC may have grown too quickly in the high schools, and some methodologies
need to be re-evaluated. Dr. Arce said for instance, college classes were embedded in the
regular school day, whereas perhaps the classes should only be offered in the "zero hour"
or after school to clearly differentiate between high school and college classes. Mr.
Widman also asked about Distance Education classes, and Dr. Arce replied growth has
been very rapid in this area as well, and that while the Division Deans have shifted
classes to the online format, the budget to fund these classes has not moved over to the
Distance Education program, so the Distance Education Program is working with deficit
funding. Also retention for Distance Education classes is lower than for face-to-face
classes. However, no arbitrary cuts will be made, there will be careful deliberation.
Dr. Gallucci encouraged faculty to remind students to get their applications for the Cal.
State schools in early as they are going to be cutting as well. The Cal. State schools at this

time are really targeting Freshmen for cuts, not transfer students, but transfers are only being accepted for Fall, not Spring.
The Faculty Identification Meeting was held last week, and the chosen positions and rankings will be announced after the Senate meeting today. The 2008 Faculty Obligation number is 339, and so we may have 10 slots filled.
The Board of Trustees Meeting last night focused on creating goals.
Lastly, PM reported that an article from Dr. Jaffe, titled **"An Examination of the Integrity of the Syllabus"** is included as an addendum to the end of the Senate packet. This will be a future topic of discussion with relation to SLO's.

Compton Education Center report - Saul Panski (SP)/Estina Pratt (EP)
[pp14-16 of packet].EP spoke for SP who was unable to be present. The main topic of Friday's meeting with the Provost was the budget. EP reported no lay-offs would happen at this time, and the Compton campus was "not too badly off".

Curriculum Committee report – Janet Young (JY)
[pp. 17-24 of packet] JY reported that the Curriculum Committee had **reviewed and approved 69 proposals** from the Business, Humanities, Behavioral and Social Sciences, and Industry and Technology, including 42 Cooperative Career Work Experience courses. JY noted that all CCWE courses now meet Title V regulations.
There will probably be an Accreditation finding with regards to the Six Year Review and the cycle not being met. The Committee discussed the matter and the CC Chair elect, Lars Kjeseth will be holding meetings to discuss ways of **streamlining the review process** whilst still maintaining the integrity of the curriculum.
A **CurricUNET** meeting is scheduled for Friday.
JY also attended the Academic Senate Plenary , including some sessions on Title V. The Senate is considering a resolution to change Title V to include a definition of the A.A. and A.S. degrees. Title V currently only names an Associates Degree.

Educational Policies Committee report – Evelyn Uyemura (EU)
EU reported that the Committee continues to work on **BP 4225 Course Repetition Policy**. The Committee hopes to finish with the Policy this year. The Committee will meet this Thursday.

Faculty Development – Dave Vakil (DV)
DV reported that he had also attended the **Academic Senate Plenary**. He noted that it was an eye-opening experience to hear what other colleges are going through. El Camino comes out well. DV echoed PM's remarks about the general discussions on Accreditation and SLO's at the session. DV wondered whether the Spring Flex session would focus on Basic Skills or SLO's. A decision on the Flex program is still pending.
DV reported that the Committee had discussed the **Distinguished Faculty Award** as applying to Librarians and Counselors, and had decided to change the wording from "effective class teaching" to "outstanding contribution to student success", so that librarians and counselors could be eligible. The Committee also looked at overhauling the nomination process for the award. Mr. Robles asked whether students could nominate a faculty member for the award. DV said he was not sure and would have to check.

Legislative Action – Chris Wells (CW)

CW asked whether the college is in compliance with the 61 minute hour issue. Dr. Perez noted that the college is looking at this issue. It will affect the college and we want to be ready.

Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)

[pp. 25-26 of packet] Minutes for the 10/16 **Council of Deans** meeting. No items of particular import noted. PM noted the item on the bus passes, and Dr. Nishime reported that they had been given the green light to move ahead on this pilot project. Cabinet has made a commitment for 18 weeks of the Spring semester for unlimited rides on the Metro system, with talk of a $10 to $15 charge.

[pp. 27-29 of packet] Minutes for the 10/16 **PBC meeting**. LW urged members to look at the10/2 minutes, item #3, for a discussion of the impact of exceeding allocated budgets for Fall '08 enrollment growth on the Spring '09 schedule of classes, i.e., offer fewer sections in the Spring that have a higher fill rate for classes offered. Also discussed was the State Budget Update, the Comprehensive Master Plan, and PBC responsibilities as identified in the Final Budget.

[p. 30 of packet] LW drew attention to the diagram of the **ECC Planning Model**, still being discussed by the Council of Deans and PBC.

LW went on to note that this budget crisis was very serious and would be "demanding of our talents".

ASO Representative Report - Joe Udeochu (JU)

JU noted that the ASO had been discussing the impact of the budget cuts and possible tuition increases on students. Some students may have to work more to afford school.

Bookstore. Pete Marcoux (PM)

PM wondered how many Senate members knew of the Bookstore's Online Bookstore webpage at http://elcamino.collegestoreonline.com/ Students can use the site to order books online and keep track of their orders.

Only three Senate members knew of the page/service. PM said it was the college's "best kept secret."

UNFINISHED BUSINESS

SLO Model Presentation. Dr. Barbara Jaffe

[pg. 31 of packet] Dr. Jaffe shared a draft SLO model which would seamlessly connect SLO's with curriculum and help institutionalize SLO's. The Campus SLO Committee, which would include an Academic Senate representative, would have the Program Review Committee (with an added SLO faculty representative) and the Division SLO Committees report to it once a month. Each department would have its own SLO Committee which would report up to the Division SLO Committees. The mission is to make the institution more accountable and help make the SLO's more part of the fabric of the college. The model also tries to make SLO's part of the Program Review process. Mr. Wells asked whether Program Review should not be kept separate. Dr. Jaffe said that

all the major processes should have a more unified approach. Dr. Jaffe noted that this Draft document is just an isolated piece of a larger plan. Ms. Striepe asked about the role of the current Assessment of Learning Committee and Dr. Jaffe noted that the ALC would be absorbed into the Campus SLO Committee.

Mr. Crossman noted that Mr. Donnel had sent out a resolution from the Academic Senate Plenary discussing the use of SLO's in faculty evaluations and that the focus on SLO's should be in the teaching area, not the evaluation area. Dr. Perez noted that SLO's are a component of the faculty evaluation re: contract. But it was only in the self evaluation, and is meant to show faculty's "personal journey" with SLO's. Dr. Gallucci noted that this had also been a topic of concern at the recent Assessment of Learning Committee meeting, and that there had been some confusion. It was felt that the faculty should know exactly what the contract states. Another question was whether the evaluation forms had changed. Dr. Perez said that they had changed, but only some Divisions were using the new forms due to a communication breakdown. The question was raised as to whether the forms are online. Dr. Perez said they were not online at the present time, as these had never been "official forms" and that the situation would be remedied in the Spring. Mr. Vakil noted that the Standard does not limit evaluation of SLO's to faculty and therefore it should be incorporated inot ALL evaluations. Dr. Perez said she would look into it. Mr. Crossman asked for a clarification re: SLO's on the evaluation forms, and Dr. Perez noted that there was no SLO checkbox on the evaluation forms as the SLO's are only meant to be part of a faculty member's self evaluation.

Vice President Nominations/Elections.
. Nominations were taken for the positions of:
- ■ VP- Compton Center – Saul Panski
- ■ VP-Educational Policies – Chris Wells, Chris Jeffries
- ■ VP-Faculty Development – Matt Kline
- ■ VP-Finance – Lance Widman
- ■ VP-Legislative Action (position in question)
- ■ Secretary – Claudia Striepe

No new names were forthcoming. Mr. Ahmadapour asked why the voting was not anonymous. PM said where there were a number of candidates, the voting WAS by secret ballot rather than by a show of hands, as in the case of the VP Educational Policies. For the position of VP Faculty Development, as there were no other nominations a motion was made to forgo the election and Mr. Kline was congratulated on his appointment.

For the position VP Finance, as there were no other nominations a motion was made to forgo the election and Mr. Widman was congratulated on his appointment.

For the position of Secretary, as there were no other nominations a motion was made to forgo the election and Ms. Striepe was congratulated on her appointment.

For the position VP Legislative action, there was a request to have a constitutional amendment to do away with the position.

For the position of VP Educational Policies, there were two nominations: Mr. Chris Wells and Ms. Chris Jeffries. Ms. Uyemura noted that Ms. Jeffries had been an active member of the Committee, but that the Constitution mandates that the officers must be a member of the Academic Senate. Ms. Jeffries replied that her Division HAD recently

elected her to the Senate as a replacement for Dr. Gallucci. Both candidates than spoke briefly. Ms. Jeffries said she has long been a strong advocate for students. Mr. Wells noted that he had also been on the Education Policies Committee for a time. Current VP Ms. Uyemura acted at the election chair for this position and distributed ballots to the Academic Senate members for voting. The ballots were counted. Ms. Jeffries won the election and was named the new VP Educational Policies.

Mr. Ahmadapour asked whether future elections could be secret, as he felt it was healthier. PM said he could make a motion to have this considered.

Constitutional Change.
[pp.32-33 of packet] This was the second reading of an amendment to the Constitution that would a) eliminate the position of VP Legislative Action, and b) replace it with the position of VP Instructional Effectiveness. This would have to be ratified by the faculty at large. Mr. Wells proposed accomplishing this in two motions. Mr. Vakil seconded the idea. The idea was proposal was put to the floor and all voted in favor of having two motions.

The first motion, to add the position of VP Instructional Effectiveness, was put by Mr. Wells, seconded by Mr. Vakil to add the position of VP Instructional Effectiveness and delete the language in Article IV 4.3.1 of the Constitution. There was no discussion and all voted in favor.
The second motion, to delete the position of VP Legislative Action, was put by Mr. Wells and seconded by Ms. Beley. Discussion followed. The question was put as to when the position would become effective. The answer was that it would not be effective immediately, but probably in Fall 2009. All voted in favor.

BP & AP 4300 Field Trips
[pp 34-41 of packet and new handout] This was the first reading of the Policy and Procedures. Dr. Nishime handed out a new policy sheet. Dr. Nishime said that the intent is to leave the authorization of field trips in the hands of the Superintendent/President rather than having to go to the Board each time. It would be preferable to have this as an administrative function. The Procedure remains as written except for some minor tweaks. The language is from the CCLC with the exception of paragraph 2, which may be tweaked. Mr. Vakil read a statement from Mr. Herzig (excused) stating that he was happy with the new policy and thanking Dr. Nishime for her work on this issue. Dr. Nishime noted that there may be some contention re: certification for driving 12 passenger vans. The wording may be altered to safeguard insurance rates. Send concerns and comments to Dr. Nishime or PM via email. The Senate will vote on the Policy at the next meeting. PM noted that we will need a quorum to vote, so please attend the meeting.

Minimum Qualifications:
[pg. 42 of packet] Dr. Perez discussed the list. Dr. Perez hopes to take this forward with corrections and amendments sent to her. Dr. Grogan has sent some amendments for the Real Estate area. These amendments will show in the document for the next reading. There were no further corrections and comments. Please send concerns/suggestions to Dr. Perez via email.

The first reading will be at the next meeting, and voting will be held at the December 4th meeting. The goal is to get the minimum qualifications set in time for January hiring.

<u>Faculty Hires Identification List.</u>
PM shared the top 10 ranked positions. Chemistry, Nursing, Auto Collision, Mathematics, LRC Faculty Coordinator, Journalism, Counselor – Financial Aid, CIS, English, Music – Guitar, Baseball Coach.

The meeting adjourned at 1:55pm

CS/ecc2008

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting November 17, 2008

Present: Francisco Arce, Sean Donnell, Thomas Fallo, Ann Garten, Jo Ann Higdon, Jeanie Nishime, Pete Marcoux, Megan McLean, Leo Middleton, Barbara Perez, Susan Pickens, Chad Miller, Luis Mancia, and Arvid Spor.

1. Board Agenda
   a. Irene Graff is giving two presentations on the Community College Survey of Student and Faculty Engagement.
   b. There are two public hearings for reopener negotiations – for faculty and classified employee unions.
   c. There is a committee of the whole for Board members to go over their own evaluation and to set goals for the coming year. We have provided their evaluations for the past two years for their review.
   d. Out-of-Country Travel – A report was provided to Board members in their packet this month. This can be viewed on the Board of Trustees webpage under "Supplemental Board Information" as "Supplemental Board Letter 11-17-08." This report provides data on the success of international student recruiting. There was a question as to why some international travel is allowed and some is not.
   e. Jeanie will provide more information at the Board meeting about the contract with Western Oregon University.
   f. Change Order – Bromel Construction - Lot H Parking – the total change order amount will be covered out of the project contingency. We are still under that amount considerably. We may have 300 spaces available in the structure for spring semester.
   g. New Classification Specifications for Administrator Positions – these positions are currently filled by Special Services Professionals under contracts. They are now going to become District employees with the understanding that if we lose the contracts the positions will be taken away.
2. Dr. Cox and Peter Landsberger made a presentation at the Board of Governors (BOG) meeting. A summary of the presentation is available in the Supplemental Board Letter 11-17-08. Diane Woodruff asked President Fallo to testify at BOG on the Full Time Faculty Obligation issue. The BOG declared there are insufficient funds to hire faculty.
3. The budget reduction/sources of funds listing compiled by the Vice Presidents was distributed. This will go to the Planning & Budgeting Committee on Thursday.

