OFFICERS & EXECUTIVE COMMITTEE

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

Senate Mailing List

Adjunct
Kate McLaughlin	08/09
Jeremy	08/09

Behavior & Social Sciences
Maria Brown	June 2010
Lance Widman	8/09
Michael Wynne	7/08
Janet Young	

Business
Halamka, Dagmar	
Jay Siddiqui	09/10

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

Counseling
Kate Beley	6/07
Linda Gallucci	
Brenda Jackson	

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

Health Science & Athletics
Tory Orton (sharing)	6/07
Kim Baily (sharing)	
Tom Hazell	09/10
Pat McGinley	

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

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

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

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

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

Academic Affairs
Quajuana Chapman
Dr. Francisco Arce

Associated Students Org.
Megan McLean
Joe Udeochu

Board of Trustee, Area 5
Miss Maureen O'Donnell

President/Superintendent
Dr. Thomas Fallo

The Union
Editor

Dean of Math
Don Goldberg

Counseling
Ken Keyes

SENATE'S PURPOSE (from the Senate Constitution)

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

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

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS

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

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS

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

AGENDA & TABLE OF CONTENTS

Committees

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

ACADEMIC SENATE MINUTES
October 21st , 2008

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

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

Business
Halamka, Dagmar
Saddiqui, Junaid_____X

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

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

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

Humanities
Hong, Lyman_____ __ X
Marcoux, Pete ___X
Uyemura, Evelyn ___X
Kline, Matt _____X
Adrienne Sharp _____X

Industry & Technology
Gebert, Pat _____X
Hofmann, Ed _____X

MacPherson, Lee _____X
Marston, Doug_____X
Rodriguez, George

Learning Resources Unit
Striepe, Claudia _____X
Robles, Vince_(sharing) _____X
Ichinaga, Moon (sharing)_____X

Mathematical Sciences
Scott, Greg
Glucksman, Marc_____X
Boerger, John_____X
Fry, Greg_____X
Yun, Paul

Natural Sciences
Cowell, Chas_____X
Herzg, Chuck_____X
Palos Teresa _____X
Vakil, David _____X

Adjunct Faculty
Kate McLaughlin_____X
Owens, Annette

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

Ex Officio Attendees: Francisco Arce, Jeanie Nashime, Janet Young, Joann Higdon
Guests and/Other Officers: Kim Baily (Deans Rep.), Quajuana Chapman, Arvid Spor (Accreditation), Bill Mulrooney, Megan McLean (ASO Rep), Joe Udeochu (ASO Rep), Barabra Perez, Robin Dreizler, Emily Rader, Irene Graf

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

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

Approval of last Minutes:
The minutes were approved with corrections noted.

REPORTS OF OFFICERS
President's report – Pete Marcoux (henceforth PM)
College Council minutes [see packet pgs 6-11] PM explained that the College Council is made up of the President of the college and four Vice Presidents, plus representatives from the Academic Senate (PM), the Teacher's Union, the Police Union, Classified Staff and the Student Body. The Council meets on Mondays and discusses big issues, like the budget. The mid- year budget cuts are expected to be around 5%. ECC has a budget of around $100 million, which would mean a cut of $5 million. The college has reserves which can be used if necessary, but the VPs have been asked to make cuts in existing budgets.
The last **Board Meeting** revolved around a proposed van policy. PM reported the discussion as "upsetting", as there was talk of doing away with the collegial consultation process. Dr. Nishime is to work on the van policy.
PM gave an update on the **Accreditation visit.** Indications are that it went well, and some positive feedback has been received. The Accreditation Teams report to the Commission and the Commission will release a report with recommendations in January.
Program Review [see packet pgs12-13] for an updated chart. The information can also be found on the web at
http://www.elcamino.edu/administration/vpaa/program_review.asp
ECC seems to be lacking a policy on **Program Discontinuance** [see packet pg 53] PM and Dr. Arce will discuss this further.
The **Area C Meeting** will be held at the Compton Campus on Saturday from 8 am to 2pm. These meetings occur before the State Plenary and offer participants an opportunity to look at and suggest resolutions. Parking is free to ECC people at Compton. PM will be attending and will report back. The meeting will be held in the Student Lounge. The meeting will also provide an opportunity to air concerns about discipline minimum qualifications.

Compton Education Center report - Saul Panski (SP)
SP reported that the CEC **Weight Room** has been refurbished and has been reopened.
The **Cafeteria Services** have also reopened and this is an important sign of life for the campus.

SP also mentioned the **ECC faculty and CEC faculty evaluations.** SP thanked ECC faculty who had offered to help. The Council will ratify team appointments. Evaluations are handled a little differently at each campus. CEC is trying to streamline their processes, and SP will share information as he gets it. The idea is to have two ECC faculty on each CEC faculty evaluation team. Vince Robles and Jay Saddiqui volunteered to join the teams. SP thanked them and will send out an updated list. Dr. Perez asked to be kept informed.

Dr. Arce, Dr. Perez, and Donna Manno attended a meeting of the **CEC Faculty Development Program.** The program now has a template to follow.

CASHSEE (California High school Exit Exam) Grant was approved yesterday by the ECC Board. Compton wants to be part of the grant. Compton ESL faculty are particularly interested.

SP reported that the Compton Educational Center also had a member of the Accreditation Team attend a Senate meeting, and that the ECC CEC partnership was favorably commented upon.

Curriculum Committee report – Janet Young (JY)

JY gave a Course Review Update and noted that 15 Humanities courses had been reviewed.

Current issues include working on the AS Degree requirements for high unit majors; working on the General Studies Degree requirement – nine months of work have already gone into this and JY hopes to be done by the semester end thanks to all the help from Counseling; and working on the Certificates of Achievement and State approval – ECC has approved a lot of certificates and now they must move on to the State for approval. Some paperwork is not being done by the Divisions and JY will meet with all Deans to expedite matters.

