

El Camino College
2006-2007 ACADEMIC SENATE
OFFICERS & EXECUTIVE COMMITTEE – Nov. 7, 2006

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

Senate Mailing List

Behavioral & Social Sciences – Miranda 3735

Elaine Cannon (06-07) Sociology 3574
 Christina Gold (06-07)
 Lance Widman (05-06) Political Sciences 3746
 Michael Wynne (07-08) Psychology 3562
 Janet Young Curriculum Chair 3613 (ex-officio)

Business – Rapp 3442

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

Counseling – Smith 3442

Kate Beley (05-06) Counselor 3251
 Ken Gaines (07-08) Counselor 3690
 Lisa Raufman (07-08) Counselor 3435
 Ken Key

Fine Arts – Blackburn, 3715

Ali Ahmadpour (08-09) Art 3539
 Daniel Berney (06-07) Dance 3657
 Jason Davidson (08-09) Speech 3725
 William Georges (06-07) Theatre 6770
 Chris Wells (08-09) Speech 3723

Health Sciences & Athletics – Haslam 3550

Nick Van Lue (05-06) HSA 3681
 Kathy Morgan (05-06) Nursing 3285
 Mary Moon (06-07) 3283 (sharing)
 Louis Sinopoli (05-06) Respiratory Care 3248
 Corey Stanbury (06-07) PE 3639

Adjunct Faculty – at large

Carolyn Almos () Speech
 Gary Robertson () Speech

Humanities – Lew 3316

Debra Breckheimer (06-07) English 3182
 Lyman Hong (06-07) English 6046
 Karen Warrenner (07-08) English 3689
 Peter Marcoux (07-08) 6046
 Evelyn Uyemura (07-08) ESL 3166

Industry & Technology – Way 3600

Vic Cafarchia (06-07) Air Conditioning & Refrigeration 3306
 Ed Hofmann (06-07) Machine Tool Technology 3292
 Walt Kahan (06-07) Electronics 3620
 Douglas Marston (07) Electronics 3621, 3611
 George Rodriguez (06-07) Welding 3308

Learning Resources Unit – Grigsby 3526

Susan Dever (08-09) Learning Resources Center 3254, 3514
 Claudia Striepe (07-08) Library 6482

Mathematical Sciences – Goldberg 3200

Susan Tummers (07-08) Math 6390
 Lijun Wang (06-07) Math 3211
 Greg Scott (08-09) Math
 Judy Kasabian (08-09) Math 3310
 Massoud Ghyam (07-08) Math 3900

Natural Sciences – Perez 3343

Chas Cowell (05-06) Chemistry 6152
 Teresa Palos (07-08) Biology 3354
 Kamran Golestaneh (06-09) Chemistry 3243
 David Vakil (07-08) Astronomy & Physics 3134

Note: Year after Senator's name indicates the last academic year of elected service.

Accreditation – Linda Arroyo & Arvid Spor

Academic Affairs – Ann Collette

Union – Editor

Associated Students President – David Nordel

Public Information – Ann Garten

Campus Police – Mike D' Amico, Chief

Federation Office – Don Brown, & Nina Velasquez

Health Center – Debbie Conover

Admissions & Records – Bill Mulrooney

Human Resources – Marcy Wade

President/Superintendent – Thomas Fallo

VP Academic Affairs – Francisco Arce

VP Administrative Services – Jeff Marsee

VP Student & Community Advancement – John Baker

Board of Trustees

Ms. Combs Miss O'Donnell Dr. Jackson

Mr. Beverly Dr. Gen Mr. Peters

Academic Senate Website

www.elcamino.edu/academics/academicsenate/

A REMINDER OF SENATE'S REASON FOR EXISTENCE

California Code of Regulations § 53200

Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

These academic and professional matters are often called the 10 + 1 items over which the senate faculty have primacy. The intent of the law is to assure effective participation of all relevant parties, and to ensure that the local governing board engages in *collegial consultation* with the Academic Senate on matters that are academic and professional in nature. Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the Academic Senate.
2. The governing board, or its designees, and the Academic Senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations. (El Camino's selection)

Education Code §87360 (b) requires that

Hiring criteria, policies and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the governing board, and the academic senate, and approved by the governing board.¹

**El Camino College
ACADEMIC SENATE
AGENDA**

Nov. 7, 2006

1. <u>CALL TO ORDER</u>	12:30
2. <u>APPROVAL OF MINUTES: Oct. 17, 2006</u>	
3. <u>PRESIDENT'S REPORT AND/OR ANNOUNCEMENTS</u> <ul style="list-style-type: none"> • Independent Studies follow-up • Collegial Consultation Policy/Procedure status • Faculty hiring procedures update • ECC-CEC Exec Board Meeting this week to plan for remaining of year 	
4. <u>VICE PRESIDENTS' & OTHER REPORTS</u> <ul style="list-style-type: none"> a. EDUCATIONAL POLICIES (Evelyn Uyemura) b. FACULTY DEVELOPMENT (Lisa Raufman) c. FINANCE & SPECIAL PROJECTS (Lance Widman) d. DEANS' COUNCIL REPORT (Lance Widman) e. LEGISLATIVE ACTION (Pete Marcoux) f. CURRICULUM (Janet Young) g. CEC Faculty Council (Saul Panski) h. STUDENT LEARNING OUTCOMES (Lars Kjeseth, Jenny Simon) i. CALENDAR COMMITTEE (Lyman Hong) j. ACADEMIC TECHNOLOGY COMMITTEE (Pete Marcoux, Michael Wynne) k. ACCREDITATION (Arvid Spor, Linda Arroyo) l. ENROLLMENT MANAGEMENT (Vice Presidents) 	
5. <u>UNFINISHED BUSINESS</u> <ul style="list-style-type: none"> • New College-wide Academic Senate voting procedures – final reading 	
6. <u>NEW BUSINESS</u> <ul style="list-style-type: none"> • Proposed definitions for Distance Education, Hybrid, & Web-Enhanced Courses • Board Policy & Administrative Procedure 4070 – Audit of Courses • ASCCC Fall Plenary Session Report 	
7. <u>RESOLUTIONS APPROVED AT PREVIOUS MEETING</u> <ul style="list-style-type: none"> • Resolution – Compliance with Title 5 Regulations, Section 70902 • Resolution - Collegial Consultation (2006-07 Final Budget Supplement) 	
8. <u>PRESENTATION</u>	
9. <u>ANNOUNCEMENTS</u>	
10. <u>GENERAL DISCUSSION – Topics not on agenda</u>	
11. <u>ADJOURN</u>	2:00

Agenda, Meeting Dates, Committee List, Etc.	
A. Minutes	
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Academic Senate Meeting Schedule – 2006-07
1st & 3rd Tuesdays, 12:30pm-2pm, Alondra Room

Fall	Spring
September 19	February 20
October 3, October 17	March 6, March 20
November 7, November 21	April 3, April 17
December 5	May 1, May 15, and May 29 (optional)

El Camino College
ACADEMIC SENATE
Committee Memberships 2005-2006 Academic Year

EDUCATION POLICIES: Chair, Evelyn Uyemura

Sep. 22nd, followed by – 1st & 3rd Thur 12:45-1:45 Chem 134

Chris Jeffries	Vince Robles
Chas Cowell	Jacque Thompson
Kate Beley	Julie Stewart
Chris Wells	

FINANCE & SPECIAL PROJECTS: Chair, Lance Widman (3746)

1st & 3rd Thursdays 1 – 2:30 Usually Alondra Room

Dave Vakil	Ken Keys
Teresa Palos	

FACULTY DEVELOPMENT: Chair, Lisa Raufman (3435)

2nd & 4th Tuesdays 12:45 - 2 ADM 127

Margaret Steinberg	John Ruggirello
Elaine Cannon	Moon Ichinaga
Mercedes Thompson	Ruth Banda-Ralph
Kristie Digregorio	Donna Manno (Dir, Staff Development)

LEGISLATIVE ACTION: Chair, Pete Marcoux (6046)

1st Thursday 12:45 – 1:30

Doug Marston	Walter Kahan

CALENDAR COMMITTEE

ELECTION SUB COMMITTEE

Lyman Hong	Karen Warrener, chair
Kelly Clark	Lijun Wang
	Susan Tummers

ACADEMIC SENATE MINUTES

October 17, 2006

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

Behavioral & Social Sciences

Cannon, Elaine X
Gold, Christina exc
Widman, Lance X
Wynne, Michael X

Business

Halamka, Dagmar
Miller, Tim X
Thompson, Jacquie X

Counseling

Beley, Kate X
Gaines, Ken exc
Raufman, Lisa X

Fine Arts

Ahmadour, Ali X
Berney, Dan exc
Davidson, Jason X
Georges, William X
Wells, Chris X

Health Sciences & Athletics

Van Lue, Nick
Morgan, Kathy (sharing)
Moon, Mary (sharing) X
Sinopoli, Louis
Stanbury, Corey

Humanities

Breckheimer, Debra X
Hong, Lyman X
Marcoux, Pete X
Uyemura, Evelyn exc
Warrener, Karen X

Industry & Technology

Cafarchia, Vic
Hofmann, Ed X
Marston, Doug X
Nothern, Steve X
Rodriguez, George

Learning Resources Unit

Dever, Susan X
Striepe, Claudia X

Mathematical Sciences

Ghyam, Massoud X
Kasabian, Judy
Scott, Greg X
Tummers, Susan
Wang, Lijun

Natural Sciences

Cowell, Chas X
Golestaneh, Kamran X
Palos, Teresa X
Vakil, David X

Adjunct Faculty

Almos, Carolyn exc
Robertson, Gary X

Ex Officio Attendees: Janet Young, Francisco Arce

Guests: Ann Collette, Linda Arroyo, Arvid Spor. Tom Lew & Harold Tyler also gave a report.

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

Summary of events during meeting

1. Faculty hiring procedures will be ready for the next meeting.
2. Staffing needs survey should be returned to senate by October 31. (See Pres. Report, #7)
3. There will be an On Course training session at ECC. Sign up soon.
4. Earlier enrollment deadlines have impacted schedule development and curriculum.
5. Accreditation is beginning. Compton is a part of our accreditation. See below.
6. Two motions about collegial consultation passed. One regarding the process used in forming the Compton partnership (*Title 5 compliance*) and the other about the handling of ECC's 2006-2007 budget. The latter was an emergency motion.
7. There was a presentation about student conduct.
8. The campuswide voting procedures was postponed to the next meeting.

President's report – Susan Dever (henceforth SD)

1. This coming week, we have the state senate's plenary session in Newport Beach. Janet Young, Saul Panski, SD, Pete Marcoux, and a few faculty from Compton will be going. SD can give you a copy of the tentative agenda. They will be voting on resolutions for the fall session.
2. The faculty hiring procedures update was not included in this packet because this meeting's agenda is full. Pete & SD met with ECCFT representatives and both groups were in agreement on the current draft. The procedures will appear on the agenda for the next meeting.
3. 2nd 8-week classes are starting soon. Please spread the word to your colleagues that they should advertise these classes to students. See a recent email for a list that is more updated than what appeared in the packet.
4. There was an Area C meeting for local senates recently. ECC & Compton were a topic of interest.
5. There was a Board of Trustees meeting last night. They discussed a list of 9 items the Board of Trustees wishes to do. They wish to focus on three top priorities and two secondary priorities. Those are:
 - a. Compton report given by Provost Givens at every meeting
 - a. Distance Education program – increasing offerings
 - a. Course repeatability – Fine Arts is contemplating non-credit Fine Arts courses.
 - b. Re-examination of the district voting structure for Board of Trustees members; should Board of Trustees members be elected at large vs. within their districts? (Elections cost \$750,000 each.)
 - b. District communications policy, to be developed by Community Relations Office.
6. College Council has recently been discussing its self evaluation and its role in the campus and within collegial consultation, how it can be improved, how it is supposed to work vs. how it actually works.
7. SD generated and distributed a survey for all faculty to help diagnose staffing needs and staffing levels. Senate's executive council and the ECCFT both thought the survey was a good idea. The goal of the survey is to get a clear and comprehensive picture of where and how shortages in staffing are affecting teaching and learning. This is an attempt to

provide data to support the often-made claim that ECC is understaffed. The goal is not to inflame, but rather to get data to help target the areas with resolvable problems. Please work together with your colleagues to administer this survey in your area. Please return this by Tuesday, October 31. Results will be collated by the senate's executive council. This is a senate survey, so please keep responses limited to senate-related issues. The ECCFT will probably examine similar issues. The deans will soon be made aware of this survey, since they may be able to answer some of the questions.

Minutes from September 19 and October 3, 2006 were both approved.