Agenda for the November 24, 2008 Meeting:
1. Minutes of November 17, 2008
2. College Council Goals - Planning
3. Policies and Procedures – VP Update

College Council Goals 2008-2009

  a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance.
  b. College Council members will report to and from their constituent groups.
  c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
  d. Continue to build a sense of (campus) community.
  e. Complete 10 policies and work towards pairing procedures with policies.
  f. All Administrative Procedures that accompany Policies will go through College Council.
  g. Incorporate the spirit of Accreditation in every day college operations.
  h. Academic integrity as a team.
  i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.

Approved Recruitments

Faculty:

Auto Collision Repair/Painting

Biology

Chemistry

Counselor Financial Aid

English Composition

Journalism/English

Math

Music – Guitar

Nursing

PE/Kinesiology – Baseball Coach

Classified Staff:

Accounting Officer

Custodial Supervisor

Distance Ed Specialist

Library Media Tech III – Circulation

Library Media Tech III – Learning Center

50%Multi Media Spec/50% Computer Sys Support

Senior Clerical Assistant – Behavioral & Social Sciences

Senior Clerical Assistant - Business

Senior Clerical Assistant – Health Sciences & Athletics

Student Services Advisor – Counseling

Student Services Specialist (73%)

Web developer(66.67% Fund 11 /33.33% Fund 14)

Management Positions:

Dean, Fine Arts

Dean, Health Sciences & Athletics

Director of Accounting

Director of Nursing

Director, Staff & Student Diversity

ASCCC President's Update
*The Update is intended to inform local senates of significant issues. Comments may be sent to the Academic Senate at **info@asccc.org**.*
Please copy and distribute this Update to all faculty! Share it with full- and part-time faculty, as well as with your administration and board.

Dear colleagues:

The financial crisis that our state (not to mention our country and actually the entire interconnected world) faces is foremost on everyone's mind, so I dedicate the bulk of this Update to what is happening with regards to both the 2008-2009 and 2009-2010 budget.

The Budget
The budget outlook for the State of California continues to be bleak and the repercussions for the California Community College System uncertain. Estimates now peg the shortfall for the coming 18 months at well over $20 billion and likely to approach $30 billion. Each day brings with it a new perspective on how to deal with the anticipated revenue shortfall. The Governor's most recent proposal focuses on raising revenues through a temporary sales tax increase, increased taxes on cigarettes and alcohol, and a return of the vehicle licensing fee to the former rate of 2%, coupled with significant mid-year cuts. He also proposed mid-year cuts to education, health, and welfare programs. The Legislative Analyst Office (LAO) is arguing against mid-year cuts for education, deferring the cut until the 2009-2010 fiscal year in order to give institutions the chance to plan ahead. However, the LAO is also calling for a fee increase to $26/unit for spring, and a further increase to $30/unit effective July 1. The LAO is also suggesting reducing funding for some PE courses to the noncredit rate. Now it's up to the Legislature to react and respond to these proposals. Meanwhile, state representatives are appealing to the federal government for loans in order to blunt the worst of the shortfall.

Regardless of what happens with the budget, there are two things that need to happen. First, we all need to stay informed in order to be strong advocates for our system and for what our system can do to help all Californians through this difficult economic time. Two excellent sources of information are the Faculty Association of California Community Colleges (www.faccc.org) and the Community College League of California (www.ccleague.org) websites. Attached to this email is a press release from the League that contains an analysis of how the proposed mid-year cuts will affect each district.

In terms of advocacy, the Student Success Stories project continues to grow (I wrote about this back in September). These life-sized figures, each imprinted with the face of a former community college student, have on their backs a community college student success story. Some of the figures were on display at our Fall Plenary Session, and they will be present at the League conference next week in Anaheim. For more information about participating, contact Leslie Smith of City College of San Francisco at

lsmith@ccsf.edu. Finally, there are discussions about organizing marches and other advocacy activities, and I will keep you informed through future Updates.

Second, don't panic and don't allow your college/district to panic. At difficult times like these, it is especially important to follow existing policies and procedures to ensure that responses and actions are thoughtful and involve all constituencies on campus. Hopefully, you have regular meetings with your college president and/or district chancellor. Talk with your president/chancellor about the budget situation and the importance of using agreed-upon policies and procedures for planning and budget. Review your policies and procedures together and plan how to involve the college in the difficult decisions that lie ahead. Talk with your senators and your faculty in general. Make sure they understand your existing planning and budget processes so that they know how they can participate effectively in these discussion and decisions. And engage your Board of Trustees in your agreed-upon processes so that they, too, can work effectively with the president/chancellor, the academic senate, and the college community.

All of the discussions, aside from the information about the projected shortfall, are just proposals at this point. Stay informed and be proactive.

Help Wanted
I was incredibly successful with my request for a faculty member to serve on the Cooperative Workforce Experience and Placement Advisory Committee, so I am emboldened to use this Update as a vehicle for another request. The System Office has put together a Disaster Resistant California Community Colleges Task Force, on which they would like to have a faculty representative. The Task Force has been in existence for a year and is already making good progress at creating reasonable emergency preparedness standards that will empower our students and faculty to safely respond to a disaster when it occurs. If you or a faculty member at your college might be interested in serving on the task force as the Academic Senate appointment, please let me know. The Task Force meets quarterly.

In Closing
As we approach the feast of Thanksgiving, I am very aware of the uncertainty that grips our state and our country. I am aware of the many who are losing their jobs and who have lost their homes. At the same time, with the election of a new president, there is also great hope. I give thanks for having a job that I love and for having colleagues who share my passion for students and learning. Working collegially, we will weather yet another in a long line of financial crises.

In thanks,

Mark Wade Lieu
President

MINUTES OF THE
EL CAMINO COLLEGE ACADEMIC SENATE
COMPTON CENTER FACULTY COUNCIL
November 5, 2008

Senators Present: 13
Marjerrita Phillips-Roberson, Michael Odanaka, Fred Lamm, Shirley Thomas, Eugene Benson, Jerome Evans, Annaruth Garcia, Christopher Halligan, Manzoor Ahmad, Estina Pratt,
Darwin Smith, Thomas Norton, Saul Panski.

Visitors Present: 7
Nehasi Lee, Ella Stewart, Pete Marcoux, Pieter Van Niel, Harvey Estrada, Toni Wasserberger, Carmela Aguilar

The Meeting of the Faculty Council was called to order
at 2:01 p.m. by Saul Panski.

APPROVAL OF AGENDA
Panski indicated that the item on "Planning Process" was to be pulled.
Adoption of Agenda: Halligan, Ahmad (moved/ seconded) Passed.

APPROVAL OF MINUTES
Adoption of Minutes of 22 October: Benson, Halligan
(moved/ seconded) Passed

REPORTS

Panski reportd on the ECC Senate meeting of 11/4/08 and informed the faculty that ECC is revising its local Minimum Qualifications for all disciplines and that this could impact future hiring. However, he assured the Council that any changes to the quals would not be applied retroactively to current faculty.
He also indicated that the ECC Senate was discussing revisions to the course repetition policy.

DISCUSSION ITEM: CAMPUS SAFETY COMMITTEE
Halligan next discussed the work of the Safety Committee and stated that emergency blue boxes would hopefully be in place by the start of the spring semester. He then discussed plans for the "Great Shake-Out" earthquake preparedness drill that would take place on November 13th. He indicated that the carillon would be utilized and that building captains would guide faculty and staff out of campus buildings during this drill. It was estimated that the drill might take up to thirty minutes or so .

ACTION ITEMS

The formal Faculty Development Plan and Process documents—which had received Senate consensus at the 10.22.08 –was formally approved after a motion/second by Halligan/ Ahmad.

Before closing, Panski added that the FCMAT visit, originally scheduled for that week, was being postponed to February, and that it was his understanding that the next team would include individuals with community college backgrounds and expertise.

He added that each faculty members should be working to develop an individualized three-year Faculty Development Plan, in consultation with the appropriate Dean.

ADJOURNMENT

It was then moved to adjourned by Pratt/Halligan. Motion passed.
Adjournment at 2:50 p.m.

ACADEMIC SENATE
Compton Community College District
MINUTES
Wednesday, November 5, 2008 1:00 p.m. Board Room

Senators Present: 13
Marjerrita Phillips-Roberson, Michael Odanaka, Fred Lamm, Shirley Thomas, Eugene Benson, Jerome Evans, Annaruth Garcia, Christopher Halligan, Manzoor Ahmad, Estina Pratt,
Darwin Smith, Thomas Norton, Saul Panski.

Administrators Present (at start of Meeting)2
Rachelle Sasser. Dr. Lawrence Cox.

Visitors Presient: 7
Nehasi Lee, Ella Stewart, Pete Marcoux, Pieter Van Niel, Harvey Estrada, Toni Wasserberger, Carmela Aguilar

The meeting of the Academic Senate was called to order at 1:10 p.m. by Saul Panski.

APPROVAL OF AGENDA
Agenda approval: Philips, Halligan (moved/seconded). Passed.

APPROVAL OF MINUTES
Minutes of 10/22/08 approval: Halligan, Benson (moved/seconded). Passed.

It was noted there were no Action nor Discussion Items.

REPORTS

PLENARY SESSION

Panski gave an update on the Plenary Session, starting the next day, and indicated that registration fees had been paid for almost all attendees. He added that Darwin Smith would serve as Compton's voting delegate, He added that we would vote with El Camino if there were issues that arose but that such a scenario was unlikely.

CAMPUS MEETINGS

Panski indicated that there had been problems in setting up a meeting with the E-Boards and the Provost because of the Provost's busy schedule but he expected that such a meeting would take place after the next Senate meeting on 11/20/08.

Panski added that Vice President Pratt would preside over the 11/20/08 meeting, as he would not be on campus on that date. And he pointed out that the final meeting of the semester would take place on December 4, 2008.

Panski pointed out that there would also be an important meeting of the Planning and Budget Committee the following day, at 3:00 p.m. and stated that ECC was anticipating a mid-year cut in funding of around 5%.

At Compton Center, we are already functioning with a structural deficit of $3.5 million dollars and mid-year cuts would significantly increase this deficit (late estimates point to around $1.2 million dollars slated for cutting).

Panski indicated that he did not understand why some fiscal control measures were not already in place, such a "hiring freeze." He also stressed that this was the third and final year of protected funding under AB318. Simply put we have an operating budget of more than $28million dollars but are receiving only $25 million in revenue from the State.

Nehasi Lee indicated that he did not think that faculty members had been present at the last meeting of the Budget and Planning Committee. At that time it was explained that there were no plans at this time for layoffs and that Compton would not consider itself to be in a period of retrenchment. While ECC was concerned about its cap, we at Compton are not. Moreover, there was no consideration of March 15th letters at this time, as such letters would be counter-productive.

Smith indicated that there was concern that should there be cuts, such cuts would hurt the faculty. as if there were Cuts, which hurts (sic)

AREA C MEETING

Darwin Smith then reported on the Area C meeting ,and thanked various offices and individuals on campus who had made the event a great success. He indicated that discussions at the meting focused on accreditation and the role of the Commission. He stressed that there are currently approximately 27 colleges in California under some sort of sanction by the ACCJC. There was also a discussion on the topic of SLOs and whether they needed to be on the course outline of record. And finally, the attendees had reviewed a number of resolutions that would come before the full Senate for approval at Plenary,

ADJOURNMENT

Phillips/ Benson moved/seconded adjournment. Meeting adjourned at 2:00 p.m.

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
NOVEMBER 11, 2008

Present: F. Arce, J. Davidson, A. Himsel, R. Hughes, L. Kjeseth, M. Lipe, V. Lloyd,
 E. Martinez, C. Mosqueda, V. Rapp, C. Somin, J. Thompson, J. Young

Absent: S. Panski

Ex-Officio Members Present: Q. Chapman, D. Charles, J. Harmon, M. Odanaka, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, M. Hall, R. Smith, Terrence Stewart

Also Present: E. Carlson, C. Fitzsimons, B. Jaffe, D. McPatchell, S. Rodriguez, D. Shan,
 R. Way, K. Williams

CALL TO ORDER
Chair Young called the College Curriculum Committee (CCC) meeting to order at 2:30 p.m.

APPROVAL OF MINUTES
The minutes from the October 28, 2008 meeting were approved by email.

CHAIR'S REPORT
- Chair Young reported that she attended the Academic Senate Plenary session with Academic Senate President, P. Marcoux, President Elect, D. Vakil, Legislative Action Chair, C. Wells, and Board Member R. Gen.
- Break out sessions included a history of the passage of AB1725, Overview of Title 5 Changes, defining A.A. and A.S. Degrees and Non-credit Course and Programs.
- The Senate was scheduled to vote on a resolution to recommend a change in Title 5 to define the A.A. and A.S. degrees, as the regulations currently only refer to associates degrees in general terms.
- There was also a resolution proposed recommending that the System Office postpone the new regulations for classes with a TBA (to be announced) hours until more research can be made into the ramifications of the changes.
- Chair Young will keep the Committee updated on related issues.
- Chair Young also reported that she informed the ECC Academic Senate of the changes to the A.S. degree voted on at the last CCC meeting. The Senate had no questions or concerns.