Educational Policies Committee report – Evelyn Uyemura (EU)

The Committee is revising BP 4225 Course Repetition Policy. It was only passed relatively recently, but Title V now mandates new requirements, and the Committee is trying to simplify the Policy. There are three area to note: a substandard grade, receiving a W, repeatable courses. The Committee is favoring a "three strikes" approach whereby if a student has received a substandard grade or W, they may only repeat a course/class only two more times. The F's and W's would work in the same way. The question was asked how one would phrase this for courses where multiple repeats ARE allowed? The rule has to be simple and streamlined enough that it can be programmed in and be automated and not need human intervention.

Bill Mulrooney said that after the three strikes a petition process may be needed. A repeatable course cannot alleviate a substandard grade – one would need extenuating circumstances or the lapse of a certain time.

Chris Wells said that lots of colleges seem to have trouble with this issues, and suggested waiting until the law was changed. Mr. Mulrooney was of the opinion that the law "would not change that much." EU was of the opinion that the laws were badly written in the first place, having consequences that were probably never intended. It seems that if a student has "3 strikes", they would need to go to a college in a different district to take the class. This is not such a problem in Southern California with its abundance of

Community Colleges, but it would be a problem in other areas. It is difficult to know how to implement these policies, and who would be responsible for reviewing the process and petitions. If you have any concerns or comments please contact EU as this rule has to apply across the board to all disciplines and divisions. Mr. Udeochu wondered whether these changes were being implemented to make students perform better. EU felt it was more a matter of preventing State monies being diverted again and again to students who seemed not to succeed. Dr. Nishime noted that a course cannot be transferred back to alleviate a poor GPA.

Faculty Development – Dave Vakil (DV)
DV noted that participation in the Mentorship program will be worth 6 hours of flex credit. DV next reported on issues pertaining to the Distinguished Faculty Award. Firstly, the Administration has said that it needs "objective data/criteria" to create an adjunct faculty award. Secondly, current criteria like success rates, retention rates and so on, seem to favor teachers over faculty like counselors and librarians when deciding on faculty awards. While librarians and counselors are eligible (and have been nominated) for faculty awards, the issue is how to equitably include them and how to get data driven information on these faculty.
The Committee is till planning for Spring Flex day, and ideas now include demonstrating online educational websites, and providing interview training for adjuncts. Other Committee goals include hosting a teacher speaker series, an annual Technology Fair/Expo, and a Lecture Club that would encourage voluntary visits to participants classrooms followed by constructive discussion.

THE AGENDA WAS INTERUPPTED TO ALLOW FOR DISCUSSION OF NEW BUSINESS

NEW BUSINESS

Vice President Elections. These elections need to occur this semester for the Fall 2009 schedule. Nominations will be heard at the Academic Senate meeting of November 4th, and elections will take place on November 18th. Mr. Wells will be in charge of the process.

Board Policy 5030 – Fees: This is an informational item only, no voting to occur. [See packet pgs 20-21]Mr. Mulrooney noted that the fees policy is being cleaned up. Some fees are required by law and others are authorized by law. [See Change Table on pg 22 of packet] It was noted that students who meet certain requirements can take 1 course per semester at Cal State Dominguez Hills (in the Spring and Fall semesters only) and have the fees waived – and Dominguez Hills students can come here for $10.

E- Z to ECC: Dr. Nishime reported on the Buss Passes for Spring 2009 initiative. The plan has not yet gone to Cabinet. A subsidy is needed for a proposed pilot program in the Spring. A 17 week Metro pass would cost the ECC campus $99thousand, and the CEC campus $50 thousand. The CEC campus is smaller but has more riders. Students taking 6 or more units would be eligible. Most similar plans require students to be taking 12 or

more units. Staff are not eligible at this time. The Committee proposes charging students $10 per semester - the normal fee is $36 per month. The Committee is hoping to sell 60% to students and asking the district to subsidize the remaining 40%. One long term proposal would involve increasing the parking fees at the CEC. The Committee is also investigating the current contract with the Rodium, as it appears we have been undercharging them for the use of the parking lot. If all goes well, perhaps staff could participate in the bus pass plan in the future. The plans still need Cabinet approval. A question was raised as to how far the pass would extend. Dr. Nishime said the pass was only good for Metro/ Metrorail, NOT the light rail, and would work as far south as Long Beach. Most of our riders are Metro riders.

Minimum Qualifications: Dr. Perez distributed a handout comparing State Minimum Qualifications versus Local Qualifications. This handout was sent to all Divisions for discussion. Dr. Perez has heard back from some. Dr. Perez noted that the idea is to move toward the use of State minimum qualifications, and the goal is to get this to the Board for the December meeting. The qualifications were last updated in 1991. Dr. Perez noted that she would be making some other minor correction as well. Dr. Perez will send an electronic copy of the document to PM who will distribute it further. Dr. Perez noted that the minimum qualifications are discipline specific, and Dr. Perez answered in the affirmative to the question of whether faculty with older credentials would be "grandfathered" in.

ARCC (Accountability Reporting for the Community Colleges) Reports: [See packet pgs 25 – 48] Irene Graf reported on the new California Community College accountability system for academic performance - Assembly Bill 1417. Colleges are obliged to present a report to their Boards each year. Colleges are compared to their peer colleges. There are two main components – a systemwide academic and workforce outcome measure for all community colleges, and college- level performance indicators. Ms. Graf noted that ECC and the CEC would always produce separate reports. Performance indicators will be concentrated in 4 main areas, namely, Degree/Certificate/Transfer, Vocational/Workforce Development, Improvement in Basic Skills, and Participation rates. The report shows el Camino to be competitive. Ms. Rader asked about the "young adult" designation, and Ms. Graf said this include the age range 18 – 14 years. Ms. Graf said to look at the Institutional Reporting website for more details, and also http://cccco.edu. Mr. Ahmadapour asked whether the information was further broken down, for instance, by ethnicity. Ms. Graf said the report is moving in that direction.