Educational Policies Report – Evelyn Uyemura

Chas Cowell gave the report. Audit policy and related procedures have been drafted and are being reviewed by the deans; something might be ready for the next senate meeting. Also the committee is examining Collegial Consultation and associated procedures, but this will take longer. There are some concerns that ECC doesn't comply with title 5 in terms of how senate is represented in various councils.

Faculty Development – Lisa Raufman

On page 26 is a rough draft of the Faculty Development minutes of the latest meeting. During November 17-18 there will be an On Course training session at ECC. Write Kristie Daniel-DiGregorio for more information. Twenty five people have signed up and there are spaces for 60. We are examining ways to get the On Course creator to come to ECC. On the back of the aforementioned minutes is information that shows how retention is increased using the tools taught in On Course training. One guiding premise of On Course: students taking responsibility for their own actions and learning. Kristie D² also received a grant that helped with the orientation classes (HD 8). Three ECC faculty presented at the Great Teachers Seminar. There is usually funding for 2 ECC teachers to attend this seminar. Upcoming meetings will discuss the Spring flex day.

Finance and Special Projects – Lance Widman

From the Council of Deans, see the minutes on page 20. There was lots of discussion about enrollment and how to facilitate and increase enrollment. There is a policy being developed about who can speak to the press. The council also discussed things related to Compton-related overtime. Stipends will be given for Compton-related work. See also the ECCFT MoU and be aware of it, the contract, etc. As of now, an academic senate presentation is now a regular item on the Deans' agenda. The council also discussed Program Review, high school recruitment, SLOs, and guidelines for addressing disruptive student behavior (see page 40 and beyond; note: there will be an upcoming presentation to senate on this issue).

PBC is transitioning from budgeting to a linkage between planning and budgeting. During the last meeting, there was a good presentation from Irene Graff that showed indicators that we can use and that other colleges already use to assist with planning. Indicators will help us gather data that support retention and other key areas. PBC hasn't had a detailed presentation about the budget, which has helped speed up the transition between budgeting to linking planning and budgeting. As a result of this lack of presentation, Lance has written a motion (with the help and

input of many others) to address this concern. He will ask that it be treated as an emergency motion in senate today.

Legislative Action – Pete Marcoux

Some senators (with 05-06 after their name on the packet cover page) need to be re-elected or replaced now. We will soon vote on the campuswide voting procedures.

Curriculum Committee – Janet Young

CCC reviewed 32 proposals, 17 of which were developed for Compton. Four proposals were tabled and will be reviewed in November. Thirteen essential proposals were approved, including new courses and one new distance education class. Curriculum must be approved this semester to be offered next Fall.

As part of enrollment management recommendations, students enroll earlier than they have in the past, which also means the schedule of classes is created earlier. Curriculum must now be approved earlier. This haste is hopefully justified by enrollment increases. The haste does impact other areas. This question was passed on to the Enrollment Management Committee.

Compton Update – Saul Panski

People are working on the final elements for the curriculum for next Fall. The new LRC will open in January. Compton is concerned about enrollment. Faculty are concerned that they have not been consulted in the enrollment management plan. There is worry that the enrollment target is too low and may cause long-term harm.

Discussions are taking place about how to reconcile Compton committees with ECC's committees.

Linda Arroyo and SD have asked that Compton employees be included on the accreditation committees for our accreditation. Saul Panski will do what he can to encourage participation. There were initial indications that the Compton and ECC accreditations would be kept separate, and that this was a big issue in the original discussion about the decision to enter a partnership. The educational center is now part of El Camino, and all aspects are part of El Camino (services, etc). At the time of the original discussion, there were questions about Compton's data affecting our accreditation. In the upcoming accreditation, pre- and post- partnership information will be separated, but we cannot separate all aspects of Compton and ECC cleanly. The accrediting agency is aware of the partnership and its effects. The accrediting agency is probably more aware of these issues than most other people/groups. Saul Panski says that he does not believe ECC's accreditation is at risk. Compton College stopped existing in August, and it became an "arm of El Camino" at that time. Linda Arroyo said that part of ECC's accreditation is the Compton Center. As we gather data and evidence, we will make recommendations according to each location's needs. There will probably be clear delineation between the two locations.

One of the problems is the review of faculty to ensure ECC standards are met. There were initial discussions that faculty would be reviewed, but now the process seems to be that Compton faculty will be reviewed on their own original schedule. This could pose a problem in assessing matters in the classroom.

Student Learning Outcomes

No report.

Calendar Committee – Lyman Hong

No report.

Academic Technology Committee – Pete Marcoux, Michael Wynne

No report.

Accreditation – Linda Arroyo

There is a meeting on Thursday with the steering committee and the co-chairs. On the following Thursday there will be a meeting with the full accreditation team. Faculty from both ECC & Compton are needed for this. Please let Arvid Spor or Linda know if you plan to attend.

Enrollment Management – Francisco Arce & John Baker

Nothing to report beyond what was mentioned previously during the meeting. We are in the process of developing enrollment management and marketing plans for Compton. Our current enrollment is about the same as last year, approximately 7800 Fall FTES and 1800 Summer FTES. 2nd 8-week classes were counted for Fall by including whoever is currently enrolled in those classes (even though classes have not yet begun). Positive attendance is also not fully factored in.

Unfinished Business

COMPLIANCE WITH TITLE 5 REGULATIONS

Page 33 contains the revised version, with changes and insertions noted in the margins. It was noted that this motion and Lance's motion establish a pattern. Moved/seconded by Pete Marcoux and Lyman Hong.

There are concerns that, with this motion, we are creating more adversarial relations and aren't following the rules outlined for handling disputes such as these. Pete Marcoux responded: the 1st step is to go to the Board of Trustees so that the problem is recognized. It was pointed out that board members have asked for documentation of matters like these.

The initial discussion on this resolution was that we would not reference Compton specifically, just the process. Some senators don't feel comfortable singling out the Compton incident and suggested we need to enumerate several instances. Others think we should list (make resolutions about) one incident at a time, as needed, to increase the impact that resolutions have. The current motion is designed to talk about process, not about Compton. Also noted, this motion was first published 2 weeks ago, but nobody in administration has responded.

Francisco Arce made several remarks. The following comments are paraphrases of what he said or direct quotes, as indicated. He would like to know how to improve things. He also recognizes the displeasure of the senate about the situation. There are “varying degrees of understanding of consultation.” He believes that a substantial effort was made to consult. He said, “We did come to the senate to make you aware that this is in process and that we were considering a proposal.” “We did not engage the senate in the actual writing of the proposal.” “There was a Board meeting and the President held an open forum.” “It was discussed in Dean’s council, VP staff meeting, VP Services meeting.” “Senate was not in session during summer when the MoU was written.” It is important to recognize “that attempts were made to consult and there was consultation.” He recognizes the process “was not perfect.” He asked how we can improve the meaningfulness of consultation.

Lance Widman noted that solving the problems are a later step and that documenting the problem is the first step.

Chris Wells read an excerpt from Title 5 (below) and claimed “from the definition, it is clear that this wasn’t followed.”

California Code 53200, Article 2, Definitions

(d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) relying primarily upon the advice and judgment of the academic senate; or
- (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

SD said that she feels responsible for not calling a senate executive board meeting or a special senate meeting on this issue.

Motion passed with 5 abstentions.

A quorum call was made. There was a quorum.

MOTION REGARDING COLLEGIAL CONSULTATION (2006-07 FINAL BUDGET SUPPLEMENT

Lance Widman and Pete Marcoux moved for emergency status. This passed with 1 abstention. There was no further discussion. Pete Marcoux and Doug Marston moved to accept the motion, which passed with 1 abstention.

New Business

Presentation about Student Conduct (page 40)

Harold Tyler and Tom Lew presented about Student Conduct and the grievance processes. They noted that many related ECC documents are out of date. They also noted that faculty don’t always know what the procedures are for issues like this. They are in the process of rewriting Board Policy 5138. Senate will see the new version within the next few months, with a new policy number: 5500. (Policies are being renumbered to be identical state-wide.)

They are trying to develop a document that faculty can see in the classroom that will clearly indicate which student actions are inappropriate and how to follow up. Issues such as impending physical harm will be discussed. For example students can be immediately suspended for up to 48 hours for impending physical harm. (There was discussion about whether this was 2 class periods or 48 hours. The last remark indicated it was 48 hours.) Students do have appeals processes and due process available. Documentation must be provided for anything, including verbal warnings that are issued. A 5x8 summary note-card will be created. Cell phones and text messages, especially as related to cheating, will be covered in the policy.

Questions:

1. Is there a policy about being able to lock classroom doors after class begins? (This wasn't answered.)
2. Can you make students remove offensive clothing (e.g. swear words)? We don't have a dress code. You can ask.
3. Are there 3 strikes for plagiarism? Grades can be assigned for the specific incident.

At this point, it was noted that the proposed policy (pages 40-42) discusses disruptive student behavior instead of academic misconduct (such as plagiarism). The discussion at hand is about student behavioral misconduct, not academic misconduct. One operative word is "continued" misconduct. Note: we have a separate policy for plagiarism, which may need to be updated.

Service areas, such as the library, are not well-covered by this policy, especially when students do not provide identification. It was noted that students that do not identify themselves are violating a second rule. Call campus police for cases like these.

One important point that was repeated: for issues related to potential student misconduct, Document offenses and any verbal warnings you give. There are legal issues involved here. Academic issues do not engender court intervention. When you do write documentation, indicate time, place, and matter. Different forms are available; see pages 43-44. Any related constraints you have in your class should be in your syllabus or should be in the college catalog. Students have an implied contract when enrolling at ECC.

Campuswide voting procedures

Postponed to the next meeting.

Meeting was adjourned at 2pm.

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of October 30, 2006

Present: Dr. Arce, Dr. Dever, Dr. Fallo, Mr. Nordel, Mr. Robertson, Ms. Smith, Dr. Spor, Ms. Wade, and Ms. Pickens.

1. Compton

- a. President Fallo met with Chancellor Drummond on Monday to discuss the contract and the proposed changes to AB 318. The Chancellor's office does not want to make changes to AB 318 at this time due to political considerations. The Board of Governors (BOG) Chair Mr. Caplan and our Board wanted the lead handcuffs removed from AB 318. The Chancellor will write a letter explaining his position that can be shared with our Board. The Chancellor pledged that he would renew the terms in MOU in the contract if that satisfies us. We believe that we can protect ourselves in a contract, and we may not sign a contract and instead have another MOU – with the same terms including the exit clause.
 - b. The Chancellor has requested that President Fallo give a presentation on Compton for the BOG in January or March of 2007.
 - c. Dr. Givens is the Provost at Compton and should be handling Compton issues and people need to work through her.
 - d. According to the Accrediting Commission Compton must sit out for a 2 year period and then they can start the application procedure which takes about 3-4 years. We are meeting with the president of the Commission to see if they feel there should be a longer wait out period. There is still a lot of fiscal, personnel and student information that is unknown at this time.
 - e. We have asked Compton purchasing staff to come and work here.
 - f. Financial Aid is still a concern – we have made some payments. We need to make all payments.
 - g. The Accrediting Commission may force us to change all signs to say Compton Educational Center. The current signage could be viewed as false advertisement.
2. Faculty accomplishments will be included in the on-line campus newsletter. Send accomplishments to Ann Garten's office.
 3. Item number 9 on the evaluation will be changed to read "Primarily focus on students."
 4. We need to set time lines for goals.

Agenda for the November 6, 2006 Meeting:

1. Minutes of October 30, 2006
2. Team Reports
3. College Council Evaluation
4. 2006-2007 College Council Goals
5. El Camino College Committees listed on Portal

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting of October 23, 2006

Present: Dr. Arce, Dr. Dever, Dr. Fallo, Mr. Nordel, Mr. Middleton, Mr. Robertson, Ms. Smith, Dr. Spor, Ms. Wade, and Ms. Pickens.

1. The contract with Compton is in the beginning stages. Council members wishing to give input on what is included in the contract should do so as soon as possible. The Board has requested a contract be presented to them by the end of this year. The major contract points are in the current Memorandum of Understanding.
2. Communication
 - a. It is unclear as to how College Council members are to get information back to their groups on a more regular basis. Area Councils are one avenue of communication.
 - b. Most issues that are dealt with in the Academic Senate do not come to College Council unless they are areas of concern. Items are presented as they appear in the Board agenda. Information could also be communicated through Division senators.
 - c. The Communication Task Force does not have to filter information through this committee.
 - d. A Notice of Appeal has been filed for the San Leandro School District case which addresses Union use of District mailboxes for distribution of political material. Legal counsel has advised us that Superior Court decisions are not binding on any other case or in any other county and does not apply to El Camino College.
3. Community
 - a. College Council can lead by example and support all activities that build a sense of community.
 - b. One way to promote community would be to publish faculty accomplishments.
4. The wording on #9 of the evaluation should be changed. Rather than "Primary focus on students" it could say "A consistent focus on students," or "Primary consideration of students." We will discuss this further next week.
5. 2006-2007 Goals – the following goals were proposed for consideration:
 - a. Define Collegial Consultation and Shared Governance – and communicate to campus community.
 - b. Resolve how to get information out and responses back to College Council.
 - c. Review Procedure 2510 – Collegial Consultation.
 - d. Review District Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2004-2007.
 - e. Build a sense of community.
 - f. Review process of recommendations from other committees.
6. Our capital construction plan is approximately \$300 million short. We need to determine how we will prepare the community for the possibility of going out for another bond or a decrease in our projects.