CURRICULUM REVIEW
Behavioral and Social Sciences Proposals
- Dean G. Miranda took the podium to present proposals for revision - History 32 (122), the History A.S. degree, Human Development 10, and Psychology 3.
- G. Miranda began with a review of History 32 (122) for course review. There were no questions.
- She proceeded to discuss revisions to the History major and fielded a question from the Committee. G. Miranda explained the purpose of the major here at El Camino.
- The Committee's discussion turned to a debate on whether or not students are being properly informed in the college catalog of transfer institution requirements.
- C. Mosqueda explained to the Committee how students receive credit for courses at El Camino and how they can also receive credit for the same courses at their transfer institutions. She also stated that the first four courses in the History major are core courses for transfer, and students can choose courses to meet transfer requirements.
- G. Miranda continued her presentation with Human Development 10 and introduced faculty member, Kristie Daniel-DiGregorio to the Committee. G. Miranda fielded questions on sections IV and V.B. of the course outline of record.
- G. Miranda took this opportunity to thank L. Suekawa, Articulation Office, for UC transfer advisement.
- Lastly, G. Miranda discussed Psychology 3. She acknowledge committee member, A. Himsel who worked on the course revision. A. Himsel fielded questions about the prerequisite statement and the descriptive title. No changes were made to those two areas. It was determined that the Psychology department will conduct another review of the course and address the proposed descriptive title change. A. Himsel made revisions to section III of the course outline of record.
- Chair Young advised the Committee to keep Psychology 3, which will be brought back for a review of the descriptive title.
- Chair Young asked for a motion to approve the Behavioral and Social Sciences proposals. V. Rapp moved, M. Lipe seconded, and the motion carried.
- Chair Young asked for a motion to approve the conditions of enrollment.
  V. Rapp moved, M. Lipe seconded, and the motion carried.
- Chair Young asked for a motion to approve the Distance Education course version for History 122 (formerly History 32). V. Rapp moved, M. Lipe seconded, and the motion carried.

Humanities Proposals
- C. Fitzsimons took the podium to present Chinese 21ab for course review. She distributed an errata sheet and discussed each section where revisions were made. Revisions were made to the catalog description, and course section III of the course outline of record.
- Chair Young called for a motion to approve the Humanities proposal. C. Somin moved, A. Himsel seconded, and the motion carried.
- Chair Young asked for a motion to approve the conditions of enrollment. C. Somin moved, L. Kjeseth seconded, and the motion carried.

Business Proposals

- Dean V. Rapp took the podium to present proposals for the Computer Information Systems Major, Computer Information System Certificate of Achievement – Microcomputer Applications option, Microcomputer Support and Network Management option, and the Web Programming option. She distributed an errata sheet and discussed the revisions.
- V. Rapp also took this time to thank committee member, J. Thompson and Dr. Vacca for assisting with proposals revisions.
- Chair Young called for a motion to approve the Business proposals. J. Thompson moved, M. Lipe seconded, and the motion carried.

Industry and Technology Proposals

- Faculty member, Patricia Gebert, took the podium as proposal revisions were being distributed for the Cosmetology Certificate of Achievement, and a new Certificate of Accomplishment. P. Gebert discussed each section where revisions were made to the existing certificate. She also explained the new certificate being proposed.
- The Committee began a discussion on the unit criteria for a certificate of accomplishment. It was determined by Chair Young and Q. Chapman that we will need to get clarification from the System Office and bring the proposals back to the Committee for review.
- P. Gebert introduced Ken Williams from the International School of Cosmetology who reiterated the importance of our Cosmetology certificates, and is in full support.
- Dean S. Rodriguez took the podium to present new course proposals – Engineering Technology 10A, Engineering Technology 10B, Engineering Technology 12A, Engineering Technology 12B, Engineering Technology 14A, Engineering Technology 14B, Engineering Technology 16A, Engineering Technology 16B, Engineering Technology 18A, Engineering Technology 18B, Manufacturing Technology 75A, and Manufacturing Technology 75B. Also, revisions to the Engineering Technology A.S. Degree and Certificate, and Machine Tool Technology 11abcd.
- S. Rodriguez discussed each section where revisions were made. Section I of the course outline of record for Engineering Technology 10A was revised and she accepted the Committee's recommendation for section III.
- S. Rodriguez also accepted the Committee's recommendation for section V.A. of the course outline of record for Engineering Technology 14A.
- The Committee agreed that course outlines of record should not have acronyms without complete terms for the acronyms.
- S. Rodriguez fielded a question from the Committee on the conditions of enrollment for Engineering Technology 10A, 12A, 14A, 10B, 12B, and 14B. It was confirmed that these are stand-alone topics and the conditions of enrollment are appropriate for each course.
- S. Rodriguez ended her presentation with a review of the Engineering Technology Major and Certificate of Achievement. There were no further questions.
- Chair Young asked for a motion to approve the Industry and Technology proposals. R. Hughes moved, A. Himsel seconded, and the motion carried.

- Chair Young asked for a motion to approve the conditions of enrollment. R. Hughes moved, A. Himsel seconded, and the motion carried.

PROPOSASL REVIEWED BY ARCE AND YOUNG
- Today's packet included consent agenda items for 42 Cooperative Career Education (CCE) courses that had undergone course review, and four inactivations from the Business division.
- Chair Young thanked V. Rapp and Tom Jackson for their assistance during the course review process. V. Rapp and Tom Jackson provided their expertise to ensure that the Cooperative Work Experience Education courses, formerly known as CCE courses, meet current guidelines and regulations.
- Chair Young then called for a motion to approve the consent agenda items. V. Rapp moved, L. Kjeseth seconded, and the motion carried.

GENERAL STUDIES MAJOR
- Chair Young acknowledged L. Suekawa, Articulation Office and committee member, for her continued work on the major.
- Chair Young advised CCC Representatives to review with other faculty and bring back any questions or concerns to the Committee.
- The Committee will continue the discussion at our November 25th meeting and possibly vote on the revised major which will be forwarded to the System Office.

CURRICULUM REVIEW PROCESS
- The Committee began a discussion on our current review process.
- Chair Young gave a brief overview of the current curriculum review process and how we might seek to improve the process in the future.
- B. Jaffe, Interim Associate Dean of Academic Affairs, addressed the Committee with a recommendation that will allow CCC Representatives to review all proposals earlier, make recommendations, and give faculty sufficient time to make necessary changes before each CCC meeting.
- Chair Young advised the Committee that we will be adjusting our CCC Timeline in the spring semester and we are hopeful that the change will benefit all involved.

ANNOUNCEMENTS
- L. Kjeseth announced that he will be holding open forums about the curriculum process in preparation for CurricUNET.
- As we transition to CurricUNET, we will also review CCC Representative duties, review cycles, and processes.

ADJOURNMENT

    Chair Young called for a motion to adjourn the meeting. C. Somin moved, V. Rapp seconded, and the motion carried. The meeting was adjourned at 4:00 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
November 11, 2008**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

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

1. Anthropology 96abcd – Cooperative Career Education

1. Child Development 95/96abcd – Cooperative Career Education

3. Human Development 95ab – Cooperative Career Education

1. Psychology 96abcd – Cooperative Career Education

2. Sociology 96abcd – Cooperative Career Education

COURSE REVIEW; CHANGES IN NUMBER, CATALOG DESCRIPTION

Current Status/Proposed Change
1. History ~~32~~ 122 – United States Social History: Cultural Pluralism in America
    This course surveys the role and contributions of ethnic groups and racial minorities to
    United States history. Emphasis is placed on these groups' cultural interaction with the
    American way of life from colonial times to the present. <u>Focus will also be given to the
    ways that race and ethnicity have shaped personal lives, communities, the nation, and
    international relations.</u>

Recommendation:
History 122 – United States Social History: Cultural Pluralism in America
This course surveys the role and contributions of ethnic groups and racial minorities to
United States history. Emphasis is placed on these groups' cultural interaction with the
American way of life from colonial times to the present. Focus will also be given to the
ways that race and ethnicity have shaped personal lives, communities, the nation, and
international relations.

NEW DISTANCE EDUCATION COURSE VERSION FOR EXISTING COURSE

1. History 122 – United States Social History: Cultural Pluralism in America (Online)

CHANGE IN MAJOR

1. History
Current Status/Proposed Change
History 1A, 1B, ~~3~~140, ~~4~~141; three courses from: History 5A, 5B, 8, 9, 12A, 12B, 14A, 14B, 16A, 16B, 17, 18A, 18B, 19, 22, 25, 27, 30, ~~32~~, 37, <u>122</u>, <u>152, 178,</u> Political Science 1~~, 2, 3, 5, 6~~
Total Units: 21

Recommendation:
History 1A, 1B, 140, 141; three courses from: History 5A, 5B, 8, 9, 12A, 12B, 14A, 14B, 16A, 16B, 17, 18A, 18B, 19, 22, 25, 27, 30, 37, 122 152, 178, Political Science 1
Total Units: 21

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

Current Status/Proposed Change
1. Human Development 10 – Strategies for <u>Creating</u> Success in College <u>and in Life</u>
~~No Transfer UC~~ <u>Transfer UC</u>
This course ~~will~~ provide<u>s</u> ~~students with the knowledge, skills and personal/interpersonal awareness necessary for~~ <u>an exploration of cognitive, psychological, social and physical factors influencing</u> success in college <u>and in life</u>. ~~The students will be assisted in the establishment of realistic academic and vocational/career goals and the development of a~~ <u>Topics include</u> personal ~~education plan based on assessment data, self-examination, and knowledge of programs and services provided by the college~~ <u>responsibility, critical thinking, motivation, self-efficacy, self-awareness, lifelong learning, self-management, health and wellness, interpersonal communication in a diverse world, and educational planning</u>.

Recommendation:
Human Development 10 – Strategies for Creating Success in College and in Life
Transfer UC
This course provides an exploration of cognitive, psychological, social and physical factors influencing success in college and in life. Topics include personal responsibility, critical thinking, motivation, self-efficacy, self-awareness, lifelong learning, self-management, health and wellness, interpersonal communication in a diverse world, and educational planning.

DISTANCE EDUCATION COURSE VERSION UPDATE

1. Human Development 10 – Strategies for Creating Success in College and in Life (Online)

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Psychology 3 – The Psychology of Thinking
   Current Status/Proposed Change
   This course focuses on the ~~psychological study of the nature of thinking. Its emphasis is on the progressive~~ development ~~and refinement~~ of critical thinking ~~and writing~~ skills~~. These skills are expressed through the reading and writing of analytic and argumentative essays. Principles are applied from such areas as psycho physiology, psycho linguistics, and cognitive~~ related to psychology. ~~The~~ <u>In addition to learning basic skills of</u> logic<u>,</u> <u>students will also learn about the logic</u> of the scientific method and the ~~analysis of experimental designs are also addressed. The key components of~~ <u>common errors of human cognition that impede critical thinking. Emphasis is placed on the application of critical thinking skills to writing effective</u> arguments<u>,</u> ~~are studied as well as various forms of fallacies in reasoning. Formal logic is addressed in the form of categorical syllogisms and conditional logic~~ <u>analyzing the writings of others, and understanding contemporary controversies in psychology.</u>

   Recommendation:
   This course focuses on the development of critical thinking skills related to psychology. In addition to learning basic skills of logic, students will also learn about the logic of the scientific method and the common errors of human cognition that impede critical thinking. Emphasis is placed on the application of critical thinking skills to writing effective arguments, analyzing the writings of others, and understanding contemporary controversies in psychology.