ECC Outreach: [see packet pg 49] Mr. Dreizler named Julieta Ortiz, the Student Services Specialist and High School Liaison, and noted that the Outreach program included 30 "outreach ambassadors". Mr. Dreizler told the Senate that if any faculty are planning events, the Outreach Program could provide Ambassadors. Mr. Dreizler thanked significant contributors Michelle Arthur, Renee Dorn, Connie Zandate, Karen Hess, and Josephina Bedolla. Activities include having personnel at 35 high schools. Mr. Dreizer included a screenshot of the Outreach calendar to show the range and scope of activities. Mr. Dreizler also reported that he has met with his CEC counterpart. They are trying to expand Outreach to adult learners. Mr. Dreizler appealed to more faculty to help. Ms.

Rader spoke as a faculty contributer and appealed to faculty to get involved in Outreach programs. It would not take much faculty time – perhaps visiting a worksite and assisting Outreach personnel, meeting potential students and sharing experiences. Ms. Rader will send out an email asking for volunteers. The CEC faculty have done a lot of Outreach. The Outreach programs are important as we will be going out for a Bond measure, and the campus needs to build goodwill in the community.

THE MEETING RETURNED TO THE AGENDA ITEM **REPORTS OF OFFICERS**
Finance and Special Projects/ PBC (Planning and Budgeting Committee) – Lance Widman (LW)
[See packet pgs 17-19] for the PBC minutes of October 2nd, which include a State budget update, and a report of the attempts to coordinate planning activities with the budget calendar.
The Council of Deans met on October 16th and included discussion of the High School Principals' Breakfast, which has been scheduled for November 5th, and the E- Z to ECC presentation, given at the Academic Senate today by Dr. Nishime.

Legislative Action – Chris Wells (CW)
No Report.

REPORTS OF SPECIAL COMMITTEES
None

UNFINISHED BUSINESS
None

PRESENTATIONS
 There were no presentations.

PUBLIC COMMENT
None.

The meeting adjourned at 1:59pm

CS/ecc2008

FINAL

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting October 13, 2008

Present: Francisco Arce, Sean Donnell, Ann Garten, Pete Marcoux, Megan McLean, Leo Middleton, Jeanie Nishime, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, and Arvid Spor.

1. Academic Integrity – Barbara will incorporate this paper with the Code of Ethics currently in development. This will be brought back through College Council.

2. Policies & Procedures – Jeanie distributed information from the California Community College League (CCLC) Policy and Procedure Handbook that gave the definitions of Policies and Procedures. It was decided that a goal should be added that all Administrative Procedures that accompany policies will go through College Council. It was noted that not all policies will require procedures. It was further clarified that all changes to policies and procedures would come through this body. The Vice Presidents will review the policies and procedures and identify the priority order for completion and deactivation. They will report back to College Council next week.

3. Van Usage Policy and Procedure – Jeanie is still working on the language. Once this is completed it will be brought back to College Council for review. There was discussion about requiring van drivers to complete a driving course given by the campus police department. Gary will talk to Sergeant Ott or Chief Trevis to find out if there is a packaged standardized driving course that we could purchase.

4. Emergency Planning Committee – there will be an Earth Quake drill on November 13th. Rocky Bonura will send out further information for faculty and staff.

Agenda for the October 20, 2008 Meeting:
1. Minutes of October 13, 2008
2. Board Agenda
3. Policies and Procedures – VP Update

College Council Goals 2008-2009

   a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance.
   b. College Council members will report to and from their constituent groups.
   c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.

d. Continue to build a sense of (campus) community.
e. Complete 10 policies and work towards pairing procedures with policies.
f. All Administrative Procedures that accompany Policies will go through College Council.
g. Incorporate the spirit of Accreditation in every day college operations.
h. Academic integrity as a team.
i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.

FINAL
EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting October 20, 2008

Present: Francisco Arce, Sean Donnell, Thomas Fallo, Ann Garten, Pete Marcoux, Megan McLean, Leo Middleton, Jeanie Nishime, Barbara Perez, Susan Pickens, Gary Robertson, Luukia Smith, and Arvid Spor.

1. FCMAT – We have been concerned about FCMAT visits and also asked them to include Community College people on the FCMAT team. They have listened to our requests. They have agreed to postpone their next visit until February 2009. By then we will have our Accreditation report and we can use that as a base.
2. Accreditation Visit – everyone did a great job and participated well. President Fallo spoke with Don Averill and he was very optimistic and positive about finishing the report this week. His report will go to the Commission this week, and then it will come here for correction of facts. The report will then go back to the Commission for action. We knew we would have comments about Student Learning Outcomes (SLOs). We also need some more work done on curriculum – but we are on track. We are going to have to include Accreditation Standards in our planning process. These are all formulas for improvement and not reprimands. The Accrediting team was very impressed by the attendance at the Compton open forum.
3. Board Agenda
    a. EDGE (Education, Diversity, Growth in the Economy) Campaign Resolution – Jeanie reports that this resolution will give EDGE more voice in effective policy change. Pete asked how these types of resolutions appear on the Board agenda and others do not. It was reported that this is not a political endorsement.
    b. Grants – It is reported that these grants go through a review by Vice Presidents. Jeanie will give information as to where the matching funds are coming from. We will have to look at how these are presented on the agenda in the future.
4. President Fallo went to a Foundation meeting and Chancellor Woodruff and Jack Scott both made speeches. They both said there would be mid year cuts. No one knows when or how much these cuts will be. A memo from the Vice Presidents dated July 7, 2003 that outlined Proposed Budget Reductions will be distributed with these minutes. We don't think growth is going to be funded this year and believe it will be 1% or less. Jack Scott is taking over as Chancellor and he has great experience with the Legislature. We don't believe we will see any fee increases for this current academic year.

Agenda for the October 27, 2008 Meeting:
1. Minutes of October 20, 2008
2. Policies and Procedures – VP Update

College Council Goals 2008-2009

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

DRAFT

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting October 27, 2008

Present: Francisco Arce, Thomas Fallo, Ann Garten, Jo Ann Higdon, Pete Marcoux, Megan McLean, Leo Middleton, Barbara Perez, Susan Pickens, Gary Robertson, Angela Simon, Luukia Smith, and Arvid Spor.