Agenda for the October 30, 2006 Meeting:

6. Minutes of October 23, 2006
7. College Council Evaluation
8. 2006-2007 College Council Goals
9. El Camino College Committees



NOTES – COUNCIL OF DEANS/ENROLLMENT MANAGEMENT
5 OCTOBER 2006

Present: F. Arce, J. Baker, H. Bateman, K. Blackburn, A. Collette, K. Curry, A. Garten, D. Goldberg, A. Grigsby, I. Haslam, T. Jackson, T. Lew, Q. Miller, G. Miranda, W. Mulrooney, D. Patel, B. Perez, V. Rapp, D. Reid, A. Spor, H. Tyler, R. Way, S. Warriar, L. Widman

I. INFORMATION ITEMS

- A. Notes of 7 September: Distributed.
- B. Academic Senate Update: L. Widman reported the following items at the Academic Senate meeting held on 3 October:
 - Three academic senate reps from the Compton Center (CEC) attended the 3 October meeting.
 - Two board policies were approved: BP 4025 (Course Repetition) and BP 4100.1 (Catalog Copyrights).
 - Revisions to college curriculum bylaws reflected the joint effort in curriculum between CEC and ECC.
 - The faculty hiring procedure will be reviewed by the Federation and Academic Senate.
 - Agenda items at the next Academic Senate meeting will include the collegial consultation in the Compton decision and the stance of PBC on the augmentation of the final budget.

II. DISCUSSION/ACTION

- A. High School Recruitment Plan: J. Baker, R. Dreizler and A. Spor developed the 2006-07 high school recruitment plan. The recruitment plan included 13 recommendations to increase enrollment. The goal for fall 2007 is to increase high school enrollment by 10%.
 - Recruiting will continue at out-of-district schools when an invitation is extended although the focus is to serve the feeder high schools within the district, including the Compton Center.
 - Continue to expand college course offerings at the high schools. This was a top request that was expressed at the Principal's breakfast held on 4 October.
 - Provide information about what support services are available for new students (ie. Honors Transfer Program, Tech Prep, Puente, STARS, Project Success).
 - Recruit and provide workshops for faculty to teach Human Development 8 (orientation to college course).
 - Continue to distribute the high school newsletter to the principals.
 - Provide more information at the adult school level to increase the visibility of the ESL program at ECC. Enrollment in ESL classes has declined.
 - The regional occupational center is another outlet of collaboration in which to access high school students.
 - Some high school principals have expressed the need for more interaction with faculty and academic deans.

-- After updates are made, the high school recruitment plan budget will be the next phase. It will go forward to PBC for recommendations.

B. Program Review:

-- Committees are being formed to review program review recommendations. Once completed, prioritized recommendations will be forwarded to PBC for consultation.

-- Program review must be completed by 2009.

-- Representatives are needed for the Student Learning Outcome Assessment Cycle committee for Fine Arts and Health Sciences & Athletics.

-- A meeting will be scheduled on program review with I. Graff, S. Dever, F. Arce, B. Perez and two faculty members.

C. Intercampus Mail & Library Loan:

Intercampus Mail: Service is provided on a daily basis through the Los Angeles County Office of Education for intercampus mail. Any material or correspondence for CEC can be dropped off at the Business office. The service is provided two times a day. K. Curry will check what CEC is doing regarding intercampus mail to ECC.

Library Loan: Students have access to both CEC and ECC libraries. Library materials will need to be returned at the same library it was checked out at.

D. Evaluation of the New Student Orientation: 3,500 mailers were sent and 343 students attended the event. The recommended changes for next year included:

1. Matriculation.

2. Provide information on the campus activity calendar website.

3. Send out mailer earlier.

4. Funding put in place prior to event.

III. Other

A. Student Conduct: H. Tyler reported that student misconduct and cheating is escalating on campus.

-- H. Tyler will need to be notified regarding students that are suspended or considered a physical endangerment to others.

-- Board Policy 5138 (student conduct) will be reviewed.

-- Faculty will be provided with a card that provides a step-by-step process if they are faced with these issues. This information will be forwarded to Academic Senate and ASO for review prior to distribution. It was suggested that faculty include classroom standards in his/her syllabi.

B. 8-Week Poster: Second 8-week fall posters are being posted around campus.

C. Enrollment Status: Counseling provides a list of open classes for the second 8-week courses which is updated daily. There are 60 sections in which many still have available seats.

D. Interim Positions at CEC: Tom Jackson is an interim dean at CEC. A position for the interim dean for the library has not been filled yet.

E. Faculty Evaluations: There are 49 faculty evaluations that must be completed for CEC. Twenty five evaluations will be completed this semester and twenty five for next semester. Faculty teams will need to be formulated.

F. ECC 60th Birthday: ECC will celebrate its 60th birthday in 2007.

G. Recruitment: Upcoming job openings for the following positions are: Vice President-Student Services, Director-Special Resource Center, Athletic Director, Associate Dean-Humanities

H. Faculty Position ID: Tom Lew is in process of distributing information.

ACADEMIC AFFAIRS AND
STUDENT SERVICES



October 19, 2006
9:00 AM to 11:00 AM
Lib 202

Type of meeting: Council of Deans/
Enrollment Mgmt Facilitator: Francisco Arce/Arvid Spor
Note taker: Karen Lam

Attendees

___ F. Arce	___ D. Goldberg	___ J. Means	___ R. Smith
___ J. Baker	___ I. Graff	___ Q. Miller	___ A. Spor
___ H. Bateman	___ A. Grigsby	___ G. Miranda	___ K. Townsend
___ K. Blackburn	___ I. Haslam	___ W. Mulrooney	___ H. Tyler
___ A. Collette	___ T. Jackson	___ D. Patel	___ R. Way
___ K. Curry	___ K. Key	___ B. Perez	___ J. Wagstaff
___ S. Dever	___ T. Lew	___ V. Rapp	___ S. Warrier
___ A. Garten	___ D. Marquez	___ D. Reid	___ L. Widman

Other Guests:

AGENDA ITEMS	ORIGINATOR	DESIRED OUTCOME
I. Information A. Notes of 10/5/06 B. Academic Senate Update C. CCHA Conference	All Dever/Widman Arce	A. Information B. Information C. Information
II. Discussion/Action A. Enrollment Management B. Proposals for Enrollment Growth C. Enrollment Status D. Football Team E. Out of Class Assignments F. Faculty/Staff Accomplishments G. Spring 2007 Inglewood Plan	Arce All Miller Haslam Arce Arce Arce	A. Update B. Recommend Growth Programs & Budgets C. Update D. Update E. Clarification of Policy F. Recommendations G. Follow Up
III. Other		
IV. Next Meeting -- Enrollment Management, October 26, 2006, 9:00-10:00 a.m. Adm 127 -- Joint Enrollment Management/ Deans' Council, November 2, 2006 9:00-11:00 a.m. Library 202		

Academic Senate representative for November 7: Dipte Patel

FACULTY COUNCIL

AGENDA

Faculty Council Meeting

Thursday, November 2, 2006, 2:00 p.m., Board Room

Every effort will be made to start promptly at 2:00 p.m. and adjourn at 3:00 p.m.

All items not covered will be carried over to the next agenda.

I. CALL TO ORDER

II. APPROVAL OF AGENDA 11/02/06

III. APPROVAL OF MINUTES 10/19/06

IV. REPORTS

V. OLD BUSINESS

VI. NEW BUSINESS

- | | | |
|-----------|---|-------------------------------|
| A. | Faculty Recognition Day | Dr. August Hoffman |
| B. | Introduction of Interim Dean of Academic Affairs | Dr. Mary Callahan |
| C. | Introduction of Interim Director of the Library/LRC | John Ayala |
| D. | Online Registration Demonstration | Vanessa Haynes
(ROOM C-29) |

VII. ADJOURNMENT

POSTED 10/31/06

AGENDA

Academic Senate Meeting

Thursday, November 2, 2006, 1:00 p.m., Board Room

Every effort will be made to start promptly at 1:00 p.m. and adjourn at 2:00 p.m.

All items not covered will be carried over to the next agenda.

I. CALL TO ORDER

II. APPROVAL OF AGENDA 11/02/06

III. APPROVAL OF MINUTES 10/19/06

IV. REPORTS

- A. President's Report Saul Panski
 - 1. Compton/ECC Resolution
 - 2. Hiring Policies
 - 3. Tenure Review

- B. Faculty Rep to the Board's Report Carol Sandvik

- C. Shared Governance Committee Rep's Report Darwin Smith

- D. Student Rep's Report Hilda Gaytan

V. OLD BUSINESS

VI. NEW BUSINESS

- A. Special Project Robert Boyd

VII. ADJOURNMENT

POSTED 10/31/06

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE

October 10, 2006

Present: F. Arce, P. Gebert, A. Himsel, L. Kjeseth, M. Lipe, E. Martinez, C. Mosqueda,
S. Panski, J. Siddiqui, C. Somin, J. Stewart, J. Young

Absent (excused): V. Rapp

Absent (unexcused): L. Alamillo

Ex-Officio Members Present: A. Collette, S. Eggers, M. Hall, L. Suekawa

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

Also Present: C. Aguilar, K. Blackburn, A. Cortez-Perez, S. Dowden, H.
Estrada,

J. Evans, S. Gates, C. Gold, D. Goldberg, J. Hoffman, M. Kogon,
S. Lazar, T. Lew, C. Lyles, B. Moore, L. Plum, C. Sandvik,
A. Simon, T. Wasserberger

CALL TO ORDER

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

APPROVAL OF MINUTES

P. Gebert moved that the minutes for the September 26, 2006, CCC meeting be approved and C. Somin seconded the motion. As there were no corrections, Chair Young called for a vote and the minutes were accepted as presented.

CHAIR'S REPORT

Chair Young thanked committee members for their cooperation with the review of the proposals that were forwarded to them at a late date and for their review of all proposals. She stated that the time CCC representatives invest reviewing proposals is sincerely appreciated. Continuing with her report, the Chair told the CCC that L. Suekawa received a letter from C. Hanson, Interim Dean of Academic Program Planning for the California State University Office of the President, stating that History 18A and 18B are approved as courses meeting the United States History, Constitution, and American Ideals requirement. Chair Young reminded the committee that it had reviewed these courses last year then said that C. Hanson expressed her appreciation for the dedication of the El Camino College faculty toward providing a quality learning experience for students.

Next, Chair Young introduced the new Counseling CCC representative, C. Mosqueda. The Chair then noted that many faculty from the Compton Community Education Center were in

attendance at today's meeting and asked everyone present to introduce themselves and identify the areas they represent and their campuses.

Concluding her report, Chair Young referred the committee to the CCEC Essential Curriculum Review Timeline II, which was included in the day's packet. The Chair told the CCC it was necessary to have a second round of essential review because courses for Fall 2007 must be reviewed and, if appropriate, approved this semester in order to be included in the Schedule of Classes. J. Young informed the CCC that the timeline had been discussed with the academic deans in the morning. In addition, the deans finalized the list of essential courses that will be developed for review at the November 28th CCC meeting. The timeline and the list of courses was then reviewed by the CCC.

S. Panksi, the CCC representative for the CCEC, told the committee that the faculty of the Center extends its thanks to A. Collette and J. Young for the time they have given and commitment they have shown toward creating the processes that allow for the development and review of courses essential to the CCEC campus.

VICE PRESIDENT OF ACADEMIC AFFAIRS' REPORT

Vice President Arce thanked everyone on the committee for the time they spent helping their CCEC colleagues develop courses.