DISTANCE EDUCATION COURSE VERSION UPDATE

1. Psychology 3 – The Psychology of Thinking (Online)

BUSINESS DIVISION

INACTIVATE CERTIFICATE OF ACHIEVEMENT

1. Computer Information Systems, Windows Networking Option

INACTIVATE COURSES

1. Computer Information Systems 46 – Local Area Network System

2. Computer Information Systems 47 – Microsoft Windows Advanced Administration

3. Computer Information Systems 48 – Network Infrastructures in a Windows Environment

4. Computer Information Systems 49 – Directory Services Infrastructures in a Windows Environment

5. Computer Information Systems 83 – Database Administration Using Oracle

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

1. Business 95abcd – Cooperative Career Education (Banking and Finance)

2. Business 95/96abcd – Cooperative Career Education (Business Management/Marketing)

3. Business 95abcd – Cooperative Career Education (Office Administration)

1. Business 95/96abcd - Cooperative Career Education (Accounting)

2. Business 96abcd - Cooperative Career Education (Business Administration)

3. Computer Information Systems 95/96abcd - Cooperative Career Education

4. Law 95abcd - Cooperative Career Education (Legal Assistant)

4. Real Estate 95/96abcd - Cooperative Career Education

CHANGE IN MAJOR (description is different in the catalog)

1. Computer Information Systems
Current Status/Proposed Change
Computer Information Systems 13, 18, 19; one of the following groups: Computer Information Systems 26 and 28 OR 46 and 47 OR 140 and 141; two of the following courses: Computer Information Systems 16, 17, 27, 29, 30, 80, 83, 133, 134, 142, 143
Total Units: 21-22

Recommendation:
Computer Information Systems 13, 18, 19; one of the following groups: Computer Information Systems 26 and 28 OR 140 and 141; two of the following courses: Computer Information Systems 16, 27, 29, 30, 80, 133, 134, 142, 143
Total Units: 21-22

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Computer Information Systems
Current Status/Proposed Change
Microcomputer Applications Option:
A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 30-34 units.
Computer Information Systems 13, 18, 26, 28, 40; one course from: Computer Information Systems 16, 133; three two courses from: Computer Information Systems

27, 29, 46, 80, 83, 133, 134; one two courses from: Business 55, Computer Information Systems 11, 19, 30
Total Units: 30 33 34

Recommendation:
Microcomputer Applications Option:
A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 30-34 units.
Computer Information Systems 13, 18, 26, 28, 40; one course from: Computer Information Systems 16, 133; two courses from: Computer Information Systems 27, 29, 133, 134; two courses from: Business 55, Computer Information Systems 11, 19, 30
Total Units: 30-34

Microcomputer Support and Network Management Option:
A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 33-34 units.
Computer Information Systems 13, 19, 40, 140, 141, 142, 143; four courses from the following: Computer Information Systems 16, 18, 28, 29, 80, 83; one of the following groups: Computer Information Systems 140, 141, 142, and 143 OR Computer Information Systems 46, 47, 48, and 49
Total Units: 33-34

Recommendation:
Microcomputer Support and Network Management Option:
A minimum of 12 Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 33-34 units.
Computer Information Systems 13, 19, 40, 140, 141, 142, 143; four courses from the following: Computer Information Systems 16, 18, 28, 29, 80
Total Units: 33-34

Web Programming Option:
A minimum of twelve Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 17-18 units.
Computer Information Systems 30, 133, 134; two courses from: Business 12, Computer Information Systems 28, Law 4 or 5 or 31
Total Units: 17-18

Recommendation:
Web Programming Option:
A minimum of twelve Computer Information Systems units must be completed at El Camino College and a grade point average of 3.0 (B) is necessary in the required 17-18 units.
Computer Information Systems 30, 133, 134; two courses from: Business 12, Computer Information Systems 28, Law 4 or 5 or 31
Total Units: 17-18

FINE ARTS DIVISION

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

1. Art 96abcd - Cooperative Career Education

2. Dance 96abcd - Cooperative Career Education

3. Film/Video 95abcd - Cooperative Career Education

4. Music 96abcd - Cooperative Career Education

5. Theatre 95abcd - Cooperative Career Education

HEALTH SCIENCES AND ATHLETICS DIVISION

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

1. Contemporary Health 96abcd - Cooperative Career Education

2. Nursing 95/96abcd - Cooperative Career Education

3. Respiratory Care 95/96abcd - Cooperative Career Education

4. Recreation 96abcd - Cooperative Career Education

5. Radiologic Technology 96abcd - Cooperative Career Education

6. Sign Language/Interpreter Training 95abcd - Cooperative Career Education

HUMANITIES DIVISION

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Chinese 21ab – Beginning Conversational Chinese
This course is designed to develop competency in oral expression, oral comprehension, and conversational strategies. Students will learn how to converse in various situations such as business, travel, and dining within the context of Chinese culture.

Recommendation:
This course is designed to develop competency in oral expression, oral comprehension, and conversational strategies. Students will learn how to converse in various situations such as business, travel, and dinning within the context of Chinese culture.

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

1. Journalism 96abcd – Cooperative Career Education

INDUSTRY AND TECHNOLOGY DIVISION

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

1. Administration of Justice 95/96abcd - Cooperative Career Education

2. Air Conditioning and Refrigeration 95abcd - Cooperative Career Education

3. Architecture 96abcd - Cooperative Career Education

4. Automotive Collision Repair/Painting 95abcd - Cooperative Career Education

5. Automotive Technology 95abcd - Cooperative Career Education

6. Computer Aided Design/Drafting 95abcd - Cooperative Career Education

7. Cosmetology 95abcd - Cooperative Career Education

8. Construction Technology 95abcd - Cooperative Career Education

9. Electronics and Computer Hardware Technology 95abcd - Cooperative Career Education

10. Environmental Technology 95abcd - Cooperative Career Education

11. Fashion 95abcd - Cooperative Career Education

12. Fire and Emergency Technology 95abcd - Cooperative Career Education

13. Machine Tool Technology 95abcd - Cooperative Career Education

14. Quality Assurance 95abcd - Cooperative Career Education

15. Welding 95abcd - Cooperative Career Education

NEW COURSES

1. Engineering Technology 10A – Principles of Engineering Technology I
   Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
   Credit, degree applicable; Letter grade; Transfer CSU
   This is the first of two courses in which students will explore technology systems and
   engineering processes to learn how math, science, and technology impact our society.
   The topics introduced include the design process, communication, documentation, and
   engineering systems.
   Note: The two course sequence Engineering Technology 10A and Engineering
              Technology 10B is the same as Engineering Technology 10.

2. Engineering Technology 10B – Principles of Engineering Technology II
   Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
   Recommended Preparation: Engineering Technology 10A
   Credit, degree applicable; Letter grade; Transfer CSU
   This is the second of two courses in which students will explore technology systems and
   engineering processes to learn how math, science, and technology impact our society.
   The topics introduced include statics, properties of materials, quality assurance, materials
   testing, and engineering for reliability.
   Note: The two course sequence Engineering Technology 10A and Engineering
              Technology 10B is the same as Engineering Technology 10.

3. Engineering Technology 12A – Introduction to Engineering Design I
   Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
   Credit, degree applicable; Letter grade; Transfer CSU
   This is the first of two courses in which students will gain a basic understanding of the
   design process used in engineering fields and the application of computer modeling
   software. Emphasis is placed on the design process, geometric relationships,
   visualization, and technical sketching.
   Note: The two course sequence Engineering Technology 12A and Engineering
              Technology12B is the as Engineering Technology 12.

4. Engineering Technology 12B – Introduction to Engineering Design II
   Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
   Recommended Preparation: Engineering Technology 12A
   Credit, degree applicable; Letter grade; Transfer CSU
   This is the second of two courses in which students will gain a basic understanding of the
   design process used in engineering fields and the application of computer modeling
   software. Emphasis is placed on, modeling, model documentation, assemblies, and
   production processes.
   Note: The two course sequence Engineering Technology 12A and Engineering
   Technology 12B is the same as Engineering Technology 12.

5. Engineering Technology 14A – Electronics for Engineering Technologists I
    Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
    Credit, degree applicable; Letter grade; Transfer CSU
    This is the first of two courses in which students are introduced to the application of
    electronics in engineering technology. The topics studied include safety, Ohm's Law,
    engineering notation, DC circuits, capacitance, inductance, reactance, and impedance.
    Techniques in computer simulation and electrical measurements will be stressed.
    Note: The two course sequence Engineering Technology 14A and Engineering
            Technology 14B is the same as Engineering Technology 14.

6. Engineering Technology 14B – Electronics for Engineering Technologists II Units: 1.5
                Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
    Recommended Preparation: Engineering Technology 14A
    Credit, degree applicable; Letter grade; Transfer CSU
    This is the second of two courses in which students are introduced to the application of
    electronics in engineering technology. The topics studied include safety, analog and
    digital waveforms, basic motors, number systems, logic gates, Boolean algebra, flip-
    flops, shift registers, and micro-processors. Techniques in computer simulation and
    electrical measurements will be stressed.
    Note: The two course sequence Engineering Technology 14A and Engineering
            Technology 14B is the same as Engineering Technology 14.

7. Engineering Technology 16A – Computer Integrated Manufacturing I
    Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
    Recommended Preparation: Engineering Technology 10 or 10A and 10B, Engineering
    Technology 12 or 12A and 12B
    Credit, degree applicable; Letter grade; Transfer CSU
    This is the first of two courses that cover the integration of engineering technology
    principles and automation in manufacturing environments. The topics covered include
    machine tool operations, simulations, and robotics.
    Note: The two course sequence Engineering Technology 16A and Engineering
    Technology 16B is the same as Engineering Technology 16.

8. Engineering Technology 16B – Computer Integrated Manufacturing II
    Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
    Recommended Preparation: Engineering Technology 10 or 10A and 10B, Engineering
    Technology 12 or 12A and 12B, Engineering Technology 16A
    Credit, degree applicable; Letter grade; Transfer CSU
    This is the second of two courses that cover the integration of engineering technology
    principles and automation in manufacturing environments. Students will create three-
    dimensional designs with modeling software and produce actual components of their
    designs on computer numerically controlled (CNC) machine tools. Additional topics
    covered include simulations, rapid prototyping (RP), and manufacturing systems.
    Note: The two course sequence Engineering Technology 16A and Engineering
    Technology 16B is the same as Engineering Technology 16.

9. Engineering Technology 18A – Engineering Design and Development I
Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
Prerequisite: Engineering Technology 12 or 12A and 12B, Engineering Technology 14 or 14A and 14B, and Engineering Technology 16 or 16A and 16B with a minimum grade of C
Credit, degree applicable; Letter grade; Transfer CSU
This is the first course in a two course sequence that covers engineering design and development concepts. In this capstone course, teams of students will work together to design and construct solutions to engineering problems. Emphasis will be placed on research methods, design problem statements, continuous improvement, cost analysis, and prototyping. Knowledge gained will be applied to a design solution of a problem assigned in the capstone project.
Note: The two course sequence Engineering Technology 18A and Engineering Technology 18B is the same as Engineering Technology 18

10. Engineering Technology 18B – Engineering Design and Development II
Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
Prerequisite: Engineering Technology 18A with a minimum grade of C
Credit, degree applicable; Letter grade; Transfer CSU
This is the second course in a two course sequence that covers engineering design and development. In this capstone course, teams of students will work together to design and construct solutions to engineering problems. Emphasis will be placed on testing methods, project construction, project presentation, and professional peer review.
Note: The two course sequence Engineering Technology 18A and Engineering Technology 18B is the same as Engineering Technology 18

11. Manufacturing Technology 75A – Integrated Robotic and Automated Technologies I
Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
Recommended Preparation: Electronics and Computer Hardware Technology 11, Manufacturing Technology 70
Credit, degree applicable; Letter grade; Transfer CSU
This is the first course in a two course sequence that covers robotic and automation applications with emphasis on electronics theory, electro-mechanical fabrication, motors, and drive trains. Students will construct, program, and test a vehicular or process robot.
Note: The two course sequence Manufacturing Technology 75A and 75B is the same as Manufacturing Technology 75.

12. Manufacturing Technology 75B – Integrated Robotic and Automated Technologies II
Units: 1.5   Lecture: 1 hour   Lab: 2 hours   Faculty Load: 16.67%
Recommended Preparation: Electronics and Computer Hardware Technology 11, Manufacturing Technology 70, 75A
Credit, degree applicable; Letter grade; Transfer CSU
This is the second course in a two course sequence that covers robotic and automation applications with emphasis on imbedded electronics, micro-controller programming,

sensors, manufacturing materials and processes. Students will construct, program, and test a vehicular or process robot to satisfy instructor assigned goals or tasks.

Note: The two course sequence Manufacturing Technology 75A and 75B is the same as Manufacturing Technology 75.

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

1. Machine Tool Technology 11abcd – Numerical Control Graphics Programming with CATIA
    Current Status/Proposed Change
    ~~Prerequisite: Computer Aided Design/Drafting 31abcd with a minimum grade of C~~
    Recommended Preparation: Computer Aided Design/Drafting ~~32abcd~~ 31abcd
    and Machine Tool Technology ~~13A~~ 101abcd
    This is ~~an intermediate~~ a course in computer aided numerical control programming emphasizing interactive computer graphics with CATIA *(*registered trade mark of Dassault Systems). Concepts explored include interactive geometry and surface construction, tool motion created using Prismatic Machining and Multi-Axis Surface Milling functions, graphic editing, graphic output, repetitive programming, and complex surface machining for three, four, and five axis machining centers.

    Recommendation:
    Recommended Preparation: Computer Aided Design/Drafting 31abcd
    and Machine Tool Technology 101abcd
    This is a course in computer aided numerical control programming emphasizing interactive computer graphics with CATIA *(*registered trade mark of Dassault Systems). Concepts explored include interactive geometry and surface construction, tool motion created using Prismatic Machining and Multi-Axis Surface Milling functions, graphic editing, graphic output, repetitive programming, and complex surface machining for three, four, and five axis machining centers.