1. EDGE (Education, Diversity, Growth in the Economy) Campaign Resolution – the Board requested more information about this resolution – and it was pulled from the agenda. President Fallo looked into this further and may not bring it back to the Board for adoption.
2. Budget - The January 21, 2003 Board of Trustees agenda included an Other Action Item which listed actions proposed to address the reductions that needed to be made to the budget at that time. A copy of this item will be distributed to College Council members with these minutes. These are some of the same things we will be looking at to address the mid-year cuts we are expecting. The Governor is calling a special session to address the budget. The Vice President's have been asked to come up a plan for $ 5 million in budget cuts. Their plan will be taken to the Planning & Budgeting Committee for review and will also be shared with College Council. We need to plan for a reduction in spending for the next two to three years.
3. Trustee Beverly asked whether we should issue our third series of bonds. We will provide him with a report and will make a presentation to the Board on this issue. This may be a letter and will also be provided to College Council. We will need to go out for our third series for the next project – Business & Math.
4. Next week we will schedule a Facilities Steering Committee meeting – please bring calendars.
5. On Monday, November 17th we will come up with a plan for goals. We will decide who will complete the goals and when goals will be completed.

Agenda for the November 3, 2008 Meeting:
1. Minutes of October 27, 2008
2. Team Reports
3. Committee Listing on MyECC
4. Schedule Facilities Steering Committee meeting – for November 2008
5. Policies and Procedures – VP Update

College Council Goals 2008-2009

    a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance.
    b. College Council members will report to and from their constituent groups.

c. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
d. Continue to build a sense of (campus) community.
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f. All Administrative Procedures that accompany Policies will go through College Council.
g. Incorporate the spirit of Accreditation in every day college operations.
h. Academic integrity as a team.
i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.

College Council Goals 2008-2009

    a. Review Board Policy and Administrative Procedure 2510 and Define Collegial Consultation and Shared Governance.
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    d. Continue to build a sense of (campus) community.
    e. Complete 10 policies and work towards pairing procedures with policies.
    f. All Administrative Procedures that accompany Policies will go through College Council.
    g. Incorporate the spirit of Accreditation in every day college operations.
    h. Academic integrity as a team.
    i. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning.

At the time that the Final Budget was adopted on September 9, 2002, it was announced that the State was faced with a budget deficit of more than $10 billion. At that time, it was reported during the Public Hearing that much of this year's State budget was balanced on uncertain funding sources or by postponement of needed reductions. It was also reported that El Camino College's budget was balanced with Partnership for Excellence funds.

The State problem began to grow between September and mid-October just prior to the election to a reported amount in excess of $20 billion. During this time period, it was suggested that the deficit would be addressed and implemented in the 2003-04 fiscal year.

Since the election, the deficit has grown to $34.8 billion and requires that mid-year reductions be made at this time. The direct impact on El Camino College is that we need to reduce expenditures for the remainder of the year by about $4 million. Identifying the precise target number is difficult because proposals are changing frequently.

Attached is a listing of further actions proposed to address the reductions that must be made immediately.

January 21, 2003   Other Action Items   Page 1

EL CAMINO COLLEGE
Office of the President
January 6, 2003

Draft considerations in response to state funding reductions:

1. Ask collective bargaining agents to consider reopening contracts.

2. We will not hire any full time faculty members for 2003-2004, as identified through Faculty Identification Priority Committee process.

3. Continue hiring freeze on most positions.

4. Reduction in section and course offerings in spring semester and summer session.

5. Eliminate most funding for Partnership for Excellence projects.

6. Significantly reduce Temporary Project Administrators.

7. Significantly reduce temporary classified employees .

8. Significantly reduce casual employees.

9. Significantly reduce assignments for student workers except those included in employee contracts. Will continue federally funded college work study assignments.

10. Significantly reduce district-funded travel with exception of federally mandated and federally funded travel. All travel requests to be submitted to the appropriate Vice President.

11. Eliminate most "acting" assignments. Return employees to original assignments.

12. Eliminate most working-out-of-classification assignments. Return employees to original assignments.

13. Eliminate overtime. Limited use of compensatory time. Compensatory time to be used within time periods specified in employee contracts.

14. Significantly reduce most release time unless contractual. Return to teaching assignments.

EL CAMINO COLLEGE
Office of the Vice President - Administrative Services

DRAFT

TO: Thomas M. Fallo

FROM: Pat Caldwell, Nadine Hata, Victor Hanson

                                            DATE: July 7, 2003
SUBJECT: Proposed Budget Reductions

Listed below are suggested reductions to the 2002-03 and 2003-04 budget years. These recommendations are made based on BDC criteria #1 to reduce expenditures. Rejection of any of these items must include alternate replacement reductions.

GENERAL FUND UNRESTRICTED

	Final Budget 2002-03	Reduction 2002-03	Reduction 2003-04	Reduction 2004-05
I. Partnership for Excellence				
A. District Match Instructional Equipment/Library Materials (5166) Funding withdrawn by State	$83,718	$83,718	$83,718	$83,718
B. Laptops for New Faculty (5164)	24,000	0	24,000	24,000
C. Reduce Class Size – Math (5170) Additional sections to reduce class size required only $400,000	500,000	100,000	200,000	200,000
D. Academic Affairs Scheduler (5169) Position not filled	35,000	35,000	35,000	35,000
E. Comprehensive Transfer Center (5122)	242,855	81,261	193,700	193,700
F. Inglewood Fire Academy (5162) Clerical workload to be provided by division staff	156,000	7,000	21,900	21,900
G. Puente Project (5149)	15,000	4,219	15,000	15,000
H. Marketing Presence for Community Advancement (5143)	50,000	0	50,000	50,000
I. Alondra Park Island (5138)	5,000	0	5,000	5,000
J. CAI Writing Lab Staff (5126)	130,000	75,496	85,000	85,000
K. Computer Lab Upgrade – Business MCS 111 (5129) Construction of lab is complete	400	0	400	400
L. Student ID Card (5167)	35,000	20,000	35,000	35,000
M. CISCO Academy (5156)	143,000	60,000	89,000	89,000