CURRICULUM REVIEW

BUSINESS PROPOSALS:

Chair Young introduced M. Kogon, who was presenting the Business proposals, to the CCC. While an errata sheet was distributed, M. Kogon explained that the three new Business courses and the new option for the Business Management Certificates of Competence and Completion were developed for the International Business program. He then asked that review begin with Business 93. During the discussion that ensued, corrections to the proposal form were noted and revisions to the catalog description and Sections II, III, IV, and V of the course outline were agreed to. Next, the CCC accepted corrections to the proposal form for Business 94 and revisions to Sections II, IV, and V of the course outline. M. Kogon then directed the committee's attention to Business 97. During the brief discussion of this course, corrections to the proposal form were noted and revisions to Sections II, III, IV, and V of the outline were accepted. The Business Division's presentation concluded with a brief discussion of the new option, International Business, for the Business Management Certificates of Competence and Completion. L. Kjeseth then moved, and C. Somin seconded, that the Business proposals be approved. The motion carried. C. Somin moved that the conditions of enrollment be approved. P. Gebert seconded the motion, which carried.

BEHAVIORAL AND SOCIAL SCIENCES PROPOSALS:

J. Young relinquished the Chair to L. Kjeseth, the CCC's Chair Pro Tempore, so she could lead the discussion of the Behavioral and Social Sciences proposals. As an errata sheet was being distributed, J. Young asked the committee to turn to the American Studies proposals. During the brief discussion of American Studies 1 and 3, the disciplines for both courses were clarified and the CCC agreed to revisions to both catalog descriptions as well as to revisions for Sections V and VII of the outline for American Studies 3. Next, review of History 8, 9, and 16A was held. The committee accepted revisions to Sections II and III of the History 8 course outline, a revision to Section II of the History 9 outline, and a revision to Section III of the History 16A

outline. Review of the division's proposals continued with Psychology 12. After a revision to Section VIII of the course outline was agreed to, S. Panski questioned the wording of one of the critical thinking assignments. After A. Simon explained her reasons for presenting the assignment as written and arguments for and against the wording were heard, L. Kjeseth reminded the committee that, traditionally, the CCC defers to experts in the field when disagreement about such issues as appropriate assignments arise. It was agreed the assignment would remain as written. A. Himsel and A. Simon then provided revisions, which were accepted, to the course objectives in Section II of the outline. The committee's attention turned to Psychology 21. J. Young informed everyone that the Psychology Department, on the advice of L. Suekawa, was adding consideration for CSU general education to the proposed revisions noted on the proposal form. J. Young then provided the committee with revisions for Sections III and VII of the course outline. Review continued with Sociology 102 and during the ensuing discussion, revisions were agreed to for Section II of the outline. However, due to confusion about the actual hours required for each major topic, L. Kjeseth stopped discussion of Sociology 102. He asked S. Dowden to determine the correct hours while the CCC continued with review of the division's remaining proposals. S. Dowden agreed to do so.

J. Young informed the CCC that the three new courses scheduled to be discussed next were developed as essential curriculum for the CCEC. Beginning the review with Child Development 34, she provided revisions to the proposal form, the catalog description, and Sections II, III, and V of the outline. A brief discussion, during which revisions were accepted, was then held. Next, the CCC discussed the Ethnic Studies 1 proposal. Revisions were provided, and agreed to, for the proposal form, the catalog description, and Sections V and VII of the course outline. Continuing, the committee turned its attention to Sociology 112. During the brief discussion of this course, revisions to the proposal form, the catalog description, and Section II of the outline were accepted. L. Kjeseth then directed the CCC to conclude its review of Sociology 102. S. Dowden provided the necessary revisions for Section III of the course outline, which were accepted. After discussion of the course ended, J. Siddiqui moved that the Behavioral and Social Sciences proposals be approved. M. Lipe seconded the motion, which carried. P. Gebert moved, and J. Siddiqui seconded, that the conditions of enrollment be approved. The motion carried. J. Young then resumed the duties of the Chair.

MATHEMATICAL SCIENCES PROPOSAL:

D. Goldberg, Dean of Mathematical Sciences, told the committee that the Distance Education version of Mathematics 40 was created to meet the needs of students at the CCEC. After a brief discussion of the proposal, during which the class size for the course was clarified, J. Stewart moved that the CCC approve the Distance Education version. C. Somin seconded the motion, which carried.

FINE ARTS PROPOSALS:

Chair Young informed the CCC that the four Music courses developed for the CCEC campus were being tabled until the November 28th meeting. She explained that the course proposals were in need of additional review and revision before they can be discussed at a CCC meeting. The Chair then asked K. Blackburn to present the division's remaining proposals. The dean thanked the committee for forwarding suggestions about the proposals to her and asked that review start with Speech Communication 4. After it was clarified that the course would be proposed for UC transfer then submitted for consideration of inclusion on the CSU general education and Intersegmental General Education Transfer Curriculum (IGETC) patterns, a minor revision to Section IV of the outline was accepted. The committee then turned to Speech Communication 12 which was being proposed for the critical thinking category of the CSU

general education pattern. A considerable discussion about the course's applicability for the critical thinking category ensued. J. Stewart expressed concern that Speech Communication 12 did not have a prerequisite of English 1A as did the majority of the other El Camino College courses currently in the critical thinking category. C. Mosqueda stated that the parallel course at Long Beach City College has a prerequisite of English 1A. L. Suekawa remarked that the guidelines she has for determining if a course is appropriate for a specific area of the general education pattern do not specify that courses in the critical thinking area must have a prerequisite of English 1A. She advised that the CCC approve the request that Speech Communication 12 be considered for the critical thinking category inasmuch as the CSU System will make a determination based on its criteria for general education and the course outline. Some CCC members, including J. Stewart and F. Arce, were concerned that approving this course for the critical thinking area may be perceived as lowering standards. L. Suekawa reminded everyone that Philosophy 8, which does not have a prerequisite, is approved for the critical thinking category and that the community college courses which were included in the proposal's supporting documents also do not have an English 1A prerequisite. At this point, Chair Young asked for a motion that Speech Communication 12 be forwarded to the CSU System for consideration as a course appropriate for the critical thinking category of the CSU general education breadth pattern. P. Gebert did so; L. Kjeseth seconded the motion. After a brief discussion of the pros and cons of forwarding the course to the CSU System, the Chair called for a vote. The motion carried with six in favor, five opposed, and no abstentions. K. Blackburn then concluded the division's presentation with Dance 9ab, a course developed for the CCEC. During the brief discussion, the dean provided the committee with a revised justification for this new course and revisions for Sections IV, V, and VI of the course outline. These were accepted. S. Panski moved, and C. Somin seconded, that the Fine Arts proposals be approved. The motion carried. C. Somin moved that the conditions of enrollment for the courses be approved. P. Gebert seconded the motion, which carried.

HUMANITIES PROPOSALS:

While an errata sheet was being distributed, T. Lew introduced C. Aguilar, A. Cortez-Perez, S. Lazar, S. Panski, and T. Wasserberger, faculty from the CCEC who were present to answer any questions the CCC may have regarding the Humanities proposals. The dean then told the committee that all of the division's proposals were developed for the Center. Review began with the proposals to reactivate English RA and WC, remedial reading and writing skills courses. T. Lew provided the committee with corrections to the proposal forms, the course disciplines, and revisions, which the CCC agreed to, for Sections II, III, and V of the outline for English RA and Sections IV and V of the outline for English WA. During the brief discussion that followed, M. Lipe noted that the unit value for English WA did not meet the Carnegie Unit standard. T. Lew acknowledged that this was so and stated that the remedial and basic skills writing classes already in the curriculum had the same ratio of two hours lecture, two hours lab for 3 units. The dean explained that this ratio had been agreed to by the College when the courses were established. In order to be nominally in compliance with current Title 5 regulations, T. Lew and the committee agreed that Section V of the course outline would include a statement indicating that students must invest an additional hour of work outside of class each week. Discussion turned to the six non-credit English as a Second Language courses, ESL 02A, 02B, 02C, 03A, 03B, and 03C. T. Lew informed the committee of common corrections for all of the proposal forms and common adjustments to all of the recommended preparations. Agreement was then reached on corrections for Sections V and VII of the ESL 02A outline, Section V of the ESL 02B outline, Sections V and VII of the ESL 02C outline, Sections V of the ESL 03A and 03B outlines, and Sections II and V of the ESL 03C outline. At the conclusion of the Division's presentation, L. Suekawa asked Dean Lew if the new English courses would be added to the

assessment process. T. Lew stated they will be and that he is waiting for guidance from the System Office as to how to implement the changes for both campuses. The dean added that as soon as he receives this information, he will advise everyone of procedures that are to be followed. S. Panski then moved that the Humanities proposals be approved. L. Kjeseth seconded the motion, which carried. S. Panski also moved, and C. Somin seconded, that the conditions of enrollment be approved. The motion carried.

Chair Young reminded the committee that most of the new courses it had approved today were either stand-alone or non-credit. Therefore, once the courses are approved by the Board of Trustees, they must be forwarded to the System Office for its approval. None of the stand-alone or non-credit courses can be offered without the System Office's approval. The Chair then thanked CCC representatives for their extra hours of work necessitated by review of the CCEC proposals.

PROPOSALS REVIEWED BY CCC CHAIR AND VICE PRESIDENT OF ACADEMIC AFFAIRS:

J. Young reviewed the justification for the adjustment to Section VII of the course outline for History 12B provided by her and F. Arce. As there were no questions, C. Somin moved that the adjustment be approved. J. Stewart seconded the motion, which carried.

At 4:45 p.m., E. Martinez moved, and C. Somin seconded, that the meeting be adjourned. The motion carried.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
October 10, 2006**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

**CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION,
IGETC GENERAL EDUCATION REQUIREMENT; COURSE REVIEW**

Current Status/Proposed Change

1. American Studies 1 – ~~An Introduction to American Studies~~
This interdisciplinary course ~~is an interdisciplinary introduction to the~~ explores through a chronological and thematic study of cultural history the evolving meaning of what it is to be an American, culture. ~~Utilizing both the popular and the high arts, there will be an examination of the creation/evolution of~~ Students evaluate American experiences, beliefs, and myths and cultural memory. Special attention will be paid to both the conflicts between, and confluence of, democracy and diversity in by analyzing sources that include novels, films, architecture, music, and art. The ways in which American culture- ~~Americans' search for personal meaning and national purpose will be analyzed against the backdrop of United States history~~ literature impacts and reflects the national character and experience will also be discussed.
IGETC General Education Requirement – Area 4: Social and Behavioral Sciences.

Proposed Final Draft

Introduction to American Studies

This interdisciplinary course explores through a chronological and thematic study of cultural history the evolving meaning of what it is to be an American. Students evaluate American experiences, beliefs, and myths by analyzing sources that include novels, films, architecture, music, and art. The ways in which American literature impacts and reflects the national character and experience will also be discussed.

IGETC General Education Requirement – Area 4: Social and Behavioral Sciences.

**CHANGE IN IGETC GENERAL EDUCATION REQUIREMENT; COURSE
REVIEW**

1. American Studies 3 – The American Immigrant Experience
Current Status/Proposed Change
IGETC General Education Requirement – Area 4: Social and Behavioral Sciences.
Proposed Final Draft
IGETC General Education Requirement – Area 4: Social and Behavioral Sciences.
2. History 8 – History of California
Current Status/Proposed Change
IGETC General Education Requirement – Area 3: Arts and Humanities,
B. Humanities; Area 4: Social and Behavioral Sciences
Proposed Final Draft

IGETC General Education Requirement – Area 3: Arts and Humanities,
B. Humanities; Area 4: Social and Behavioral Sciences

3. Sociology 102 – The Family

Current Status/Proposed Change

IGETC General Education Requirement – Area 4: Social and Behavioral Sciences
Proposed Final Draft

IGETC General Education Requirement – Area 4: Social and Behavioral Sciences

CHANGES IN CSU GENERAL EDUCATION REQUIREMENT; IGETC GENERAL EDUCATION REQUIREMENT; COURSE REVIEW

1. Psychology 21 – Introduction to the Psychology of Consciousness

Current Status/Proposed Change

CSU General Education Requirement – Area D: Social, Political and Economic Institutions and Behavior; Historical Background, 9. Psychology

IGETC General Education Requirement – Area 4: Social and Behavioral Sciences
Proposed Final Draft

CSU General Education Requirement – Area D: Social, Political and Economic Institutions and Behavior; Historical Background, 9. Psychology

IGETC General Education Requirement – Area 4: Social and Behavioral Sciences

CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GRADUATION REQUIREMENT; COURSE REVIEW

Current Status/Proposed Change

1. History 9 – United States History: The American Indian Experience

Current Status/Proposed Change

This course is a survey of the history of the Indians of North America from their origins to the present. The development of representative societies of Mexico, the United States and Canada, and their relations with various with an emphasis on native peoples of North America. Topics include the impact of European powers are examined, with primary focus on the Indians contact, trade, and colonization as well as the impact of the United States. Indian responses to the expansion of the United States in the eighteenth and nineteenth centuries, and the state of Indian tribes and nations in the twentieth and early twenty-first centuries will be discussed political, economic, and social policies on Native Americans. Emphasis is placed on the attempts of American Indians to protect their sovereignty and revitalize their societies.