DISTANCE EDUCATION COURSE VERSION UPDATE

1. Machine Tool Technology 11abcd – Numerical Control Graphics Programming with CATIA (Online)

CHANGE IN MAJOR

1. Engineering Technology
    Current Status/Proposed Change
    At least 50% of the requirements for the major must be completed at El Camino College.
    Engineering Technician Option: (pending approval by the California Community Colleges System Office):

Engineering Technology 10 <u>or 10A and 10B</u>, 12 <u>or 12A and 12B</u>, 14 <u>or 14A and 14B</u>, 16 <u>or 16A and 16B</u>, Machine Tool Technology 101abcd, Technical Mathematics 1; three courses from the following: Engineering Technology 18 <u>or 18A and 18B</u>, Machine Tool Technology 16ab*, Computer Aided Design/Drafting 26abcd*, 27abcd*, 28abcd*, Electronics and Computer Hardware Technology 22, Manufacturing Technology 70, 75 <u>or 75A and 75B</u>, Welding 15ab* (*one semester of)
Total Units: 25-28

Engineering Technology Option: (pending approval by the California Community Colleges System Office):
Engineering Technology 10 <u>or 10A and 10B</u>, 12 <u>or 12A and 12B</u>, 14 <u>or 14A and 14B</u>, 16 <u>or 16A and 16B</u>, Chemistry 1A, Mathematics 190, Physics 2A; two courses from the following: Computer Information Systems 13, Electronics and Computer Hardware Technology 110, Engineering 1, 9, Engineering Technology 18 <u>or 18A and 18B</u>, Machine Tool Technology 101abcd, Manufacturing Technology 70, 75 <u>or 75A and 75B</u>
Total Units: 30-33

Recommendation:
At least 50% of the requirements for the major must be completed at El Camino College.
Engineering Technician Option: (pending approval by the California Community Colleges System Office):
Engineering Technology 10 or 10A and 10B, 12 or 12A and 12B, 14 or 14A and 14B, 16 or 16A and 16B, Machine Tool Technology 101abcd, Technical Mathematics 1; three courses from the following: Engineering Technology 18 or 18A and 18B, Machine Tool Technology 16ab*, Computer Aided Design/Drafting 26abcd*, 27abcd*, 28abcd*, Electronics and Computer Hardware Technology 22, Manufacturing Technology 70, 75 or 75A and 75B, Welding 15ab* (*one semester of)
Total Units: 25-28

Engineering Technology Option: (pending approval by the California Community Colleges System Office):
Engineering Technology 10 or 10A and 10B, 12 or 12A and 12B, 14 or 14A and 14B, 16 or 16A and 16B, Chemistry 1A, Mathematics 190, Physics 2A; two courses from the following: Computer Information Systems 13, Electronics and Computer Hardware Technology 110, Engineering 1, 9, Engineering Technology 18 or 18A and 18B, Machine Tool Technology 101abcd, Manufacturing Technology 70, 75 or 75A and 75B
Total Units: 30-33

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Engineering Technology
    Current Status/Proposed Change
    A Certificate of Achievement will be granted to students completing the requirements in either the Engineering Technician or Engineering Technology options. At least 50% of the courses for the Certificate of Achievement must be completed at El Camino College.

Engineering Technician Option: (pending approval by the California Community Colleges System Office):
Engineering Technology 10 or 10A and 10B, 12 or 12A and 12B, 14 or 14A and 14B, 16 or 16A and 16B, Machine Tool Technology 101abcd, Technical Mathematics 1; three courses from the following: Engineering Technology 18 or 18A and 18B, Machine Tool Technology 16ab*, Computer Aided Design/Drafting 26abcd*, 27abcd*, 28abcd*, Electronics and Computer Hardware Technology 22, Manufacturing Technology 70, 75 or 75A and 75B, Welding 15ab* (*one semester of)
Total Units: 25-28

Engineering Technology Option: (pending approval by the California Community Colleges System Office):
Engineering Technology 10 or 10A and 10B, 12 or 12A and 12B, 14 or 14A and 14B, 16 or 16A and 16B, Chemistry 1A, Mathematics 190, Physics 2A; two courses from the following: Computer Information Systems 13, Electronics and Computer Hardware Technology 110, Engineering 1, 9, Engineering Technology 18 or 18A and 18B, Machine Tool Technology 101abcd, Manufacturing Technology 70, 75 or 75A and 75B
Total Units: 30-33

Recommendation:
At least 50% of the requirements for the major must be completed at El Camino College.
Engineering Technician Option: (pending approval by the California Community Colleges System Office):
Engineering Technology 10 or 10A and 10B, 12 or 12A and 12B, 14 or 14A and 14B, 16 or 16A and 16B, Machine Tool Technology 101abcd, Technical Mathematics 1; three courses from the following: Engineering Technology 18 or 18A and 18B, Machine Tool Technology 16ab*, Computer Aided Design/Drafting 26abcd*, 27abcd*, 28abcd*, Electronics and Computer Hardware Technology 22, Manufacturing Technology 70, 75 or 75A and 75B, Welding 15ab* (*one semester of)
Total Units: 25-28

Engineering Technology Option: (pending approval by the California Community Colleges System Office):
Engineering Technology 10 or 10A and 10B, 12 or 12A and 12B, 14 or 14A and 14B, 16 or 16A and 16B, Chemistry 1A, Mathematics 190, Physics 2A; two courses from the following: Computer Information Systems 13, Electronics and Computer Hardware Technology 110, Engineering 1, 9, Engineering Technology 18 or 18A and 18B, Machine Tool Technology 101abcd, Manufacturing Technology 70, 75 or 75A and 75B
Total Units: 30-33

NATURAL SCIENCES DIVISION

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

1. Biology 96abcd - Cooperative Career Education

2. Horticulture 95abcd - Cooperative Career Education

Educational Policies Minutes

Nov 20, 2008

Chris Jeffries was introduced as the newly elected Ed. Policies chair for next year.

Evelyn reported on some ideas that were presented at a conference on Policies and Procedures in Anaheim, sponsored by the CCLC. It seems more useful for us to focus on pressuring the administration to post procedures online, than to fear that the administration will change procedures without our consent. We looked at a tracking sheet that is used at another college to keep the work flow on policies and procedures clear.

Don Goldberg informed the committee that Dr. Arce is suggesting that the Course Repetition Policy/Procedure isn't really an academic matter and may not fall under the 10+1. While the committee was open to the idea of having Bill Mulrooney draft the Policy and Procedures, we were not open to the idea that Senate be by-passed in approving it.

Evelyn Uyemura

FACULTY DEVELOPMENT TEAM MINUTES

November 11, 2008

Attendees: David Vakil, Donna Manno, Matt Kline, Christina Gold, Barbara Jaffe.

Presentations
1. "Success Centers" at Chaffey College. Barbara Jaffe described the centers at Chaffey and offered to have the group meet with Laura Hope from Chaffey. All students are required to visit these success centers. There are several areas on their campus that are devoted to helping students succeed. Faculty are hired specifically to work in these centers, which offer tutoring and a variety of other student support services. Students often form study groups that meet in these centers. There was discussion about visiting, but the Faculty Development Team thought this topic was better suited for the Basic Skills Task Force right now.
2. Trudy Meyer wasn't available to discuss "Digital Storytelling"

Flex Day ideas
The team discussed the idea of having a Basic Skills centered flex day activity. The idea would be first to have Irene Graff present information about basic skills students and their prevalence throughout the school. Second there would be individual faculty presentations related to basic skills. Barbara Jaffe said she would discuss the possibility with VP Francisco Arce.

After this meeting, David Vakil and Barbara Jaffe independently spoke with VP Arce, and it seems unlikely we will be able to hold this type of activity. Arce supports the idea but believes we will need to spend the time to continue working on SLOs.

Distinguished Faculty Awards
The team spent a lot of time discussing the currently existing and proposed award. The original focus was on how to change the awards to allow all faculty to meet the criteria equally. The concern was originally around the criteria that nominees show examples of "effective classroom teaching." Comments were solicited from counselors and librarians since the last meeting, and several were brought to this meeting. **The team settled on revising the "effective classroom teaching" criterion to "outstanding contributions to student success."**

In regards to other awards, the CLTA (California Language Teaching Association) has criteria similar to ours but they include one about "professional development." The team thought our criteria about "service to students and to the College" and "professional service and activities" would cover professional development. However, the CLTA does have a rubric for assessing their nominees. This topic was discussed in length by the team.

The general consensus was that our current nomination process places a large burden on the nominator, and there is also no current rubric for a nominator to gear the nominations towards. The team was concerned that only a few people get nominated each year, including last year's approximately 4-5 nominees. The team thought we should consider revising our nomination process to ease the burden on the nominator. The team suggested asking for a 1 page nomination letter for both the current Full Time award and the proposed Adjunct award. After nomination letters are received, a longer application could be sent to the nominees along with a to-be-developed rubric for assessing the nominees.

David Vakil will take this proposal to VP Arce and President Fallo to get their feedback. Donna Manno will research the topic "characteristics of highly effective teachers" because she believes rubrics already exist, and we might be able to borrow those ideas.

After this team meeting, David Vakil met with VP Arce and he was receptive to changing our process. He suggested that nomination letters be solicited from campus leadership, including but not limited to the academic senate, the deans, and vice presidents of the college. He was willing to explore recommendations about the process, and suggested we move forward and discuss this in more detail. VPs Arce and Nishime suggested we examine the equivalent award at Diablo Valley College, Riverside Community College, and Pasadena City College. At least some of those colleges have the award winner make a campus-wide presentation after winning the award, and they receive some release time to prepare this college-wide performance.

Goals (developed at previous meetings)
1. Developing a teacher speaker series, for both ECC/Compton teachers and also possibly people from outside the district, to demonstrate teaching techniques and new ideas.
2. Making technology for teaching more approachable and accessible for faculty. Perhaps do this by creating an (annual?) technology expo/fair, again mostly with ECC employees, but with the option for outside presenters or companies to demonstrate their technology. Each presenter could be given a booth, and possibly a 15-minute presentation.
3. Creating a "Lecture Club" was discussed very briefly at the end of the meeting. The idea is to have faculty visit each other, make observations, and provide feedback. This would be a purely voluntary arrangement. The team seemed interested in further discussion.

Agenda for an upcoming meeting:
- Examine CCSSE and faculty-equivalent survey for possible faculty development activities

The meeting adjourned at 1:55pm.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Draft Minutes
November 6, 2008

MEMBERS PRESENT

__x__ Arvid Spor, Chair   _____Tom Jackson
__x__ Miriam Alario   _____Harold Tyler
__x__ Cheryl Shenefield   __x__ Lance Widman
__x__ Susan Taylor   _____Clarissa Jones
__x__ Dawn Reid

OTHERS ATTENDING: Francisco Arce, Ken Key, Luis Mancia, Jeanie Nishime

Handouts: Enrollment Analysis
                PBC Meeting Schedule – 2009
                ECC Planning Model
                Full-Time Equivalent Faculty By Division (2 Year Comparison)

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

Approval of Minutes

The minutes of October 16 were approved without changes. Noted:

- Pg. 1: Regarding equity funding, Barbara Perez discovered that general funds do pick up the difference.
- Re: Item #2, there was a question as to whether or not PBC made that recommendation.
- Re: Item #3, copies of a Two Year Comparison of the Full time Equivalent Faculty table (FTEF) were shared with the committee.   Noted:
  - The summer total is wrong. Summer grew 7 or 8%. The numbers will be corrected and sent via E-mail.
  - Fall increased about 3%.
  - Winter classes do well; they are hardly ever canceled.
  - Learning Resources Unit (LRU) is the distance education program. LRU is absorbing all the growth.
  - There is growth in the high school program also. Dr. Arce has tried to limit them to two classes per term; however they still might need to cut back.
  - Lance Widman lamented all the work and effort that went into setting up and promoting the high school program, only to have to cut it back when it starts to catch on. He suggested maintaining the high school classes (future ECC students) and cutting back on the online LRU classes.
  - There are serious retention issues with the LRU classes; however, they do allow enrollment of students who might not otherwise attend ECC.
  - If state budget reductions are above 3%, will have to cut some classes.
- Pg. 2 indicates the amount of work for the committee. The Planning Model was created to help understand the tasks at hand.
- Pg. 3: Item #7 was the discussion of the term "assuring."

<u>State Budget Update</u>: Jo Ann Higdon is at a facilities conference in Sacramento, and Janice Ely is working with the auditors. The governor is proposing huge cuts to the community college budgets (approximately $3 million for each college if it were to be split equally). This will be an agenda items for the next meeting. Noted:
- Is the government allowing categorical funds to be redirected to the general fund?
- Categorical funds will be cut as well.
- Most categorical funds are tied up in salaries and mandated costs.
- ECC is at 352 for full time faculty; that requirement is not being suspended.
- Possible areas to cut include temporary salaries and costly services that are offered.
- The president has indicated he would like the PBC to participate in the cutting discussion process. It is desirable to spread the cuts around.
- The GASB payments have been made.

<u>Enrollment Trend Analysis</u>: Susan Taylor shared copies of an Enrollment Analysis with the committee. Noted:
- The old projection was 1,800, and they were trying to achieve 3% growth in FTES. The scenario was the same for the next year.
- Current Projections are 2,076 (from July) but now probably closer to 2,100.
- Summer 2008 and Fall 2008 were higher than projected.
- Based on past experience, excess growth doesn't get funded, and next year ECC would end up with 4.9% growth.
- The analysis shows how shifting FTES would allow ECC to get more growth funding over three years.
- Susan Taylor wants this to be a formal recommendation from the PBC. Lance felt it should be an action item for the next meeting.
- Arvid Spor noted that he has discussed this with the president, and Janice Ely has explained that colleges trying to catch up (like ECC) get first dibs on growth dollars. If we shift the numbers around, we might not get anything, and it might put the college in an awkward place financially if our growth declines due to section cuts.
- Lance noted that the college is trying to get to point where the summer numbers can go toward the following fall, which is a quantum shift from what we have been doing for the last several years.
- Dr. Arce noted that we don't have to decide on the proposal now. Also, we can't go back and change prior year reports.
- The immediate problem is that the state will cut ECC's budget for 2008-09. It is hoped that Janice Ely can provide this information next time.