N. Inglewood Center (5155) Program will be modified to conform to reduced allocation	300,000	24,000	75,000	100,000
O. School Health Clerk and Special Ed Assistant Certificate (5154) Program objectives completed	27,284	15,917	27,284	27,284
P. Additional Part-Time Sections (5171) Enrollment management to be improved	390,000	100,000	390,000	390,000
Q. Institutional Research (5127) Positions currently vacant	172,706	169,222	172,706	172,706
R. Learning Communities (5159) Program will be merged with first year experience	263,000	107,550	263,000	263,000
S. Reading/CAI Lab Support (5111)	82,000	59,948	70,000	70,000
T. Planetarium Director (5114)	75,247	67,166	75,247	75,247
U. Student Service Technician (5120)	34,775	6,260	34,775	34,775
V. High School Recruitment Counselor (5121)	242,458	90,776	242,458	242,458
W. Science Bridge Program (5128)	8,300	8,300	8,300	8,300
X. LRC/LMTC Staff (5130)	70,021	20,000	14,200	14,200
Y. Coord. High School Counselor Program (5142)	108,300	28,859	108,300	108,300
Z. Project Success (5163)	22,900	15,500	22,900	22,900
AA. Maximizing Math Potential (5165)	330,000	100,000	180,000	180,000
BB. On-Line Course Assistance (5141)	35,000	20,000	35,000	35,000
CC. LRC Tutoring Project (5125)	70,052	8,000	8,000	8,000
DD. Degree/Transfer Audit Clerks (5150)	70,000	0	0	0
EE. Records System Clerk (5151)	35,000	0	0	0
FF. Entertainment Technology Lighting Lab (1701)	5,000	0	500	500
GG. Full-Time Faculty (5160)	1,575,782	0	0	0
HH. VGA Projectors Bus (5131)	1,650	0	165	165
II. Art Lab Upgrades (5132)	550	0	55	55

JJ. Computer Lab Technician (FA) (5134)	51,415	0	0	0
KK. ESL Assessment Coordinator (5135)	44,000	0	0	0
Subtotal PFE	$5,274,926	$1,307,192	$2,565,608	$2,565,608
II. Full-Time Faculty (8) The 75/25 target for Fall 2003 will not be exceeded.	440,000	0	440,000	440,000
III. High School Summer Program Elimination of program complies with state directive	450,000	0	450,000	450,000
IV. I and T Affiliate Programs Revenues not received for these programs since ECC has exceeded FTES CAP	1,486,000	161,700	*786,000* ~~836,000~~	*786,000* ~~1,486,000~~

V. Vacant Frozen Positions – 2002-03

A. Accounting Officer 3/1/03-6/30/03	53,700	17,900	0	0
B. Accounting Technician (Fine Arts) 1/1/03	44,600	22,300	0	0
C. Assistant Director – Financial Aid 7/1/02 – 3/1/03	92,550	61,700	0	0
D. Assistant Director – ITS 3/1/03	100,570	33,500	0	0
E. Clerical 50% (Counseling)	19,250	14,440	0	0
F. Clerical Assistant – Math	34,950	34,950	0	0
G. Clerical Assistant (IS) 1/1/03	34,950	17,475	0	0
H. Computer Lab Specialist	49,390	24,695	0	0
I. Custodians (3)	103,000	29,500	0	0
J. Dean, PRD 3/1/03	126,260	38,500	0	0
K. Dean–Instructional Services 3/1/03	115,500	38,500	0	0
L. Director of O&SR 3/1/03	84,470	28,150	0	0
M. Dispatch Clerk	37,640	9,410	0	0
N. Executive Director Foundation 3/1/03	115,000	38,500	0	0
O. Exercise Test Technician	51,910	25,955	0	0
P. Groundskeeper/Gardener (2)	73,400	40,000	0	0
Q. Lead Custodian (2)			0	0
R. Network Supervisor 7/1/02 – 2/28/03	91,610	60,460	0	0
S. Placement Office Supervisor	54,345	54,345	0	0
T. Plumber 9/1/02 – 12/31/02	54,460	18,150	0	0
U. Police Officer (2)	101,600	101,600	0	0
V. Secretary (SCA) 3/1/03	39,500	13,150	0	0
W. Secretary/Curriculum Office	39,450	39,450	0	0
X. Senior Clerical Assistant (Business) 7/1/02 – 3/31/03	38,500	20,000	0	0
Y. Senior Clerical Assistant (Counseling)	38,500	28,875	0	0
Z. Sr. Accountant 11/1/02 – 2/28/03	51,750	17,250	0	0
AA. Staff Interpreter (SRC) 7/1/02 – 2/28/03	49,390	33,000	0	0
BB. Tool Room Attendant I&T	32,100	10,000	0	0
CC. User Support Tech 1/1/03	66,715	33,350	0	0
DD. Web Developer	58,800	45,000	0	0
Subtotal – Vacant Positions	1,853,860	950,105	0	0

VI. Vacant Frozen Positions – 2003-04

A. Academic Affairs

#	Position				
1.	Academic Scheduler (PFE)	PFE	0	PFE	PFE
2.	Accounting Assistant I (Box Office)	36,700	0	36,700	36,700
3.	Accounting Technician (Fine Arts)	44,600	0	44,600	44,600
4.	Clerical Assistant - Fire Academy (PFE)	PFE	0	PFE	PFE
5.	Clerical Assistant – (LR)	34,950	0	34,950	34,950
6.	Computer Lab Specialist (LR)	49,390	0	49,390	49,390
7.	Director – MESA	PFE	0	PFE	PFE
8.	Division Dean (NS)	115,500	0	(1)	(1)
9.	Exercise Test Technician	51,910	0	51,910	51,910
10.	Fine Arts Program Clerk	45,690	0	45,690	45,690
11.	Learning Resource Director	100,600	0	(1)	(1)
12.	Library Media Technician V	46,900	0	46,900	46,900
13.	Planetarium Manager (PFE)	PFE	0	PFE	PFE
14.	Secretary – Curriculum Office	39,450	0	39,450	39,450
15.	SRC Interpreter		0		
16.	Tool Room Attendant (I & T)	32,100	0	32,100	32,100