This course meets the criteria of the CSU graduation requirement for United States History, Constitution, and American Ideals.

Proposed Final Draft

United States History: The American Indian Experience

This course is a survey of the history of the United States with an emphasis on native peoples of North America. Topics include the impact of European contact, trade, and colonization as well as the impact of United States political, economic, and social policies on Native Americans. Emphasis is placed on the attempts of American Indians to protect their sovereignty and revitalize their societies.

This course meets the criteria of the CSU graduation requirement for United States History, Constitution, and American Ideals.

Current Status/Proposed Change

2. History 16A – The African American in the United States, ~~1600~~ to 1877

This course is a survey of the ~~development of the African American community from the colonial period~~ history of the United States to 1877. ~~The course emphasizes historical, cultural, social, economic, and political facts as they relate to~~ with particular emphasis on the role of African Americans in shaping American experience as well as the historical experience of the American society, as a whole. The contributions of African Americans to the economic, political, social, and cultural development of the nation will be examined.

This course meets the criteria of the CSU graduation requirement for United States History, Constitution, and American Ideals.

Proposed Final Draft

The African American in the United States to 1877

This course is a survey of the history of the United States to 1877 with particular emphasis on the role of African Americans in shaping American society. The contributions of African Americans to the economic, political, social, and cultural development of the nation will be examined.

This course meets the criteria of the CSU graduation requirement for United States History, Constitution, and American Ideals.

COURSE OUTLINE ADJUSTED TO MEET CSU GENERAL EDUCATION CRITERIA

1. History 12B – Introduction to African History, 1885 to the Present

CHANGES IN CATALOG DESCRIPTION, IGETC GENERAL EDUCATION REQUIREMENT; COURSE REVIEW

1. Psychology 12 – Human Sexuality

Current Status/Proposed Change

~~Psychology 12 This course is the scientific study of human sexuality. The course approaches the study Emphasis is placed on analysis of sexuality from a psychological, sociological, anthropological and biological theoretical frameworks. Topics stressed include the various definitions of sexuality; the history of sex; the scientific research methods used to study sex; and the psychobiology of sex. This course also examines cultural views of sex and gender; sexual behavior and relationships; sexuality across the lifespan; and sex as a social and medical issue. This course also involves extended discussion on the relationship between human sexuality and human nature.~~

IGETC General Education Requirement – Area 4: Social and Behavioral Sciences.

Proposed Final Draft

This course is the scientific study of human sexuality. Emphasis is placed on analysis of sexuality from a psychological theoretical framework. Topics include the history of sex, the scientific research methods used to study sex, and the psychobiology of sex. This course also examines cultural views of sex and gender, sexual behavior and relationships, and sex as a social and medical issue.

IGETC General Education Requirement – Area 4: Social and Behavioral Sciences.

NEW COURSES

1. Child Development 34 – Observing and Guiding Children

Units: 3 Lecture: 3 hours Faculty Load: 20.00%

Credit, degree applicable; Transfer CSU

Prerequisite: Child Development 3 with a minimum grade of C or equivalent

In this course, students will examine guidance techniques as they apply to children from birth to age twelve in individual and group settings. Students will analyze, through observation and research, common behavioral issues and the possible underlying influences on behavior. The role of the teacher in promoting an environment which fosters appropriate behavior will be examined. Students will be required to conduct observations in local school programs.

2. Ethic Studies 1 – Introduction to Ethnic Studies

Units: 3 Lecture: 3 hours Faculty Load: 20.00%

Credit, degree applicable; Transfer CSU

Recommended Preparation: eligibility for English 1A

This course provides a multidisciplinary introduction and analysis of ethnic groups in the United States. Various theories and perspectives will be examined to better comprehend the effects of institutional racism, marginalization, socio-economic and political discrimination, and ethnocentrism on American ethnic and racial groups.

3. Sociology 112 – Introduction to Criminology

Units: 3 Lecture: 3 hours Faculty Load: 20.00%

Credit, degree applicable; Transfer CSU

Recommended Preparation: Sociology 101; eligibility for English 1A

This course introduces students to the scientific analysis of crime and criminality. Sociological concepts and theories are used to analyze the nature, extent, and cause of crime; theoretical explanations for criminal behavior will be discussed. The dynamics of law, social control, treatment processes, and victimology will be evaluated.

BUSINESS DIVISION

NEW COURSES

1. Business 93 – Fundamentals of Importing
Units: 3 Lecture: 3 Faculty Load: 20.00%
Recommended Preparation: Business 90 with a minimum grade of C or equivalent experience
Credit, degree applicable; Transfer CSU
In this course students will analyze the balance of trade between the United States and other countries. Topics will include the effects of imports on the economy, employment, and the standard of living in the United States. Importing as a business, the import process, the role of the United States customs, and distribution from the port of entry to United States markets will also be covered.
2. Business 94 – International Trade Logistics
Units: 3 Lecture: 3 Faculty Load: 20.00%
Recommended Preparation: Business 90 with a minimum grade of C or equivalent experience
Credit, degree applicable; Transfer CSU
In this course students will examine logistical and documentary aspects of moving goods internationally from source to final destination. Emphasis will be placed on all modes of transportation involved in doing business on a global basis as well as the shipping and other documents required for specific trade transactions. Topics will also include international commercial terms (Incoterms) commonly used for pricing and transport of goods as well as the roles of freight forwarders, carriers, and other providers of logistics and document-preparation services.
3. Business 97 – International Business Law
Units: 3 Lecture: 3 Faculty Load: 20.00%
Recommended Preparation: Business 90 with a minimum grade of C or equivalent experience
Credit, degree applicable; Transfer CSU
In this course students will study legal and regulatory aspects of international business. Emphasis is on the tariff and non-tariff measures used by governments to regulate trade, multilateral and bilateral treaties, and agreements to facilitate trade. Other topics will include the United States and international agencies charged with administering and enforcing specific trade laws and regulations.

CHANGE IN CERTIFICATE OF COMPETENCE

1. Business – Business Management
Current Status/Proposed Change
A Certificate of Competence will be awarded to the student completing the requirements of one of the following options with a minimum grade average of B.

Business Management Option:

Business 1A or 11; Business 14 or 21; Business 20, 22, 24, 25, 29; Business 27 or 28,
Law 5

Total Units: 27-28

Retail Management Option:

A minimum of 15 units must be completed at El Camino College ~~and a grade point average of 3.0 or B is necessary in the required 30-31 units.~~ Business 1A or 11; Business 14, 15, 19, 20, 21, 22, 28, 29; Computer Information Systems 13

Total Units: 30-31

International Business Option:

A minimum of 12 units must be completed at El Camino College.

Business 25, 90, 91, 92, 93, 94, 97; two courses from: Anthropology 2, Business 20, Computer Information Systems 30

Total Units: 27

Proposed Final Draft

A Certificate of Competence will be awarded to the student completing the requirements of one of the following options with a minimum grade average of B.

Business Management Option:

Business 1A or 11; Business 14 or 21; Business 20, 22, 24, 25, 29; Business 27 or 28,
Law 5

Total Units: 27-28

Retail Management Option:

A minimum of 15 units must be completed at El Camino College. Business 1A or 11;
Business 14, 15, 19, 20, 21, 22, 28, 29; Computer Information Systems 13

Total Units: 30-31

International Business Option:

A minimum of 12 units must be completed at El Camino College.

Business 25, 90, 91, 92, 93, 94, 97; two courses from: Anthropology 2, Business 20,
Computer Information Systems 30

Total Units: 27

CHANGE IN CERTIFICATE OF COMPLETION

1. Business – Business Management

Current Status/Proposed Change

A Certificate Completion will be awarded to the student completing the requirements of one of the following options with a minimum grade average of C.

Business Management Option:

Business 1A or 11; Business 14 or 21; Business 20, 22, 24, 25, 29; Business 27 or 28;

Law 5

Total Units: 27-28

International Business Option:

A minimum of 12 units must be completed at El Camino College.

Business 25, 90, 91, 92, 93, 94, 97; two courses from: Anthropology 2, Business 20, Computer Information Systems 30

Total Units: 27

Proposed Final Draft

A Certificate Completion will be awarded to the student completing the requirements of one of the following options with a minimum grade average of C.

Business Management Option:

Business 1A or 11; Business 14 or 21; Business 20, 22, 24, 25, 29; Business 27 or 28;

Law 5

Total Units: 27-28

International Business Option:

A minimum of 12 units must be completed at El Camino College.

Business 25, 90, 91, 92, 93, 94, 97; two courses from: Anthropology 2, Business 20, Computer Information Systems 30

Total Units: 27

FINE ARTS DIVISION

CHANGE IN CSU GENERAL EDUCATION REQUIREMENT; COURSE REVIEW

1. Speech Communication 4 – Argumentation and Debate

Current Status/Proposed Change

CSU General Education Requirement – Area A. Communication in the English Language and Critical Thinking, + 3.

Proposed Final Draft

CSU General Education Requirement – Area A. Communication in the English Language and Critical Thinking, 3.

**CHANGES IN TRANSFER STATUS, CSU GENERAL EDUCATION
REQUIREMENT, IGETC GENERAL EDUCATION REQUIREMENT; COURSE
REVIEW**

1. Speech Communication 12 – Interpersonal Communication
Current Status/Proposed Change
Transfer UC
CSU General Education Requirement – Area A. Communication in the English Language and Critical Thinking, 1.
IGETC General Education Requirement – Area 1. English Communication, Group C.
Proposed Final Draft
Transfer UC
CSU General Education Requirement – Area A. Communication in the English Language and Critical Thinking, 1.
IGETC General Education Requirement – Area 1. English Communication, Group C.

NEW COURSE

1. Dance 9ab – Flamenco Dance
Unit: 1 Lab: 3 hours Faculty Load: 15.00%
Credit, degree applicable; Transfer CSU
This course introduces Flamenco dance through the practice of steps and choreography as well as the study of music, costumes, and cultures from selected countries. Emphasis is placed on basic Flamenco dance footwork as well as necessary skills for stylistic expression.

HUMANITIES DIVISION

**REACTIVATE; CHANGES IN NUMBER, CONDITIONS OF ENROLLMENT
(Pre/Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG
DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5
REQUIREMENTS**

Current Status/Proposed Change

1. English ~~RA~~ 80 – Basic Language Skills
~~Prerequisite~~ Recommended Preparation: Qualifying score on English Placement Test
qualification by testing (English Placement Test) and assessment
~~A This course for students needing remediation in word attack skills, spelling vocabulary development, is designed to improve reading comprehension and speed, study skills, and writing simple sentences—as determined by scores on the English Placement Test.~~
necessary for college success. Special emphasis will be placed on reading comprehension, strategies for understanding written words, study and test taking skills, and vocabulary expansion. As writing is a natural extension of the reading process, students also will learn the basic structure of sentences and will learn to recognize main ideas, relationships between main ideas and supporting detail, and patterns of organization in various types of reading material. Emphasis will be placed on: spelling with phonics approach, basic vocabulary words, and syllable, word, and phrase patterns.
Proposed Final Draft
English 80 – Basic Language Skills

Recommended Preparation: qualification by testing (English Placement Test) and assessment

This course is designed to improve reading and study skills necessary for college success. Special emphasis will be placed on reading comprehension, strategies for understanding written words, study and test taking skills, and vocabulary expansion. As writing is a natural extension of the reading process, students also will learn the basic structure of sentences and will learn to recognize main ideas, relationships between main ideas and supporting detail, and patterns of organization in various types of reading material.

REACTIVATE; CHANGES IN NUMBER, DESCRIPTIVE TITLE, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION; COURSE OUTLINE REVISED TO MEET TITLE 5 REQUIREMENTS

Current Status/Proposed Change

1. English ~~WA C~~ – Basic ~~Writing: Vocabulary and Sentences~~ English Skills
~~Prerequisite~~ Recommended Preparation: ~~qualifying score on the Writing Assessment Test~~ qualification by testing (English Placement Test) and assessment
~~English WA is designed for~~ This course introduces ~~students who need vocabulary to the basic principles of grammar and sentence writing skills to prepare them for writing structure.~~ Students develop clear, concise sentences and write short paragraphs and essays in other composition courses. Usage, spelling, and grammar will be taught as needed to develop writing skills based on brief reading assignments, observations, and experience.

Proposed Final Draft

English C – Basic English Skills

Recommended Preparation: qualification by testing (English Placement Test) and assessment

This course introduces students to the basic principles of grammar and sentence structure. Students develop clear, concise sentences and write short paragraphs based on brief reading assignments, observations, and experience.