<u>Agenda for Next Meeting</u>:
- Governor's proposed budget cuts
- Reductions and restorations (Janice Ely)
- Enrollment Analysis action item

Meeting adjourned at 1:57 p.m.

pbcs11608

BP 4300   FIELD TRIPS AND EXCURSIONS

The Superintendent/President shall establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The Superintendent/President, under authorization from the Board of Trustees, may authorize field trips and excursions for students in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from district funds. No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

Reference:
    Title 5, Section 55220

Replaces Board Policy #6132

AP 4300 FIELD TRIPS AND EXCURSIONS

I. Definitions

   A. Field Trip shall be defined as an instructional trip which provides for registered students to attend a designated program of instruction away from the El Camino College campus for a specified period of time and for which the instructor arranges transportation.

   B. An Excursion shall be defined as an instructionally-related social, educational, cultural, athletic, or band activity.

   C. An Alternate Class Site Meeting shall be defined as one in which the regularly scheduled class location is changed and for which students arrange their own transportation.

      A field trip within the boundaries of the District or within a fifty (50) mile radius of the campus, may be designated as a class held at an alternate site off-campus, if the period of instruction is to run for seven (7) or fewer hours.

   D. The District may provide transportation by use of District equipment or contracted transportation to the sites of approved field trips/excursions. When District equipment is used the governing board shall secure liability insurance as appropriate.

   E. The following activities must be coordinated with, and approved by the Area of Student and Community Advancement: athletic activities; off-campus activities where student organizations, clubs, etc., participate in recreational/sports activities and events; dances and picnics; and all approved and calendared non-District sponsored activities.

II. Procedures for Field Trips and Excursions

   A. Planning and Approval Procedures for Field Trips

      1. Notice of required field trips should be provided in advance on the instructor's syllabus. ~~All field trips requests must receive approval from the Board of Trustees before the scheduled event.~~ The instructor must submit properly completed forms to his/her division dean at least four (4) weeks prior to the date of the event.

      2. Immediately after field trips have been ~~Board~~ approved, it shall be the duty of the responsible vice president to inform the dean.

1

3. No class or group may be authorized to take a field trip under this policy if any student who is a member of such an identifiable group would be excluded from participation in the field trip because of lack of funds or disability. All students shall be given an equal opportunity to participate.

4. All field trips shall be supervised by an employee of the District.

5. If the field trip is canceled, immediate notification shall be given to the responsible dean.

6. Only regularly-enrolled members of the class may participate in the field trip.

7. Reconnaissance: If instructor reconnaissance is deemed necessary in preparation for the field trip, approval and District transportation shall be obtained from the responsible dean.

8. Immediately prior to departure, an accurate roster of all participants shall be left with the Campus Police Office.

B. Planning and Approval Procedures for Excursions

1. A completed "Field Trip Approval Form" with a copy of the minutes showing approval of the field trip/excursion by the club shall be submitted to the Office of Student Development/Life at least 4 weeks prior to the event. according to the following timelines:
    Less than 50 miles   4 weeks
    More than 50 miles   8 weeks

2. All excursions in excess of 50 miles must receive prior approval by the Board of Trustees Vice President, Student & Community Advancement.

3. Other co-curricular excursions must be approved by the appropriate Dean and submitted to the office of the Vice President, Student and Community Advancement for approval and recommendation to the Board.

C. Transportation

1. The instructor/employee must schedule the use of District-owned vehicles through Campus Police, the Facilities Division or the Health Sciences & Athletics Division. The instructor/employee must complete appropriate vehicle-use forms and submit them to his/her dean at least four (4) weeks prior to the event.

2

2. All field trips and excursions shall proceed directly to the location designated in the original application using the safest route unless emergency or hazardous conditions shall make it unsafe to do so. When such conditions arise, the only acceptable alternative is to return to the College by the shortest safe route available. It shall be the duty of the employee designated as the responsible representative to determine when conditions are too hazardous to continue the trip.

D. Regulations

1. The employee designated as the responsible representative shall make such counts or checks of students during field trips/excursions as may be deemed necessary for the safe return of all students and other personnel.

2. All students participating in field trips/excursions shall be subject to the supervision and discipline of the employee designated as the responsible representative (See Board Policy 5138).

3. It shall be the duty of the employee designated as the responsible representative of the District to notify all selected students of the starting time and location of the trip, and under the jurisdiction of his/her dean, to complete any other arrangements necessary for the purpose and safety of the trip.

4. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill." Ordinary care and skill mean that District authorities must ascertain the following:

    a. All persons who drive District or contracted rental vehicles must undergo the District's Safe Driver training prior to departure and pass certification requirements to operate a 12-passenger van.

    b. Drivers will rotate every three hours and will observe posted speed limits.

    c. All drivers of personal vehicles transporting participants must have completed the District's Safe Driver training.

    d. Drivers, at the time of the proposed driving, are not physically ill, under disabling medication, or otherwise physically or emotionally unfit to safely drive the vehicle.

    e. The District-owned vehicles in question have been inspected by designated District employees and such employees are reasonably satisfied that the vehicles are safe, having established a reasonable inspection system and by requiring meticulous adherence to that system.

3

f. Contracted vehicles must be inspected by the designated responsible employee for safety, including all lighting systems, license plate, registration, brakes, and spare tires. Verification of the registration and appropriate license plates must also be conducted.

g. Each District vehicle must carry a current copy of the District's insurance certificate and procedures for necessary actions in the event of an accident. In addition, prior to departure each driver is responsible for securing (and inspecting the contents of) a first aid kit for each vehicle. (See Section V.B and V.D. of this Procedure)

III. Procedures for Alternate Class Sites

A. Planning and Approval Procedures

1. It is recommended that the instructor notify his/her division dean at least one (1) or more weeks prior to the date of the event.

2. All alternate class sites shall be supervised by a certificated employee of the District.

3. If the alternate class site is canceled, immediate notification shall be given to the responsible dean and the students.

4. Only regularly-enrolled members of the class and auditors may participate in the alternate class site.

5. The activities conducted at the alternate class site may or may not apply to the student's grade.

6. Students shall be notified of the alternate class site at least two (2) meetings in advance and shall be convened and dismissed at the alternate class site.

B. Transportation

1. Students shall travel to the alternate class site in the same manner in which they travel to attend the regularly assigned class.

2. The instructor shall NOT arrange private transportation for students either to or from the alternate class site.

4

C. Regulations

1. All students participating at the alternate class site shall be subject to the supervision and discipline of the certificated employee designated as the responsible representative. (See Board Policy 5138)

2. It shall be the duty of the certificated employee designated as the responsible representative of the District to notify all selected students of the starting time, location, and duration of the alternate class site meeting, and under the jurisdiction of his/her dean, to complete any other arrangements necessary to the purpose and safety of the meeting.

3. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill" when conducting a class at an alternate class site.

IV. Insurance and Liabilities for Field Trips, Excursions and Alternate Class Sites

A. The Director of Purchasing, Contracts & Risk Management shall ensure that the District has sufficient insurance to protect the District and its employees from liability in the performance of their approved, legitimate duties under these procedures.

B. The District shall provide or make available medical, hospital service, or accident insurance for students participating in field trips, excursions, and alternate class site meetings.

C. All participants in voluntary field trips, excursions, and alternate class site meetings are deemed to have waived all liability claims against the District.

1. All participants and the parents/guardians of minor student participants must sign a statement advising them of this waiver.

2. A Field Trip/Excursion Waiver Form must be filled out and signed by each participant prior to the departure of each field trip/excursion.

3. The Waiver, Release and Indemnity Agreement (hereafter referred to as ("Waiver Form") shall be submitted to the appropriate office prior to departure.

D. An employee of the District shall be present for the entire duration of the field trip, excursion or alternate class site meeting. He/She will have the same liability coverage as for on-campus activities.

V. Emergencies and Inappropriate Activities for Field Trips, Excursions and Alternate Class Sites

5

A. Misconduct

1. The instructor/employee shall inform students prior to the field trip, excursion or alternate class site meeting that misconduct could result in suspension from the trip, additional discipline, and/or that participants may be sent home during a trip if their conduct is deemed detrimental to the purpose and safety of the group. The student is responsible for the cost of transportation home.

2. The instructor may supplement the standards of conduct identified in Board Policy 5138 with additional regulations, which must be explained prior to the event.

3. The instructor shall exercise the same amount of care that a "reasonable person" would exercise in any incidents involving student misconduct or questionable legal activities.

4. Should a problem or concern arise during the field trip, excursion or alternate class site meeting, the instructor shall notify his/her dean and Office of Student Development/Life immediately upon the return to campus and initiate the appropriate course of action.

B. Accidents involving a student, District employee, or vehicle.

1. The employee shall obtain prompt emergency treatment for any injured individuals.

2. If the injury needs immediate care, the employee shall call 911 and have the individual transported to the paramedic-designated hospital. If the employee has any doubts, he/she is to follow the most conservative path – call for help and send the individual to the hospital as soon as possible.

3. The District provides accident coverage for all students. This insurance is secondary to the individual's own medical coverage. In an emergency, this insurance may be used to get the student treated in any hospital. In a non-emergency situation, care must be taken to refer the student to the appropriate medical facility. All first aid kits should contain the District's medical insurance form.

4. If a vehicle is involved in an accident, the passengers and injured should be removed to a point of safety. The nearest law enforcement agency should be contacted. Employee(s) and students should not leave the scene of the accident until the accident is reported to the law enforcement officials and the disposition of passengers and vehicle has been arranged.

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5. In the event of a mechanical breakdown or other road emergencies, the employee should contact Campus Police to determine the best means to get the vehicle back to campus.

6. The appropriate accident report form shall be completed and filed immediately upon return.

C. Illness

1. Each participant shall be cautioned that health care is his/her personal responsibility. (Students should be warned about this in advance.)

2. A student who appears to be ill prior to the trip or who becomes ill may be sent home upon the decision of the employee. The student may be responsible for the cost of transportation home in such an instance.

D. First Aid Kits: A first aid kit shall be in the possession of the instructor for all field trips.

VI. <u>Fees, Costs and Reimbursement for Field Trips/Excursions and Alternate Class Sites</u>

A. All fees or related costs required of participants in field trips shall be clearly listed in advance of enrollment in the course. The refund policy shall conform to the District's general refund policies.

B. District representatives shall be reimbursed for authorized and/or emergency expenses.

Reference:
    Title 5, Section 55220

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Discipline	*Local Qualification*
Accounting	Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, taxation, or finance OR The equivalent (NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)
Agriculture	Master's in agriculture, agriculture sciences or education with a specialization in agriculture OR Bachelor's in any of the above AND Master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agricultural engineering, environmental horticulture, agronomy, viticulture or enology OR The equivalent
Anthropology	Master's in anthropology or archeology OR the equivalent.
Art	Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR The equivalent (NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.)
Astronomy	Master's in astronomy or astrophysics OR Bachelor's in either of the above AND Master's in physics, math, geophysics, engineering OR the equivalent.
Biological Sciences	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR The equivalent

Business	Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR The equivalent
Business Education	Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR The equivalent
Chemistry	Master's in chemistry OR Bachelor's in chemistry AND Master's in biochemistry, chemical engineering, chemical physics OR the equivalent.
Child Development/ Early Childhood Education	Master's in child development, early childhood education, human development, family and consumer studies with a specialization in child development/early childhood OR Bachelor's in any of the above AND Master's in educational psychology with a specialization in child development, social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.
Communications Studies (Speech Communications)	Master's in speech, rhetoric, communication, communication studies, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in mass communication OR the equivalent
Computer Science	Master's in computer science or computer engineeering OR Bachelor's in either of the above AND Master's in information science, computer information systems, information systems, mathematics, or engineering OR the equivalent.

Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling, OR The Equivalent
	(NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)
Dance	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR The Equivalent
Dietetics	See Nutritional Sciences/Dietetics
Drama/Theater Arts	Master's in drama/theater arts/performance OR the equivalent.
Earth Science	Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR The Equivalent
Ecology	Master's in ecology or environmental studies OR The Equivalent OR See Interdisciplinary Studies
Economics	Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, or finance OR the equivalent.
Education	Master's in education OR The Equivalent
Engineering	Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR The Equivalent
	(NOTE: A Bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Engineering Technology   Master's in any field of engineering technology or engineering OR Bachelor's degree in either of the above AND Master's degree in physics, mathematics, computer science, biological science, or chemistry, OR Bachelor's degree in industrial technology, engineering technology or engineering AND a professional engineer's license OR The Equivalent

English   Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR The Equivalent

ESL   Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR The equivalent

Ethnic Studies   Master's in the ethnic studies field OR The Equivalent OR See Interdisciplinary Studies

Family and Consumer Studies/ Home Economics   Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR The Equivalent

Film Studies   Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR The equivalent

Foreign Languages   Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another foreign language OR the equivalent.