B. Administrative Services

#	Position				
1.	Assistant Director (ITS)	100,570	0	100,570	100,570
2.	Bookstore Lead Sales Associate	37,650	0	(1)	(1)
3.	Bookstore Sales Assistant (2)	68,300	0	68,300	68,300
4.	Custodian (4)	137,300	0	137,300	137,300
5.	Dispatch Clerk	37,640	0	37,640	37,640
6.	Groundskeeper - Gardener	36,700	0	36,700	36,700
7.	HR Technician I	40,800	0	40,800	40,800
8.	Police Officer (2)	101,600	0	101,600	101,600
9.	Senior Accounting Technician	51,750	0	51,750	51,750
10.	Trainer/Instr Tech Spec (40%)	23,500	0	23,500	23,500
11.	User Support Analyst	66,715	0	66,715	66,715
12.	User Support Technician	53,100	0	53,100	53,100
13.	Web Developer (60%)	35,300	0	35,300	35,300

C. Student and Community Advancement

#	Position				
1.	Admin Assist – W&CE	41,400	0	10,000	10,000
2.	Admin Assist II (PRD)	45,700	0	45,700	45,700
3.	Clerical Assistant – ISP	34,950	0	34,950	34,950

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	4.	Dean – PRD		126,260	0	126,260	126,260
	5.	Director – Inglewood Center		92,550	0	40,000(2)	40,000(2)
	6.	Director – Institutional Research		PFE	0	PFE	PFE
	7.	Director – O&SR		84,470	0	84,470	84,470
	8.	Student Serv Specialist (A & R)		48,100	0	48,100	48,100
	9.	Executive Director – Foundation		115,000	0	115,000	115,000
	10.	Placement Office Supervisor		54,345	0	54,345	54,345
	11.	Research Analyst (2)		PFE	0	PFE	PFE
	12.	Secretary (VPSCA)		39,500	0	39,500	39,500
	13.	Spec Proj Admin – One Stop		See X. B.	0	See X.B.	See X. B.
		Subtotal – Vacant Positions		2,077,990	0	1,731,690	1,731,690

VII.		Enrollment and Schedule Management	7,400,000	1,000,000	1,200,000	1,200,000

VIII.		Temporary Classified/Overtime				
	A.	AA Area Office (1000/1003)	30,546	30,546	21,546	21,546
	B.	Public Information (5032/5200)	3,000	3,000	3,000	3,000
	C.	SCA Area Office (6000)	1,000	1,000	1,000	1,000
	D.	Testing (6230)	18,454	3,454	18,454	18,454
	E.	Community Advancement (6403)	39,500	4,500	4,500	4,500
	F.	Inglewood One Stop (6488)	8,986	8,986	8,986	8,986
	G.	Information Technology Services (8300)	68,083	15,078	15,078	15,078
	H.	Office of Risk Management (8570/8571)	35,000	35,000	35,000	35,000
	I.	Financial Aid (7620)	75,000	10,000	10,000	10,000
	J.	Student Development (7670)	22,900	22,800	22,800	22,800
	K.	Facilities (8830/8840/8845/8850/8860)	27,060	19,260	19,260	19,260
	L.	Campus Police (8900)	530	530	530	530
		Subtotal – Temporary Classified/OT	325,059	154,154	160,154	160,154

IX.		Student Workers				
	A.	AA Area Office (1000/1001)	8,800	7,047	8,800	8,800
	B.	Public Information (5032/5200)	1,012	1,012	1,012	1,012
	C.	SCA Area Office (6000)	10,438	10,438	10,438	10,438
	D.	Counseling (6215)	41,585	5,000	5,000	5,000
	E.	Community Advancement (6400/6402)	11,500	11,500	11,500	11,500
	F.	Information Technology Services (8300)	40,000	20,000	20,000	20,000
	G.	Office of Risk Management (8571)	15,000	15,000	15,000	15,000
		Subtotal – Student Workers	128,335	69,997	71,750	71,750

X.		Temporary Project Administrators				
	A.	SCA Area Office 3/1/03	83,900	27,900	83,900	83,900
	B.	One Stop 3/1/03	64,900	21,600	64,900	64,000
	C.	Community Advancement 3/1/03	83,900	27,900	83,900	83,900
	D.	Public Information 3/1/03	64,900	21,600	64,900	64,900
		Subtotal – Temp. Project Admin.	297,600	99,000	297,600	297,600

XI.		Cooperative Career Education	125,000	50,000	50,000	50,000

XII.	Shift to Categorical Funds				
	A. Counselors	837,000	51,000*	0	0
	*CalWORKS				
XIII.	Center for the Arts	2,515,000	49,500	130,000	130,000
XIV.	Lease of Hawthorne Site	40,000	0	40,000	40,000
XV.	Eliminate Winter Session	280,000	0	280,000	280,000
XVI.	Athletic Programs		0	100,000	100,000
XVII.	Culinary Arts Program		0	56,000	56,000
XVIII.	To Be Determined Through Negotiations	42,734,600	0	1,006,598	1,006,598
	TOTAL	$66,192,890	$3,909,948	$9,000,000	$9,530,602