NEW COURSES

1. English as a Second Language 02A – Conversation and Grammar Level I
Units: 0 Lecture: 5 hours Faculty Load: 33.333%
Non-Credit
Recommended Preparation: concurrent enrollment in English as a Second Language 03A
This Level 1 conversation and grammar course provides focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on the verb “be,” the simple present tense, nouns, adjectives, prepositions, statements, and questions. Capitalization and punctuation rules are also introduced and applied in writing simple sentences.
2. English as a Second Language 02B – Conversation and Grammar Level II
Units: 0 Lecture: 5 hours Faculty Load: 33.333%
Non-Credit
Recommended Preparation: qualification by assessment or completion of English as a Second Language 02A; concurrent enrollment in English as a Second Language 03B

This Level II conversation and grammar course provides focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on prepositions of time, possessive nouns and adjectives, present progressive and simple past tense, modals of ability and suggestion, imperatives, and punctuation rules.

3. English as a Second Language 02C – Conversation and Grammar Level III

Units: 0 Lecture: 5 hours Faculty Load: 33.333%

Non-Credit

Recommended Preparation: qualification by assessment or completion of English as a Second Language 02A and 02B; concurrent enrollment in English as a Second Language 03C

This Level III conversation and grammar course provides focused practice on English grammar forms and structures through listening, speaking, reading, and writing activities. Emphasis is on verb tenses, direct/indirect objects, modals, comparatives, superlatives, count and non-count nouns, and quantifiers.

4. English as a Second Language 03A – Reading and Writing Level I

Units: 0 Lecture: 5 hours Faculty Load: 33.333%

Non-Credit

Recommended Preparation: concurrent enrollment in English as a Second Language 02A

This Level I reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive and chronologically ordered paragraphs.

5. English as a Second Language 03B – Reading and Writing Level II

Units: 0 Lecture: 5 hours Faculty Load: 33.333%

Non-Credit

Recommended Preparation: qualification by assessment or completion of English as a Second Language 03A; concurrent enrollment in English as a Second Language 02B

This Level II reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive, instructional, biographical, narrative, and subjective paragraphs.

6. English as a Second Language 03C – Reading and Writing Level III

Units: 0 Lecture: 5 hours Faculty Load: 33.333%

Non-Credit

Recommended Preparation: qualification by assessment or completion of English as a Second Language 03B; concurrent enrollment in English as a Second Language 02C

This Level III reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write paragraphs using chronological order, emphatic order, and spatial order.

MATHEMATICAL SCIENCES DIVISION

NEW DISTANCE EDUCATION COURSE VERSION

1. Mathematics 40 – Elementary Algebra (Online)

El Camino College-Office of the President
Facilities Steering Committee
September 25, 2006

Present: Francisco Arce, John Baker, Rocky Bonura, Don Brown, Mike D'Amico, Susie Dever, Thomas Fallo, Bob Gann, Ann Garten, Bruce Hoerning, Jeff Marsee, Leo Middleton, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, and Arvid Spor.

Also present: Jim Rogers - Maas Companies.

Facilities Master Plan Report – August 2006

1. Science Complex

- a. Heat Ventilation & Air Conditioning—Sound attenuation measures have been completed. There is a room temperature problem in one of the workrooms.
- b. DSA Certification – The documentation necessary to obtain certification of this project is complete and has been submitted to the Division of the State Architect (DSA). DSA has responded to some of the documentation, with a request for additional information for some items and a new requirement to replace the existing grating covering the access pit of the MCS Building basement with an Americans Disability Act (ADA) grate. DSA's additional requests for information have been answered and the grille is being modified.

2. Humanities Building – This building is under construction. The underground utility work has been completed. Some of the first floor concrete walls have been poured. During August the remaining first floor walls and concrete slab will be poured.

- a. Project Budget – The project budget of \$29,364,244, detailed in the May 15th Board of Trustees meeting agenda remains unchanged at this time.
- b. Schedule – The completion date for this project is projected to be October 24, 2007.
- c. Equipment Funding – An allocation of \$2,600,000 to equip this building is included in the 2006-07 State Budget. Funding is contingent upon passage of the statewide general obligation bond measure on the November 2006 ballot. If received, the State funding will exceed and supplant the Measure E funding of \$1,066,100 currently budgeted for equipment.

3. Primary Electrical System Replacement Phase 1 – Work is continuing to construct a new electrical substation and provide electrical power to the new Humanities Building and new Lot H parking structure. Future phases will complete the changeover of the entire campus' electrical system to the new substation.

- a. Schedule – Construction is underway and completion of this phase is scheduled for March 2007. The electrical substation was delivered on March 31st and is scheduled to be installed in September 2006.
- b. Budget –The project budget for this phase is shown below and is unchanged from prior reports.

Design	\$372,000
Construction	
Owner supplied equipment	446,000
Construction contract	3,283,000

Utility (Edison) contract	374,000
Test & Inspection	152,000
Construction Administration (Engineer)	82,000
Program Management	93,000
Contingency	<u>480,000</u>
Total	\$5,282,000

4. Learning Resources Center (LRC) – Plans for this project were approved by DSA in June 2006. Since this project is state funded, it was necessary to make a request for authorization to go to bid from the System Office. It is expected authorization will be given within two weeks. The amount of state funding is \$6,255,000 for construction and \$1,896,000 for equipment.
- a. Schedule – A bid schedule has been developed to allow bid acceptance recommendations to be included in the Board of Trustees’ November 2006 meeting agenda.
 - b. Cost Estimate – The construction manager, CW Driver, has prepared a cost estimate based upon the plans submitted to DSA. These plans will be the construction documents with possible minor modifications. The estimate for the total project cost is slightly over \$10,803,236.
 1. State Augmentation – An effort to obtain additional state funding for this project is being coordinated with the Public Information Officer.
 2. District Augmentation – If state funding is not increased, the district must decide whether or not to assume the additional project costs. This decision will be needed once bids are received in September.
5. Modular Buildings – The site development and installation of additional modular buildings is proceeding as scheduled. The occupants of the remaining Humanities Buildings will be relocated to the new modular buildings in time for the start of the fall semester. The AFT office will also be moved to this location.
- a. Budget – The budget for this project is unchanged and is shown below.

COSTS	
Design & Plan Review	\$159,700
Construction	2,180,000
Tests & Inspections	110,000
Construction Administration	50,000
Contingency	154,000
Furniture and Group II Equipment	20,000
Moving Expenses	<u>40,000</u>
Total Costs	<u>\$2,713,700</u>

FUNDING	
Temporary Space - 0221	\$1,244,500
Central Plant - 0206	660,000
Domestic Water System - 0509	48,000
Firelines - 0512	200,000
Primary Electrical - 0524	400,000

Reserve for Contingencies - 0299)	<u>161,200</u>	
Total Funding	<u>\$2,713,700</u>	
"Soft" Costs	\$533,700	19.7%
"Hard" Costs	<u>2,180,000</u>	<u>80.3%</u>
Total Costs	<u>\$2,713,700</u>	<u>100.00%</u>

6. Lot H Parking Structure & Athletics Facilities – The chosen design is for a five level structure with a parking capacity of eleven hundred spaces in the structure and one hundred spaces adjacent to it. The building replacement of athletic facilities, a softball field, and ten tennis courts are also included in the design and will be located on grade. Also included in this project is the installation of a signalized intersection at the southwest corner of the campus.
- a. Schedule –The project plans were submitted to DSA in October. DSA has provided the results of its initial review to the project designers, IPD International. The results are being incorporated into the construction documents and a final review session with DSA is being scheduled. Once approval is obtained a new schedule will be determined.
 - b. Cost Estimate – The February 2006 cost estimate for this project, \$22,340,000, is unchanged.
7. Central Plant – This project will construct capacities of cooling water and heating water of sufficient size to supply the entire campus. The location for this facility is the northeast corner of the Stadium. The facility will be a two story structure, located at the site of the current Community Advancement Building and the Foundation House.
- a. Schedule –The project plans were submitted to DSA in November 2005. DSA has provided the results of its initial review to the project engineers, TMAD Taylor Gaines. The results are being incorporated into the construction documents and a final review session with DSA is scheduled August 8. It is anticipated that the plans will receive final approval at that review meeting. Once approval is obtained, a new schedule will be determined.
 1. Budget – The budget for this project is unchanged at \$7,910,000 as shown below:

Design	\$460,000
Construction	
Owner supplied equipment	420,000
Construction contract	5,930,000
Test & Inspection	150,000
Construction Administration (Engineer)	110,000
Program Management	120,000
Contingency	<u>720,000</u>
Total	\$7,910,000

8. Student Services and Activities Center Replacement – This project will replace the existing Student Services and Student Activities buildings.
- a. Design Activities – WWCOT, the program architect, has completed a schematic design of the building. A cost estimate, based upon the schematic design is being prepared and will be completed August 18.

1. Request for Additional Fee – WWCOT has requested a fee increase of \$1,186,000 for a variety of additional services. The two largest requests are related to the increased size of the building and the increased scope of the site and landscaping components of the project. WWCOT has been directed not to proceed with any additional services without explicit agreement with the district. The validity and reasonableness of the fee increase is being evaluated.
 - b. Schedule –Construction was scheduled to start in October 2007 and will be delayed to January 2008 due to the domino effect of the Humanities Building’s construction delay.
 - c. Relocation Planning – Area managers are developing a plan to relocate programs that will be displaced by the existing building’s demolition.
9. Cafeteria Conversion to Administrative Offices – This project will upgrade the building infrastructure, provide accessibility, convert a portion of the Cafeteria to house Fiscal Services, Business Services, Print and Copy Center, and other components of the Public Information Office. Also included is the renovation of the Bookstore office areas.
- a. Design Activities – A schematic design has been developed and refined through a series of reviews. The project architect is proceeding with the development of construction documents.
 - b. Schedule –Construction is scheduled to be performed June to December 2007.
 - c. Budget – The January 2004 budget for this project is \$6,085,000.
 - d. Building Name – The current name of this building, Bookstore/Cafeteria will not accurately describe the future usage of the building. A new building name should be developed.
10. Other Projects
- a. Restroom Improvements – This project will improve the accessibility, functionality, and appearance of 40 restrooms in 16 buildings on campus. A contract in the amount of \$160,000 with the architectural firm of Flewelling & Moody for project design services was approved at the May 15, 2006 Board of Trustees meeting. Construction documents are being prepared for this project.
 - b. Energy Management System Upgrade – This project will upgrade and expand the College’s existing energy management system and replace pneumatic controls with digital technology controls. The project is being performed by Southland Industries at a cost of \$1,530,000.
 1. Schedule – The work is scheduled to be complete in October 2006.
 2. Utility Rebates – The District application for over \$400,000 of rebates for energy saving measures that will be performed through this project has been approved by Southern California Edison (SCE). \$320,000 of the rebate amount will be paid to the District in August. The rebates applied for are made possible by a program developed by the California Community College System and Investor Owned Utilities, in this case SCE.
11. Humanities Mall Landscaping – This is a project to provide hardscape, landscape and a food service venue in the area bounded by the MCS building on the north, the Library on the south, the new Humanities building on the east and the main north/south walkway on the west.
- a. Design – LPA, the building architect for the new Humanities and Learning Resources Center Buildings, is performing the design for this project and has presented a

number of conceptual designs incorporating input from the District. In order to move forward with design, LPA is requesting the District decide upon and communicate its requirements related to the food service component of this project.