Geography	Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR The Equivalent OR See Interdisciplinary Studies
Gerontology	Master's in gerontology OR The equivalent OR See Interdisciplinary Studies
Health	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent
Health Services Director/ Heath Services Coordinator/ College Nurse	Minimum Qualifications for these faculty members specified in Title 5 Section 53411.
History	Master's in history OR the equivalent.
Humanities	Master's in humanities OR The Equivalent OR See Interdisciplinary Studies
Instructional Design/ Technology	Master's in instructional design/technology OR The Equivalent
Interdisciplinary Studies	Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area, provided that the local faculty determine that the instructor's coursework was broad enough to provide an ample basis for offering such a course.
Journalism	Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR The Equivalent
Law	JD or LLB plus admission to the California Bar and 2 years experience practicing law OR meet qualification in the discipline of the application OR the equivalent.
Learning Assistance Instructors	Minimum Qualifications for these faculty members are specified in Title 5 Section 53415.

Library Science	Master's in library science, library and information science, OR The equivalent
Linguistics	Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR The equivalent
Management	Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR The equivalent
Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR The equivalent
Mass Communication	Master's in radio, television, film, mass communication, or communication, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, communication studies, business, tellecommunications, or EnglishThe equivalent
Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.
Music	Master's in music OR the equivalent.
Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR The equivalent The minimum qualifications as set by the Board of Registered Nursing, whichever is higher
Nutritional Science/ Dietetics	Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR The equivalent (NOTE: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

Philosophy	Master's in philosophy OR the equivalent
Photography	Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR The equivalent
Physical Education	Master's in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education, OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR The equivalent
Physical Science	See Interdisciplinary Studies
Physics	Master's in physics OR Bachelor's in physics AND Master's in astronomy, astrophysics or engineering OR the equivalent
Political Science	Master's in political science, government, public administration or international relations OR Bachelor's in any of the above AND Master's in economics, history, sociology or social science with an emphasis in political science, JD OR the equivalent
Psychology	Master's in psychology OR the equivalent
Reading	Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR The equivalent
Recreation Administration	Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR The equivalent
Religious Studies	Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR The equivalent
Social Science	Master's in social science OR See Interdisciplinary Studies

El Camino College Local Minimum Qualifications
Master's List

Sociology   Master's in sociology or the equivalent

Special Education   Minimum Qualifications for these faculty members are
                                  specified in Title 5 Section 53414.

Speech Communication   See Communication Studies.

Theater Arts   See Drama/Theater Arts

Women's Studies   Master's in women's studies OR The equivalent OR See
                                  Interdisciplinary Studies

Category 1 – Bachelor's Degrees Readily Available:

Discipline	Local Minimum Qualification
Computer Information Systems	Master's in computer science, computer information systems or business administration with an emphasis in computer information systems OR Bachelor's in any of the above and 5 years of appropriate work experience OR the equivalent.
Ornamental Horticulture	Bachelor's in ornamental horticulture, plant science or botany AND 2 years experience in ornamental horticulture OR the equivalent.
Real Estate	Bachelor's in business or finance, CA DRE Broker license or CA OREA Certified Appraisal license AND 2 years experience as a broker or appraiser OR Associate's in business, real estate, finance or real estate appraisal, CA DRE Broker license or CA OREA Certified Appraisal license and 6 years experience as a broker or appraiser

Category 2 - Bachelor's degree and five years experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years experience and any certificate or license required to do that work.

Discipline

Administration of Justice	**Electromechanical Technology**
Air Conditioning, Refrigeration,	**Electronics**
Heating	**Emergency Medical Technologies**
Architecture	**Engineering Support**
Auto Body Technology	**Environmental Technologies**
Automotive Technology	**Fire Technology**
Cabinet Making	**Industrial Technology**
Carpentry	**Machine Tool Technology**
Construction Technology	**Manufacturing Technology**
Cosmetology	**Robotics**
Drafting	**Telecommunication Technology**
Electricity	**Welding**

Non-Master's Disciplines List
Local Qualifications

Category 3 - Bachelor's degree and two years experience in the discipline and any certificate or license required to do that work OR any Associate's degree and six years experience and any certificate or license required to do that work.

Discipline

Addiction Paraprofessional Training	**Dental Technology**
Adgricultureal Business and Related Services	**Diagnostic Medical Technology**
	Diesel Mechanics
Aeronautics	**Dietetic Technician**
Agricultural Engineering	**Electromicroscopy**
Agricultural Production	**Electronic Technology**
Animal Training and Management	**Electroplating**
Appliance Repair	**Equine Science**
Archaeological Technology	**Estimating**
Athletic Training	**Fabric Care**
Aviation	**Fashion and Related Technologies**
Banking and Finance	**Flight attendant Training**
Barbering	**Fluid Mechanics Technology**
Bicycle Repair	**Folk Dance**
Broadcasting Technology	**Forestry/Natural Resources**
Building Codes and Regulations	**Furniture Making**
Building Maintenance	**Graphic Arts**
Business Machine Technology	**Gunsmithing**
Cardiovascular Technology	**Health Care Ancillaries**
Ceramic Technology	**Health Information Technology**
Coaching	**Heavy Duty Equipment Mechanics**
Commercial Art	**Hotel and Motel Services**
Commercial Music	**Industrial Design**
Computer Information Systems	**Industrial Maintenance**
Computer Service Technology	**Industrial Relations**
Construction Management	**Industrial Safety**
Court Interpreting	**Insurance**
Court Reporting	**Interior Design**
Culinary Arts/Food Technology	

Janitorial Services

Jewelry

Labor Relations

Legal Assisting

Library Technology

Licensed Vocational Nursing

Locsmithing

Marine Diving Technology

Martial Arts/Self Defense

Masonry

Materials Testing Technology

Media Production

Medical Instrument Repair

Mining and Metallurgy

Mortuary Science

Motorcycle Repair

Multmedia

Music Management

Music Merchandising

Musical Instrument Repair

Nursing Science/ Clinical Practice

Occupational Theragpy Assisting

Office Technologies

Ornamental Horticulture

Pharmacy Technology

Phtographic Technology/ Commercial Photography

Physical Theragpy Assisting

Piano Tuning and Repair

Plastics

Plumbing

Printing Technology

Private Security

Prosthetics and Orthotics

Psychiatric Technician

Public Relations

Radiation Therapy

Radiological Technology

Real Estate

Registered Veterinary Technician

Rehabilitation Technician

Respiratory Technician

Respiratory Technologies

Restaurant Management

Retailing

Sanitation and Public Health Technology

Search and Rescue

Sheet Metal

Ship and Boat Building and Repair

Shoe Rebuilding

Sign Language, American

Sign Language/ English Interpreting

Small Business Development

Small Engine Mechanics

Stagecraft

Steamfitting

Surgical Technology

Transportaiton

Travel Services

Upholstering

Vision Care Technology

Watch and Clock Repair

Draft BP 4225

Students who have received a substandard grade (that is, D, F, or NP/NC) or a W in a Non-repeatable Course may re-attempt that course only two more times.

Students who have received a substandard grade or a W in a Repeatable Course may attempt that course up to the allowable limit of the course.

When a student repeats a class to alleviate a substandard grade in a Non-repeatable Course, the new grade and credit will be substituted for the prior grade and credit in computing the grade point average (GPA) and the permanent academic record will be annotated in such a manner that all work remains legible, insuring a true and complete academic history. Grade alleviation shall be in compliance with Title 5. Students may not alleviate a substandard grade in a Repeatable Course.

In general, students are not permitted to repeat courses in which they have received a grade of A, B, C, or P/CR except under special circumstances which are defined in Administrative Procedures in accordance with Title 5 requirements.

Exceptions to the three attempt maximum for Non-repeatable Courses and to the allowable limit for Repeatable Courses shall be in compliance with Title 5 regulations and Chancellor's Office Guidelines.

BP 4225   Course Repetition

Reference:
> *Title 5, Sections 55040, 55041, 55044, 58161*

Students may repeat classes in which substandard grades (less than "C") were earned.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Under special circumstances, students may repeat courses in which a C or better grade was earned. The special circumstances are defined in administrative procedures.

See Administrative Procedure 4225

ADMISSIONS & RECORDS
MEMORANDUM

TO: Academic Senate and Council of Deans
FROM: Bill Mulrooney
DATE: November 13, 2008
RE: Course Repetition – Procedural Guidelines

The registration cycle for winter/spring 2009 begins on Tuesday, November 18, 2008. As we are aware, there are numerous changes to Title 5 regarding repeatability of substandard grades, limitations to the number of withdrawals, "W," and factoring withdrawals into repeats in certain circumstances. While we all work together to revise our policy and procedure regarding repeats, the existing Board approved repeat policy will still be enforced. That is, a student will be allowed to repeat a course once following a substandard grade. If the student again receives a substandard grade on the second attempt, he/she will need to receive approval from the appropriate academic office. Until we revise our policy and our procedures, the following steps should be followed by all concerned.

1) If it is found that a student was enrolled in a course in which he/she received a substandard grade followed by two more substandard grades or withdrawals, the student must be blocked from enrolling in the course again. The student must be advised to enroll in the course in another district. The only exception to this new Title 5 rule is if there has been a "significant lapse of time" since the student last took the class or if there are 'extenuating circumstances" such as verified and documented claims of accident, illness, or other extraordinary events.

   a) Students wishing to register under "significant lapse of time" must petition the dean of that division. Until an official "lapse of time" policy is adopted by the district, this will be at the discretion of the dean.

   b) Students wishing to register under "extenuating circumstances" must petition in the Admissions Office. The director or assistant director of Admissions will determine the outcome. Note: "extenuating circumstances" only apply to non-repeatable courses. Students may not use "extenuating circumstances" for repeatable courses.

2) If a student has had two substandard grades in a course, he/she may still register for a second repeat (third attempt). However, the system will currently block the student until cleared. In these circumstances, the student must be approved/cleared by the appropriate academic division to enroll for one final attempt.

3) If a student has had four or more withdrawals in a course, the student must be blocked from enrolling in the course again.   However, the student may petition to the academic division office under "lapse of time." The student may also petition under "extenuating circumstances" for non-repeatable courses only.

4) Students petitioning for a 'military withdrawal" must petition through the Veterans Services Department of Admissions & Records. The director of assistant director of Admissions will determine the outcome.

5) Students petitioning to repeat in a variable unit course must petition through Admissions.

6) Students petitioning to repeat because the course qualifies under legally mandated training must petition through Admissions.

7) Students petitioning to repeat because the course qualifies as that for disabled students must petition through Admissions.

In brief, students should be referred in this cycle:

1) Lapse of time to the appropriate academic offices (at respective campuses)
2) Extenuating circumstances to Admissions (W. Mulrooney, E. Nieto at ECC; H. Bateman at CEC)
3) Military withdrawals to Admissions (W. Mulrooney, E. Nieto for both campuses)
4) Two substandard grades (but not three or more) to the appropriate academic offices (at respective campuses)
5) Variable unit course repetition to Admissions (W. Mulrooney, E. Nieto at ECC; H. Bateman at CEC)
6) Legally mandated training course repetition to Admissions (W. Mulrooney, E. Nieto at ECC; H. Bateman at CEC)
7) Courses for disabled student repetition to Admissions (W. Mulrooney, E. Nieto at ECC; H. Bateman at CEC)
8) Other circumstances to Counseling (at respective campuses)

Please note that all of the above are subject to change for the summer/fall 2009 registration cycle.

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EL CAMINO COLLEGE
Academic Affairs

ECC Guidelines for Completion of Program Review 2008-2009

I   Background Information

A) What is a Program Review (PR)?
A Program Review (PR) is a self-study process to recognize and acknowledge strong performance and to help programs in their growth and improvement through self-reflection, resulting in recommendations.

B) Why Conduct a Program Review?
A Program Review helps the college's planning and budgeting processes so that the program/department can benefit from the college's resources. Therefore, there should be a direct link between recommendations and *estimated* budgetary requests. It's helpful to think of the PR as a description/narrative of your program/department as well as a justification to support the program/department's needs. Finally, it enables faculty to write about the strengths and challenges of the department/program.

C) Program Review Process and Timeline
A comprehensive PR will be submitted every **four years**. **An annual PR Update** to address new resource needs (i.e. faculty, space, equipment, etc…). As part of this annual update, an outcomes assessment for the previous year will be provided. This one-page document will be submitted every March 1st.

II   Steps in the Program Review Process:

A) Program Review – In the fall semester, at a PR Orientation Meeting, all PR packets will be distributed to the faculty who are working on the assessment. The packets will include data provided by IR to help in the analysis of the *specific* department/program. Those faculty who would like to have the **option** of designing and conducting surveys, can meet with Institutional Research to design their surveys/questionnaires. Data will be provided both in hard-copy and on-line access.

B) Acceptance – In March and April, the faculty chairs of the PR will present the report to the PR committee comprised of representatives of the Academic Senate and Academic Affairs. This committee will grant either full or conditional approval of the program review. Conditional approval will require the area to make the necessary revisions to the report to gain full approval.

C) Dissemination – Approved PRs will be posted on the web. Additional reports will be provided to Cabinet, Academic Senate, and the Board of Trustees.

Updated 11/21/08

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III   Program Review Content

1   Overview of your Program/Department
Provide a brief description (narrative) of the program/department so that the reader clearly understands the elements of the program/department. Include information on any degrees and or certificates which are offered in the program/department.