(1) currently filled with acting assignment

(2) currently filled with Temporary Project Administrator

budgreduc203

Pat = you tell me of the target for Athletic

El Camino College Committee Listings				
10/29/08 version				
				Membership
Name		Minutes Posted	Date of Last	Updated
		Yes/No	Minute Posting	Yes/No
Academic Senate Category:				
Academic Senate		yes	9/2/2008	yes
College Curriculum Committee		yes	9/9/2008	no
Faculty Position Identification Process		no		no
Advisory Category:				
Council of Deans		yes	9/4/2008	yes
Emergency Planning Committee		yes	10/8/2007	no
Insurance Benefits		yes	9/26/2006	no
Parking & Traffic Advisory Council		yes	3/19/2008	no
Police Advisory Council		yes	1/16/2008	no
Associated Student Organization Category:				
Finance Committee (F '06-Sp'07)		yes	10/22/2008	yes
Students Senate (F '06-Sp'07)		yes	10/23/2008	yes
Inter Club Council (F '06-Sp'07)		yes	10/8/2008	yes
Board of Trustees Category:				
Citizens' Bond Oversight Committee		yes	9/17/2008	no
Collegial Consultation Category:				
Academic Technology		yes	10/25/2007	no
Area Council - Administrative Services		yes	8/26/2008	no
Area Council - Student & Commun. Advancemen		yes	9/9/2008	yes
Area Council - VP Academic Affairs		yes	5/8/2008	yes
Calendar Committee		yes	10/9/2007	yes
College Council		yes	10/20/2008	yes
Division Council - Behavioral & Social Sciences		yes	10/25/2007	no
Division Council - Business		no		no
Division Council - Campus Police Services		yes	3/19/2008	no
Division Council - Community Advancement		yes	10/6/2008	no
Division Council - Counseling Division		yes	9/24/2008	yes
Division Council - Enrollment Services		yes	9/17/2008	yes
Division Council - Fine Arts		no		yes
Division Council - Fiscal Services		yes	10/24/2006	no

Name		Minutes Posted Yes/No	Date of Last Minute Posting	Membership Updated Yes/No
Division Council - Health Sciences & Athletics		no		no
Division Council - Human Resources		yes	9/4/2008	no
Division Council - Humanities		no		no
Division Council - Industry & Technology		yes	3/20/2007	no
Division Council - Information Tech Services		yes	8/13/2008	yes
Division Council - Learning Resources Unit		yes	4/22/2008	no
Division Council - Mathematical Sciences		no		no
Division Council - Natural Sciences		no		no
Division Council - Purchasing & Business Svc.		yes	7/16/2008	yes
ECC Technology Committee		yes	6/25/2008	no
Facilities Steering Committee		yes	11/26/2007	yes
Faculty Development Team		yes	5/27/2008	no
Planning & Budgeting Committee (PBC)		yes	9/4/2008	yes
Contractual Category:				
College Load Review Committee		yes	5/19/2006	no
District - Wide Conference Committee		yes	5/16/2007	yes
Sabbatical Leave Committee		yes	11/13/2007	no
Operational Category:				
Auxiliary Services Board		yes	6/23/2008	yes
Classified Staff Development		yes	2/13/2008	yes
Enrollment Management		yes	9/11/2008	yes
Management Council - Administrative Services		yes	9/30/2008	no
Management Development Committee		yes	1/26/2007	no
Planning Council - Counseling Division		no		unknown
Safety & Health		yes	7/23/2008	yes
Staff Development Advisory Committee		yes	12/12/2006	no
Vocational Technical Educational Act (VTEA)		yes	5/3/2007	no
Web Task Force		yes	1/18/2007	no
Special Events Category:				
ECC Foundation Board		yes	5/22/2008	yes
ECC Foundation Executive Committee		yes	8/19/2008	yes
ECC Foundation Finance Committee		yes	9/16/2008	yes

Some Highlights from the meeting
Chris Wells

Communication Studies has some course going to College Council on Monday. We are trying to get the load and units changed. From 1 unit lab load 15% to 2 units (1 lecture 1 lab) load 20.667%. According to Ken Sherwood LACC Academic Senate President and Director of Forensics we are probably out of compliance with Title V because our students are putting in more hours than they are getting credit for. They are in the process of changing their courses because they have the same problem and where directed to do so.

West LA online class size is 40; online instructors get a stipend of $4,500 if they take 80.

Categorical funds for part-time faculty office hours, are we getting the money and are we paying part-time faculty?

61 minute hour may no longer be legal. More info to come.

Does Basic Skills report to Senate? Can/should all departments have Basic Skills courses?

Ed Code trumps Title V.

Area C Highlights

Saul Panski

Today's Area C meeting of the Academic Senate was a great success due to the hard work of Darwin Smith, who dealt with parking, setup, and catering, and provided our visitors with writing pads and pens as well!   There was also a very good turnout of around 30 representatives of Senates in our region.   Many thanks as well to Michael Odanaka, who sat through the morning sessions, and to Eugene Benson, Fred Lamm, and Jose Villalobos, who stopped by.

The preliminary discussion, led by Area C leader Lesley Kawaguchi, was very informative.

It appears that 27 colleges are now under some sort of sanction by the ACCJC and the areas cited by the Commission deal with common themes:

*SLOs
*Governance (particularly actions of Board Members)
*Program review
*Budget and planning.

She indicated that the State Senate is in the process of developing a paper on SLOs.

We were also informed about letters sent by the CFT and CTA to the Commission, criticizing the Commission's insistence that SLOs be included in the faculty evaluation process.

There is also increasing attention being paid by the Commission of how institutions can verify that enrolled students are logging into distance education courses; the topic is being called "student authentication."

Many of our neighboring colleges are very concerned about their upcoming accreditation visits, particularly those in the LACCD.   The placement of LA Southwest on probation has sent a chill through the district and representatives at LA Harbor and LACC expressed their great concern. Others spoke of inconsistencies in the actions of the Commission and there was also mention that in some instances it appeared that the Commission, in its decision-making, appeared to disregard the recommendations of its own Accreditation Teams.   Colleges which have completed, are in the midst of preparing for, or are anticipating accreditation visits all expressed a great deal of angst.   So I guess we should be very glad that our site visit is now in the past.

EL CAMINO COLLEGE
MNUTES OF THE COLLEGE CURRICULUM COMMITTEE
OCTOBER 14, 2008

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

Absent: J. Davidson, R. Hughes, S. Panski, J. Thompson

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

Ex-Officio Members Absent: C. Brinkman, J. Harmon, R. Smith

Also Present: E. Berman, R. Elton-Collett, C. Fitzsimons, B. Jaffe, N. Lee, M. Morimoto,
  S. Rodriguez, D. Valladares

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

APPROVAL OF MINUTES
The minutes from the September 23, 2008 meeting were approved via email.