12. Conversion of Social Sciences room 202A & 202B into multiple offices. This project, completed in July, increased the number of faculty offices in the Social Sciences Building.
13. Facilities Master Plan Schedule – Failure to obtain timely approval of construction plans by DSA has caused significant delays in the projected completion dates of the Facilities Master Plan. An updated Facilities Master Plan Schedule incorporating the results of these delays is shown in Appendix B.
14. Capital Construction Plan Submittal – Yearly, California Community College Districts are required to submit to the System Office a 5 year capital construction plan. This submittal is used by the System Office to identify, and categorize projects and select projects that are eligible for state funding. For selected projects, additional project information is then provided by the district in the form of Initial and Final Project Proposals (IPP & FPP). El Camino has been asked to submit a FPP for one of its building modernization projects. A decision needs to be made determining which project to submit.
15. Educational Planning Issues – The Facilities Master Plan’s purpose is to support the Educational Plan. In order to implement some Facilities Master Plan projects it is necessary to resolve some Educational Plan issues. Issues that need to be resolved in the near term are listed below. Meetings have been held to discuss the Machine Tool Technology issues and the Communications building programs with the appropriate area managers.
 - a. Machine Tool Technology Program – Current planning is to move this program from its current location and incorporate it into a renovated Shops Building. Alternate options to the current plan are being developed for evaluation and will be discussed when their feasibility is verified. There is no change in status since the last report.
 - b. Communication Building Programs – The future locations of Photography and the Mac Lab, will need to be decided prior to the beginning of construction of the Student Services building scheduled for winter of 2007. The Communications building has been designated to be used as temporary relocation space for some of the displaced student services programs. Options related to the future locations for these programs are being developed for evaluation and will be discussed when their feasibility is verified. There is no change in status since the last report.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
October 5, 2006

MEMBERS PRESENT

<input checked="" type="checkbox"/> David Vakil, Co-Chair	<input checked="" type="checkbox"/> Arvid Spor, Co-Chair
<input checked="" type="checkbox"/> Miriam Alario	<input checked="" type="checkbox"/> Harold Tyler
<input type="checkbox"/> Thomas Jackson	<input checked="" type="checkbox"/> Lance Widman
<input checked="" type="checkbox"/> Susan Taylor	<input type="checkbox"/> Kelvin Lee
<input type="checkbox"/> Dawn Reid	<input checked="" type="checkbox"/> Cheryl Shenefield

OTHERS ATTENDING:

Francisco Arce, Janice Ely, Irene Graff, Ken Key, Jeff Marsee, Teresa Palos, Marcy Wade, Dave Westberg

Handouts:

- Performance Indicators and College Budgeting Integrating Student Profile and Performance Research in Resource Allocation
- Headcount by Demographic and Enrollment Characteristics
- College and Student Performance Indicators - ECC

The meeting was called to order at 1:05 p.m. by David Vakil.

Approval of Minutes

The minutes of Sept. 28 were approved.

Retention & Success Indicators: The handouts were reviewed. Noted:

1. An environmental scan is in the works.
2. Pre college abilities are important indicators of how students will do in classes.
3. Accuplacer scores would start the journey in tracking student success from beginning to end.
4. There is an element missing when students change their goals and it doesn't get recorded on official records.
5. A period of four to five years is needed to see significant improvement from program changes. In that case, interim indicators like student surveys, focus group questions, etc. are needed.
6. Students who attend community colleges generally don't take SATs, ACTs, etc.
7. Retention and success data will be added to the Web site.

What should PBC do?

1. Develop success indicators for budget requests brought to PBC. Indicators are needed to help make informed decisions.

2. Identify weak areas to shore up and ways to strengthen strong areas. Program review is a time consuming process. When will members have time to review which programs are doing well and which ones aren't?
3. Do a re-evaluation after the program. Should this be part of program review?
4. There should be review processes to make sure the numbers are correct.
5. Most of Irene's indicators are starting points. Drill down will be required to identify areas to focus on. Core indicators are a good starting point.
6. What about mandated indicators? A handout on system wide indicators was shared with the group. The first mandated report will be in the spring of 2007. ITS submits the data, and the State does the System Wide Indicators Report.
7. Each VP area will have a program review committee.
8. Success and retention rates are on the Web site, down to course level; however, the committee needs something to compare them to. Irene will bring the report to the next meeting.
9. Does the PBC want to recommend hiring another researcher for the intensively data driven path the committee seems to want to travel? Without additional help in this area, the PBC's efforts will be impeded. The reasons for the request and how it affects the planning process should be included in the request. Irene will bring information supporting the need for more research staff to the next meeting. It was suggested that the unmet needs should be presented, along with how they could be met with additional research capability.
10. The use of indicators that would help us profile the successful (or unsuccessful) student was suggested. There are already some cohorts groups on campus that do their own internal data and independent tracking. If the cohort programs are expanded, how would it affect the general population?
11. Literature review can show what other institutions have done successfully. Plugging into the best practices programs was suggested.
12. Irene will provide a review of data already gathered with regard to retention for the next meeting.
13. Is anyone gathering data on recruiting efforts (evaluating the effectiveness of ads, etc.)? Ann Garten says it can't be done. It was suggested that "How did you hear about ECC?" and other questions could be asked on the ECC application. The need for data driven recruitment and retention was stressed.

Non Agenda Items

- Susan Taylor: Where in the budget has the money for the faculty salary increase (6%) gone? Answer: The salary increase will be based on actual reported FTES for last year (18,086). As a result, there will not be a salary increase this year – per the formula. \$2.5 million is in inter program services. Energy and other costs went up. Some went into reserves.
- In the past, Pam Fees went over the first 20 pages of the budget and explained the changes. The committee didn't have that discussion this year and didn't get to vote on it or approve it.
- Jeff has a schedule that shows the differences, and he will provide copies for the next meeting.
- Where did the 3% go? Susan will E-mail Jeff, David and Arvid.
- Step and column increases are already in. The issue is COLA.

Agenda Development:

- Irene Graff (to provide 10-12 indicators (including storyboard and comparison to other institutions).
- Irene (success and retention rates report)
- Irene (information supporting the need for more research staff)
- Budget differences document (Jeff)
- Where did the COLA money go?

Meeting adjourned at 2:37 p.m.

pbc105



PLANNING & BUDGETING COMMITTEE
October 19, 2006
1:00 – 2:30pm
Location: Alondra Room

AGENDA

1. Approval of Minutes for October 5, 2006 -- All PBC participants -----1:00 p.m.
2. Subcommittee Reports ----- Subcommittee members -----1:05 p.m.
3. Differences between Final & Tentative budgets* ---Jeff Marsee ----- 1:10 p.m.

*Includes answer to "Where did the COLA money go, if not to salaries?"

4. Discuss need for more research capabilities----- Irene Graff ----- 1:30 p.m.
5. Success & Retention Indicators and related data ---- Irene Graff -----1:45 p.m.
6. Non-agenda items & agenda development--All PBC participants -----2:25 p.m.

Future PBC agendas will likely include:

- a. Planning Timelines
 - b. ~~Center for the Arts presentation (tentative: October)~~
 - c. Community Advancement presentation
 - d. Subcommittee work
 - e. PBC Handbook/definitions
7. Adjournment----- 2:30 p.m.

Next Scheduled Meeting – November 2, 2006, Alondra Room

Amendment to the Constitution: Academic Senate Voting Procedures

Peter Marcoux

Proposed changes in bold and capitalization.

Constitution

ARTICLE X Amendments to the Constitution

Section 1. Amendments to the Constitution

If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail **OR OTHER SECURE MEANS INCLUDING INTERNET, PHONE, OR OTHER TECHNOLOGY**.

Section 2. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

ByLaws

ARTICLE III Membership

Section 2. Election of Adjunct Senators

Nominations – Notice of Election and Call for Nominations are to be mailed **OR VIA OTHER SECURE MEANS INCLUDING INTERNET, PHONE, OR OTHER TECHNOLOGY** to all adjunct faculty within the first two weeks of the fall semester.

Ballot Distribution and Counting –

By the fourth week of the fall semester, the ballots shall be distributed to all adjunct faculty by mail **OR OTHER SECURE MEANS INCLUDING INTERNET, PHONE, OR OTHER TECHNOLOGY**. Ballots are to be returned within ten days of distribution. The two nominees receiving the highest number of votes will serve as adjunct senators.

ARTICLE IV Officers

Section 1. Election of Officers

Ballot Distribution – The chair of the Senate Election Committee shall be responsible for conducting elections. The Election Committee shall prepare ballots to be mailed **OR VIA OTHER SECURE MEANS INCLUDING INTERNET, PHONE, OR OTHER TECHNOLOGY**.

to each Senate member immediately after the meeting referred to in Article IV, Section 1.2.

Ballot Count – All ballots must be received by the Election Committee within 10 business days of distribution. The Election Committee shall count the ballots immediately. The candidate receiving the majority of the votes shall be the winner. In case of a tie vote, a special runoff election shall be held at the next scheduled Senate meeting. In the event of no candidate receiving a majority vote, a run-off election shall occur for the top two candidates.

First Reading – Oct. 16, 2006

Continued to Nov. 7, 2006

DRAFT - Proposed definitions for Distance Education, Hybrid, and Web-Enhanced Courses

Following are proposed definitions for El Camino use. This includes recommendations made by members of the Academic Technology Committee (Oct.31).

Type of course	Description	Requirements
Distance Education – Fully Online or ITV	<ul style="list-style-type: none"> • Completely at a distance • May have optional face-to-face meetings (e.g. for orientation) but must provide info in alternate mode for students who cannot or choose not to attend • May require proctored exams at ECC or elsewhere • Use of ECC-approved course management system strongly recommended (beginning SP 07) • Printed in Class Schedule as Distance Education course 	<ul style="list-style-type: none"> • Faculty must complete distance education training prior to beginning of session.
Distance Education – Online or ITV with mandatory face-to-face meetings	<ul style="list-style-type: none"> • At a distance (online or ITV), but requiring typically 0-3 on-campus meetings (e.g. orientation, review, exam) • For online or mixed mode course, use of ECC-approved course management system strongly recommended (beginning SP 07) • Printed in Class Schedule as Distance Education course 	<ul style="list-style-type: none"> • Faculty must complete distance education training prior to beginning of session.
Distance Education - Hybrid	<ul style="list-style-type: none"> • Scheduled to meet each week partly fact-to-face and partly online • Scheduled so that other classes can make use of campus resources (e.g. classrooms on alternate days) • Use of ECC-approved course management system strongly recommended (beginning FA 07) • Printed in Class Schedule as Hybrid course 	<ul style="list-style-type: none"> • Faculty must complete distance education training prior to beginning of session.
Web-Enhanced	<ul style="list-style-type: none"> • Scheduled as traditional fact-to-face course • Includes supplementary materials and/or activities using computer-based or other technologies • Use of ECC-approved course management system strongly recommended (beginning FA 07) 	<ul style="list-style-type: none"> • Strongly recommended that faculty complete distance education training prior to beginning of session.

Hybrid Faculty Development Program – Pre-Conference Work

Ten Hybrid Questions to Consider

Please review our *"Ten Hybrid Course Planning Questions"* listed below. Come to the first face-to-face session prepared to discuss your responses to the questions. These questions provide the basis for a hybrid course redesign plan, and subsequently for constructing a hybrid course syllabus.

1. What do you want students to know when they have finished taking your hybrid course?
2. As you think about learning objectives, which would be better achieved online and which would be best achieved face-to-face?
3. Hybrid teaching is not just a matter of transferring a portion of your traditional course to the Web. Instead it involves developing challenging and engaging online learning activities that complement your face-to-face activities. What types of learning activities do you think you will be using for the online portion of your course?
4. Online asynchronous discussion is often an important part of hybrid courses. What new learning opportunities will arise as a result of using asynchronous discussion? What challenges do you anticipate in using online discussions? How would you address these?
5. How will the face-to-face and time out of class components be integrated into a single course? In other words, how will the work done in each component feed back into and support the other?
6. When working online, students frequently have problems scheduling their work and managing their time, and understanding the implications of the hybrid course module as related to learning. What do you plan to do to help your students address these issues?
7. How will you divide the percent of time between the face-to-face portion and the online portion of your course? How will you schedule the percent of time between the face-to-face and online portion of your course, i.e. one two hour face-to-face followed by one two hour online session each week?
8. How will you divide the course-grading scheme between face-to-face and online activities? What means will you use to assess student work in each of these two components?
9. Students sometimes have difficulty acclimating to the course Web site and to other instructional technologies you may be using for face-to-face and online activities. What specific technologies will you use for the online and face-to-face portions of your course? What proactive steps can you take to assist students to become familiar with your Web site and those instructional technologies? If students need help with technology later in the course, how will you provide support?
10. There is a tendency for faculty to require students to do more work in a hybrid course than they normally would complete in a purely traditional course. What are you going to do to ensure that you have not created a course and one-half? How will you evaluate the student workload as compared to a traditional class?

BOARD POLICY 4070

Audit of Courses

It is the policy of El Camino College to allow students to audit courses. The instructor of the course will determine whether to accept a student as an auditor and the manner in which the audit is to be conducted.

Students who are enrolling in a class for credit have enrollment priority over students intending to audit.

Students who enroll in a class as an auditor cannot change their enrollment to receive credit for the course and cannot receive credit by examination for audited courses. Audited courses cannot be used to fulfill prerequisites.