2   Analysis of Institutional Research Data
The data will further provide a more complete understanding of the success and challenges which the program/department faces regarding student success and retention.

   a) Course grade distribution; successful course completion; retention rates
   b) Enrollment statistics including section and seat counts with fill rates
   c) Improvement rates (where applicable)

3   Curriculum: *Course, Content, and Articulation*
   a) List the courses that have not been reviewed in 5-7 years.
   b) List the courses that you feel should be added to the current course offerings. Explain why these courses should be added.
   c) List the courses that you feel should be deleted from the current course offerings. Explain why these courses should be deleted.
   d) List any areas of concern with regards to your department/program's courses and their articulation. Please explain.

4   Student Learning Outcomes (SLOs)
List the courses assessed with the ***complete*** SLO process; your Program Level SLOs; and your department Level SLOs.

5   Facilities and Equipment
Comment on the facilities used by the program/department; the adequacy and currency of these facilities; immediate needs; and long-range needs.

6   Staffing
Examine current staffing and the program/department's needs now and in the next five years.

7   Planning
Look both externally and internally to see what changes or trends will impact your program in the next four years. What changes in the discipline will impact your program? Where do you want the program to be in five years? What goals and objectives will your program set in relation to the district's mission and goals?

8   Conclusion
List the prioritized recommendations and potential needs of your program/department. Remember to provide *estimates* of any probable expenditures or purchasing needs. Throughout the process, think about the following questions to help guide you. In fact, you might want to organize your PR into the following categories:
   a) Where is the program/department now (mention the status of your previous recommendations)?
   b) Where does the program/department want to be in 5-6 years?
   c) What does the program/department need to do to get there?
   d) How will you validate (or account for) the program/department's progress?

Updated 11/21/08   2

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CALIFORNIA COMMUNITY COLLEGES
SYSTEM OFFICE

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SACRAMENTO, CA 95811-6511
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http://www.cccco.edu

November 13, 2008   **Fiscal Services Memo 08-08**
                                                                      Via E-mail Only

TO: Chief Executive Officers
                 Chief Human Resources Officers
                 Chief Business Officers
                 Chief Instructional Officers

FROM: Frederick E. Harris, Assistant Vice Chancellor
                 College Finance and Facilities Planning

SUBJECT: Full-Time Faculty Obligation for Fall 2009: To remain unchanged from Fall 2008

SYNOPSIS: This memo provides the latest information to assist districts in complying with the Full-Time Faculty Obligation requirements for Fall 2009. The Board of Governors took action on Monday, November 3, 2008 to determine that inadequate funds had been provided to support an increase in the obligation. Therefore the Fall 2008 obligation for your district will remain unchanged and will continue as the Fall 2009 obligation number.

The California Code of Regulations (CCR), Title 5, Section 51025 requires community college districts to increase their base number of full-time faculty over the prior year in proportion to the amount of growth in credit funded FTES **IF** the Board of Governors determines that adequate funds have been provided to support implementation of adjustments to full-time faculty hiring obligations.

Fiscal Services Memo 08-07 was sent out on September 17, 2008 providing projected Full-Time Faculty Obligation information for Fall 2009.   In that memo we briefly discussed the likelihood of our staff recommendation to the Board of Governors at their November 3, 2008 meeting that inadequate resources were provided in the *2008-09 Budget Act* to support implementation of adjustments to full-time faculty hiring obligations.

Please know that the Board of Governors did determine on November 3, 2008 that **inadequate** funds had been provided to implement the growth increment of full-time faculty obligation for Fall 2009. Therefore, in accordance with Title 5, section 51025 (c)(7), the Fall 2008 final obligation will continue as the obligation for Fall 2009. As allowed for in regulations, districts may choose in lieu of maintaining their base obligation **number** from Fall 2008 to maintain at a minimum the full-time faculty **percentage** attained in the Fall 2008 term.

We recently discovered a calculation error we inadvertently made that effected 13 districts Fall 2008 final obligation. We have contacted each of these 13 districts already, and let them know that their "unchanged" Fall 2009 obligation will actually change only as corrected for Fall 2008.

On the System Office web page there is a detailed display for each district of the calculations made at different points in the apportionment process. These displays are available at Dist_FON_Rpt_Fall2008_and_Fall2009 . Enclosed is a table of Fall 2008 and Fall 2009 numbers.

If you have questions, please contact Kuldeep Kaur at 916-327-6818 or kkaur@cccco.edu.

Enclosure

FALL 2008 AND FALL 2009 FINAL OBLIGATION
FULL-TIME FACULTY OBLIGATION REPORT

District	Fall 2008 Final	Fall 2009 Final	Difference
Allan Hancock	136.40	136.40	0.00
Antelope Valley	150.60	153.60	3.00
Barstow	27.50	27.50	0.00
Butte	164.40	164.40	0.00
Cabrillo	205.60	205.60	0.00
Cerritos	287.20	287.20	0.00
Chabot-Las Positas	299.00	299.00	0.00
Chaffey	200.80	200.80	0.00
Citrus	174.30	174.30	0.00
Coast	412.40	412.40	0.00
Compton	22.40	22.40	0.00
Contra Costa	354.70	354.70	0.00
Copper Mountain	14.60	14.60	0.00
Desert	102.20	102.20	0.00
El Camino	339.20	339.20	0.00
Feather River	22.10	22.10	0.00
Foothill-DeAnza	516.00	516.00	0.00
Gavilan	69.10	72.10	3.00
Glendale	231.00	231.00	0.00
Grossmont-Cuyamaca	280.70	280.70	0.00
Hartnell	96.90	96.90	0.00
Imperial	92.30	102.30	10.00
Kern	372.80	372.80	0.00
Lake Tahoe	22.20	22.20	0.00
Lassen	21.90	21.90	0.00
Long Beach	325.60	325.60	0.00
Los Angeles	1,461.10	1,461.10	0.00
Los Rios	956.20	956.20	0.00
Marin	73.90	73.90	0.00
Mendocino-Lake	46.00	46.00	0.00
Merced	174.60	174.60	0.00
Mira Costa	99.10	108.10	9.00
Monterey Peninsula	109.90	109.90	0.00
Mt. San Antonio	358.90	403.90	45.00
Mt. San Jacinto	124.80	132.80	8.00
Napa Valley	98.70	98.70	0.00
North Orange	536.80	536.80	0.00
Ohlone	123.20	123.20	0.00

FALL 2008 AND FALL 2009 FINAL OBLIGATION
FULL-TIME FACULTY OBLIGATION REPORT

District	Fall 2008 Final	Fall 2009 Final	Difference
Palo Verde	25.00	25.00	0.00
Palomar	285.80	285.80	0.00
Pasadena Area	405.20	408.20	3.00
Peralta	334.20	341.20	7.00
Rancho Santiago	332.80	332.80	0.00
Redwoods	82.10	82.10	0.00
Rio Hondo	209.60	209.60	0.00
Riverside	336.00	336.00	0.00
San Bernardino	213.80	213.80	0.00
San Diego	504.80	504.80	0.00
San Francisco	483.80	483.80	0.00
San Joaquin Delta	227.80	228.80	1.00
San Jose-Evergreen	237.00	237.00	0.00
San Luis Obispo	146.40	146.40	0.00
San Mateo	338.80	338.80	0.00
Santa Barbara	241.40	246.40	5.00
Santa Clarita	179.80	182.80	3.00
Santa Monica	237.40	237.40	0.00
Sequoias	169.20	169.20	0.00
Shasta-Tehama-Trinity	122.10	122.10	0.00
Sierra	209.60	209.60	0.00
Siskiyou Joint	40.40	40.40	0.00
Solano	166.60	166.60	0.00
Sonoma County	302.50	302.50	0.00
South Orange County	305.80	305.80	0.00
Southwestern	255.30	255.30	0.00
State Center	495.50	495.50	0.00
Ventura County	397.20	397.20	0.00
Victor Valley	123.10	123.10	0.00
West Hills	90.50	99.50	9.00
West Kern	45.60	52.60	7.00
West Valley-Mission	346.10	323.10	(23.00)
Yosemite	293.00	293.00	0.00
Yuba	94.40	94.40	0.00
Total	*17,383.7*	*17,473.7*	*90.00*

CALIFORNIA COMMUNITY COLLEGES
2006-2007 2007-2008 FULL-TIME FACULTY OBLIGATION

DISTRICT: El Camino

	FISCAL YEAR 2006-2007				FISCAL YEAR 2007-2008				
	ADVANCE BUDGET WORKSHOP	P1 MAR. 2007	P2 JUN. 2007	RECAL JAN. 2008	ADVANCE BUDGET WORKSHOP	P1 MAR. 2008	P2 JUN. 2008	RECAL JAN. 2009	2009 ADVANCE BUDGET WORKSHOP
Credit Base FTES	18,086.68	18,199.78	18,199.78	18,199.78	19,305.01	19,305.31	19,305.31	0.00	0.00
Base Revision	1,193.80	17.90	67.46	1,092.67	16.08	0.00	0.00	0.00	0.00
Revised Credit Base FTES	19,280.48	18,217.68	18,267.24	19,292.45	19,321.09	19,305.31	19,305.31	0.00	0.00
Funded Credit FTES	19,597.90	18,217.68	18,267.24	19,305.31	19,632.92	19,298.37	19,299.15	0.00	0.00
Deficit Factor	1.00	1.00	1.00	1.00	1.00	0.98464	0.98	0.00	1.00
Adjust Credit Funded FTES	19,597.90	18,217.68	18,267.24	19,305.31	19,632.92	19,001.91	18,975.19	0.00	0.00
Growth/Decline in FTES	317.42	0.00	0.00	1,105.53	327.91	-303.40	-330.12	0.00	0.00
Overcap Adjustment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Growth/Adjustment	317.42	0.00	0.00	1,105.53	327.91	-303.40	-330.12	0.00	0.00
% Change in FTES	1.6463%	0%	0%	6.0744%	1.6986%	-1.5716%	-1.71%	0%	0%
Base FON	332.20	334.20	334.20	334.20	334.20	354.20	354.20	0.00	339.20
Growth Pys	5.47	0.00	0.00	20.30	5.68	-5.57	-6.06	0.00	0.00
Rounded Growth Pys	5.00	0.00	0.00	20.00	5.00	-6.00	-6.00	0.00	0.00
FON	337.20	334.20	334.20	354.20	339.20	348.20	348.20	0.00	339.20

November Report	Nov. 2006				Nov. 2007				
Full-time Faculty	357.10				348.90				
Part-time Faculty	175.00				207.40				
Total Faculty	532.10				556.30				
Faculty Percent	67.11%				62.72%				
75% Total Faculty	399.08				417.23				

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EL CAMINO COLLEGE
FULL-TIME EQUIVALENT FACULTY BY DIVISION
2-YEAR COMPARISON

El Camino FTEF Report Summer	Summer 2007	Summer 2008	% Change
Behavioral & Social Sciences	14.07	15.95	13%
Business	2.85	2.75	-4%
Fine Arts	13.97	16.22	16%
Health Sciences & Athletics	15.67	17.78	13%
Humanities	24.74	21.83	-12%
Industry & Technology	9.37	10.43	11%
Learning Resources Unit	7.08	11.10	57%
Mathematics	20.45	22.55	10%
Natural Sciences	13.87	14.71	6%
Total	**122.07**	**133.31**	**9%**

Note: Contracted assignments excluded

El Camino FTEF Report Fall	Fall 2007	Fall 2008	% Change
Behavioral & Social Sciences	56.25	53.33	-5%
Business	27.14	25.88	-5%
Fine Arts	68.81	71.96	5%
Health Sciences & Athletics	66.99	71.26	6%
Humanities	102.46	109.04	6%
Industry & Technology	54.81	52.88	-4%
Learning Resources Unit	16.26	19.70	21%
Mathematics	69.28	73.63	6%
Natural Sciences	50.98	52.63	3%
Total	**512.99**	**530.34**	**3%**

Note: Contracted assignments excluded

EL CAMINO COLLEGE
FULL-TIME EQUIVALENT FACULTY BY DIVISION
2-YEAR COMPARISON

El Camino FTEF Report Winter	Winter 2008	*Winter 2009	% Change
Behavioral & Social Sciences	8.40	7.93	-6%
Business	1.25	1.85	48%
Fine Arts	8.35	8.25	-1%
Health Sciences & Athletics	7.06	6.83	-3%
Humanities	7.75	8.75	13%
Industry & Technology	1.63	1.63	0%
Learning Resources Unit	3.93	6.78	72%
Mathematics	3.20	3.20	0%
Natural Sciences	2.18	2.18	0%
Total	**43.75**	**47.40**	**8%**

Note: Contracted assignments excluded
*Projected FTEF amount for term is based upon schedule entered in Datatel

El Camino FTEF Report Spring	Spring 2008	*Spring 2009	% Change
Behavioral & Social Sciences	52.33	51.75	-1%
Business	27.07	30.15	11%
Fine Arts	69.20	76.59	11%
Health Sciences & Athletics	69.21	69.51	0%
Humanities	93.08	99.31	7%
Industry & Technology	53.80	58.62	9%
Learning Resources Unit	16.87	21.90	30%
Mathematics	64.90	66.97	3%
Natural Sciences	52.50	52.60	0%
Total	**498.96**	**527.40**	**6%**

Note: Contracted assignments excluded
*Projected FTEF amount for term is based upon schedule entered in Datatel