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

Reference Education Code Section 76370

Previous Board Policy Number: 5117

Draft as accepted by Ed. Policies Committee 10/19/2006

Administrative Procedure 4070

Audit of Courses

1. In order to allow priority to students taking the course for credit, registration as an auditor will be allowed only after the add period for registration has ended.
2. Students wishing to audit a course must receive written permission from the instructor of the class and the dean of the division. Audit forms may be obtained from the Admissions office.
3. The fee for auditing a course is established by Education Code Section 76370 (currently \$15 per unit.). However, students enrolled in 10 or more semester units of credit shall not be charged a fee to audit 3 or fewer semester units per semester. Fees must be paid prior to auditing the course and are non-refundable.
4. Students enrolled in a course for credit may change to audit status only by first dropping the course. If the course is dropped after the refund deadline, fees paid cannot be used as payment to audit the course.
5. Classroom attendance of students auditing courses shall not be included in computing apportionment due the district.

Reference Education Code Section 76370

Draft as accepted by Ed. Policies Committee 10/19/2006
Academic Senate – First Reading – Nov. 7, 2006

2006 FALL PLENARY SESSION RESOLUTIONS

1.04 F06 Support for Compton/El Camino College District Susie Dever, El Camino College

Whereas, The Academic Senate for California Community Colleges passed a resolution in Sprint 2006 supporting the Compton College academic senate;

Whereas, The Compton Community College District continues to retain its own academic senate partly as a result of Academic Senate for California Community Colleges' support;

Whereas, The El Camino College Compton Educational Center has established a faculty council fully integrated with the El Camino College academic senate; and

Whereas, The senates of Compton and El Camino Colleges are unique to the California Community College System and their structures are still evolving and have not yet been formally acknowledged by the two districts and by the Accrediting Commission;

Resolved, That the Academic Senate for California Community Colleges reiterate its support of Compton Community College District academic senate as an independent senate; and

Resolved, That the Academic Senate for California Community Colleges acknowledge the leadership of the faculty in the work already done by the El Camino College academic senate and Compton College Council to forge a close and collegial relationship.

RESOLUTION – Compliance with Title 5 Regulations, Section 70902

Whereas, *Section 70902 (B)(7)- Governing Boards; Delegation* establishes “the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards,” and

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Whereas, *El Camino College Board Policy 2510* states, “The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters,” and

Whereas, *El Camino Board Policy 2430* asserts that the Superintendent/President “shall ensure that all relevant laws and regulations are complied with,” and

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Whereas, the Academic Senate was not consulted collegially in regards to the *Request for Proposal* or the *Memorandum of Understanding* concerning the partnership with Compton College acted upon by the Board; therefore, be it

Resolved that the Academic Senate of El Camino College deplores this lack of consultation and urges the Board and its designees to be more inclusive concerning matters of curriculum and academic standards in the future.

Deleted: expresses its displeasure with

Submitted by: Peter M. Marcoux
English
10/3/06

First Reading Oct. 3, 2006
Approved by Academic Senate – Oct. 17, 2006

RESOLUTION – Collegial Consultation (2006-07 Final Budget Supplement)

Whereas, Title 5 of the California Code of Regulations (53200) states that the primary function of the Academic Senate, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing Board of a district with respect to academic and professional matters, and

Whereas, “academic and professional matters” includes district and college governing structures, as related to faculty roles, and processes for institutional planning and budget development, and

Whereas, El Camino College Administrative Procedure 2510 states that “Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees, and

Whereas, pursuant to AP 2510, “Collegial consultation groups shall include ... the Planning and Budget Committee” as a “collegial consultation standing committee which also sends its recommendations to the College Council for review,” and

Whereas, the purpose of the Planning and Budget Committee is to serve as the steering committee for campus-wide planning and budgeting in order to assure that the planning and budgeting are interlocked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the college, and to make recommendations to the President on all planning and budgeting issues, and

Whereas, historically the Planning and Budget Committee has had the opportunity to carefully evaluate spending priorities contained in the proposed Final Budget based on a thorough and detailed presentation by Fiscal Services staff prior to the submission of the Final Budget document to the Board of Trustees, and to make recommendations to the Board of Trustees concerning the adoption of the Final Budget, and

Whereas, the proposed Final Budget for 2006-2007 was not presented to the Planning and Budget Committee in its entirety prior to its adoption by the Board of Trustees at its September Board meeting, nor was the September 5, 2006, memorandum from President Fallo to the Board of Trustees, “2006-2007 Final Budget Supplement,” ever presented to the Planning and Budget Committee for discussion prior to the consideration and subsequent adoption of the Final Budget by the Board of Trustees, and

Whereas, in the absence of the long-standing past practice of receiving a thorough and detailed presentation of spending priorities the Planning and Budget Committee was unable to carefully evaluate those priorities and make recommendations to the Board of Trustees concerning the 2006-2007 Final Budget, a situation that continues over five weeks after its adoption by the Board of Trustees in September, therefore

Be It Resolved that the Academic Senate most strenuously objects to the serious compromising of the collegial consultation process at El Camino College as exhibited by the actions taken by President Fallo and District administrators concerning the complete absence of a presentation to,

consideration by or evaluation of the proposed 2006-2007 Final Budget by the Planning and Budget Committee prior to its adoption by the Board of Trustees in September, furthermore

Be It Resolved that the Academic Senate expresses its considerable displeasure that the Planning and Budget Committee was virtually excluded from considering the proposed augmentations and enhancements contained in President Fallo's September 5, 2006, memorandum to the Board of Trustees, "2006-2007 Final Budget Supplement," effectively denying the historic role of the Planning and Budget Committee of recommending spending priorities to the Board of Trustees prior to the adoption of the Final Budget, furthermore

Be It Resolved that the Academic Senate believes that these actions taken by President Fallo and District administrators represent a serious violation of the letter and spirit of collegial consultation contained in the Title 5 Code of Regulations and Administrative Procedure 2510 concerning shared governance at El Camino College, furthermore

Be It Resolved that the Academic Senate conveys its dismay that no steps have been taken to correct this situation as of the date of the adoption of this Resolution, and demands that President Fallo and District administrators take immediate effective action to do so.

Proposed by Lance Widman

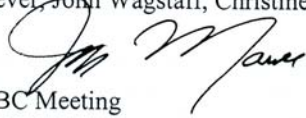
Introduced by Urgency Motion – Oct. 17, 2006
Approved by Academic Senate – Oct. 17, 2006



EL CAMINO COLLEGE
Office of the Vice President - Administrative Services

TO: David Vakil, Arvid Spor, Miriam Alario, Ian Haslam, Dawn Reid, Susan Taylor, Cheryl Shenefield, Harold Tyler, Lance Widman, Kelvin Lee

Cc: John Baker, Luis Mancia, Ken Key, Mike D'Amico, Teresa Palos, Francisco Arce, Susan Dever, John Wagstaff, Christine Cho

FROM: Jeff Marsee 

SUBJECT: October 19th PBC Meeting **DATE:** October 30, 2006

I am deeply troubled by actions that took place at the Planning and Budgeting Committee (PBC) meeting on October 19th.

First, I am concerned about the lack of leadership demonstrated in the management of the meeting. PBC's own agreed-to process was not followed when one member was allowed to place a non-agenda motion before the members present for a vote. PBC minutes from November 7, 2002 clearly state, "It was the consensus of the committee that proposals or requests for the PBC become a two-meeting process. The item should be received on the agenda with supporting documentation provided. Discussion and comments would be held at the second meeting prior to a committee vote on the issue."

Clearly, the unwillingness to follow this process is in direct contradiction to the agreed-to process by the PBC. Therefore, I expect, on a point-of-order objection, that the motion and vote will be invalidated. After all, if PBC is potentially reprimanding the administration for not following a "long-standing past practice," shouldn't PBC also follow its own practice of "a two-meeting process?" However, even if PBC's two meeting process had been followed, three votes on any issue is not representative of the ten member committee.

Second, I am troubled that the PBC would even entertain a motion and vote on a resolution. PBC minutes from August 1, 2002 state, "The PBC is not to plan and design, it is to look at results." The same minutes further note, "From the beginning it was intended that this committee be a steering committee . . ."

Finally, the language in the resolution in general, and specifically the language as noted in the final two paragraphs, is disturbing in its lack of accuracy:

Be It Resolved that the Planning and Budget Committee believes that these actions taken by President Fallo and District administrators represent a serious violation of the letter and spirit of collegial consultation contained in the Title 5 Code of Regulations and Administrative Procedure 2510 concerning shared governance at El Camino College, furthermore

Be It Resolved that the Planning and Budget Committee conveys its dismay that no steps have been taken to correct this situation since the Final Budget, including the "2006-2007 Final Budget Supplement," was adopted over five weeks ago, and demands that President Fallo and District administrators take immediate effective action to do so.

Proposed by Lance Widman

How can certain PBC members claim the administration has not made an effort to discuss the 2006-07 budget, when the first item on the October 19 agenda called for a discussion concerning the "Differences Between Final and Tentative Budgets" (Jeff Marsee).

How can certain PBC members claim that, "...the proposed Final Budget for 2006-07 was not presented to the Planning and Budget Committee in its entirety prior to its adoption by the Board of Trustees at its September Board meeting..." when the August 17th PBC minutes reflect that Dr. Fallo presented the budget to the PBC with forty items listed in the minutes of the meeting as being budget related presentation notations? Although the maker of the above-noted motion was absent from the meeting, the presentation did occur, and PBC members did have an opportunity to ask questions and discuss the presentation.

How can certain PBC members blame the President and his administration for not having a "traditional" budget review follow up meeting preceding the September Board meeting when the committee schedule and agenda is managed by the committee? When a meeting has been scheduled, we have always come and participated. Dr. Fallo's budget presentation was given at the exact same time last year. The Board meeting date has been on the academic calendar for one year. It is the PBC's responsibility, not the administration's, to schedule a meeting that would precede a Board meeting date.

Finally, the resolution notes that the Supplemental to the Final Budget was not reviewed by PBC prior to the September 5th Board meeting. However, as noted in the minutes of the September 7th meeting, and again in the September 28th meeting, the reason for the last-minute adjustment to the budget was discussed with Mr. Vakil and Dr. Spor in a meeting called by Dr. Fallo on August 24th. This certainly allowed for adequate time to call a PBC meeting to review both the Final Budget and the Supplement. Calling an unscheduled PBC meeting is not the administration's responsibility, nor is setting the agenda for PBC's regular meetings.

In conclusion, I will restate that with PBC's own two-meeting process not adhered to, I request that this action be rescinded and the PBC focus on the more critical efforts that are within its purview and responsibilities. PBC, not the administration, sets the meeting calendar and the agenda. The administration has never refused to take the time to explain financial information or respond to questions. To suggest otherwise, as proposed by the resolution incorrectly submitted to PBC, is a violation of good faith efforts that we have all been attempting to promote.

Dr. Jeff Marsee
VP Administrative Services

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**EI CAMINO COLLEGE
WINTER SESSION 2007
ADMISSIONS & RECORDS CALENDAR**

PRE-SESSION EVENTS	
On-Line Application Period for Winter 2007 Begins	Monday, July 10, 2006
In-Person Application Period for Winter 2007 Begins	Monday, September 18, 2006
Continuing Student Web/Telephone Registration Begins	Tuesday, November 21, 2006
New and Returning Student Web/Telephone Registration Begins	Monday, December 4, 2006
Concurrent Enrollment (K-12) Web/Telephone Registration Begins	Monday, December 18, 2006
All Web/Telephone Registration Ends	Monday, January 1, 2007
Datatel Colleague Unavailable for Winter Roster Preparation	Tuesday, January 2, 2007 (8:00 am–12:00 pm)
Academic Divisions Pick-up Rosters from Admissions	Tuesday, January 2, 2007 (afternoon)

SESSION EVENTS	
Winter Session Classes Begin	Wednesday, January 3, 2007
Add Period and Program Change Period Begins	Wednesday, January 3, 2007
Last Day to Add	Thursday, January 11, 2007
Last Day to Drop and be Eligible for a Refund of Enrollment Fee	Tuesday, January 9, 2007
Active Enrollment Reports Distributed to Academic Divisions	Friday, January 12, 2007
Martin Luther King, Jr. Holiday (Campus Closed)	Monday, January 15, 2007
Deadline for Active Enrollment Reports due in Admissions	Tuesday, January 16, 2007
Last Day to Drop Without Notation on Permanent Record	Thursday, January 11, 2007
First Day to Apply for Spring 2007 Graduation and Certificates	Monday, January 22, 2007
Last Day to Drop with a "W"	Thursday, January 25, 2007
Grade Check Begins	Tuesday, February 6, 2007
Last Day of Winter Session	Tuesday, February 6, 2007

POST-SESSION EVENTS	
Datatel Colleague Down for Spring 2007 Roster Printing	Wednesday – Thursday, February 7-8, 2007
Lincoln's Day Holiday (Campus Closed)	Friday, February 9, 2007
Grade Check Ends	Monday, February 12, 2007
Delinquent Instructor Grade Report To Academics	Thursday, February 15, 2007