CHAIR'S REPORT
- The A.S. Degree Taskforce reconvened to discuss issues related to the degree requirements. The degree requirements became effective fall 2006 and the taskforce is to determine if students are being adversely affected by the revised requirements. Chair Young will keep the Committee updated.
- The Academic Senate approved revisions to the CCC Bylaws.
- The CCC Bylaws appear in the recently updated Curriculum Handbook.
- The goal is to have most of the information in the Curriculum Handbook on the CCC website.

VICE PRESIDENT – ACADEMIC AFFAIRS REPORT
- F. Arce reported that since the committee now includes four representatives from the Compton Center, he is looking into the possibility of using videoconferencing to broadcast CCC meetings on both campuses.
- The meetings would be two-way interactive.
- Committee members from the Compton Center could then be involved in our meetings and remain at their campus.
- F. Arce is consulting with Howard Story on this process.

CURRICULUM REVIEW
Industry and Technology Proposals
- Dean S. Rodriguez presented a proposal for course revision, Computer Aided Design/Drafting 28abcd.
- She distributed an errata sheet and introduced faculty member, Dan Valladares to the Committee.
- S. Rodriguez discussed each section where changes were made on the course outline of record.
- S. Rodriguez and D. Valladares accepted recommendations from the Committee on the major topics (section III).
- There were no further questions regarding the proposal.
- Chair Young asked for a motion to approve Computer Aided Design/Drafting 28abcd. L. Kjeseth moved, A. Himsel seconded, and the motion carried.
- Chair Young then asked for a motion to approve the conditions of enrollment. L. Kjeseth moved, C. Somin seconded, and the motion carried.

Humanities Proposals
- C. Fitzsimons took the podium to present fifteen courses for course revision and IGETC.
- Faculty members in the foreign language department were advised to develop more detailed major topics, and focus on integrated course outlines of record.
- Chair Young explained that the courses will be reviewed again by the Committee in spring 2009.
- C. Fitzsimons distributed an errata sheet and introduced faculty members, Takiko Morimoto and Evelyn Berman.
- She began to discuss course revisions:
  1. French 2: sections IV and V.B.1. of the course outline
  2. French 3: section IV of the course outline
  3. French 4: sections V.A. and V.B.1. of the course outline
  4. French 5: sections II, V.A. and V.B.2. of the course outline
  5. French 6: section V of the course outline
  6. German 2: changes were made to section IV of the course outline. There was a brief discussion among the Committee regarding the catalog description. No revisions were made.
  7. Italian 2: sections IV, V.B.1., and V.B.2. of the course outline
  8. Japanese 2: sections II, III, IV, V.B.1., V.B.2., and VI.A. of the course outline.
  9. Japanese 3: section IV.A. of the course outline
  10. Japanese 4: section IV.A. of the course outline
  11. Spanish 2: section IV of the course outline
  12. Spanish 3: no changes were made
  13. Spanish 4: revisions were made to sections V.A. and V.B.1. of the course outline. C. Fitzsimons fielded a question from the Committee regarding the textbook.
  14. Spanish 5: section V of the course outline. C. Fitzsimons fielded another question from the Committee about the textbook for this course.
  15. Spanish 6: section V of the course outline
- C. Fitzsimons concluded her presentation.

- Chair Young then called for a motion to approve the Humanities proposals. C. Somin moved, V. Rapp seconded, and the motion carried.
- Chair Young asked for a motion to approve the conditions of enrollment for the Humanities courses. C. Somin moved, V. Rapp seconded, and the motion carried.

TODAYS CCC PACKET
El Camino College Handbook
- Chair Young directed the Committee's attention to the handouts for the meeting.
- She instructed the Committee to replace the entire contents of their handbook with updated materials handed out today.
- Chair Young acknowledged A. Collette and Q. Chapman for working with her over the summer to complete the handbook.

Course Review
- Course Review Status documents were also in today's packet.
- Each CCC Representative received a complete list of active courses for their division, which also detailed the last date the course was reviewed by the CCC.
- A summary sheet of courses not reviewed in ten to thirteen years accompanied the course review documents.
- Chair Young advised the Committee to pay close attention to the course review status sheets when they are selecting courses for revision.

General Studies Major
- Today's packet included the general studies major for discussion.
- Chair Young explained the revision process and status of getting the degree approved at the System Office level.
- Chair Young commended L. Suekawa for her hard work and research.
- CCC Representatives were encouraged to inform faculty in their divisions of the revised degree.
- The Committee expressed concerns about students who would be granted the degree versus students seeking transfer.
- The General Studies Degree is the most commonly granted degree at El Camino College.
- The Committee discussed recommendations for bring the revisions for the degree to a conclusion.
- Chair Young reiterated that the Committee should be prepared to approve the degree by the end of this fall semester.
- The revised general studies degree will appear in the 2009-2010 college catalog if it is approved by the System Office.
- The Committee discussed options for rephrasing the area of emphasis description. Terms such as "basic" and "lifelong learning" were considered, and the discussion concluded.

Chair Young asked then for a motion to adjourn the meeting C. Somin moved, V. Rapp seconded, and the motion carried. The meeting was adjourned at 4:18 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
October 14, 2008**

HUMANITIES DIVISION

**COURSE REVIEW; CHANGE IN INTERSEGMENTAL GENERAL EDUCATION
TRANSFER CURRICULUM (IGETC)**

1. French 2 – Elementary French II
   Current Status/Proposed Change
   ~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education,
   Area 3: Arts and Humanities, B. Humanities</u>

   Recommendation:
   IGETC General Education, Area 3: Arts and Humanities, B. Humanities

2. French 3 – Intermediate French I
   Current Status/Proposed Change
   ~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education,
   Area 3: Arts and Humanities, B. Humanities</u>

   Recommendation:
   IGETC General Education, Area 3: Arts and Humanities, B. Humanities

3. French 4 – Intermediate French II
   Current Status/Proposed Change
   ~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education,
   Area 3: Arts and Humanities, B. Humanities</u>

   Recommendation:
   IGETC General Education, Area 3: Arts and Humanities, B. Humanities

4. French 5 – Advanced French I
   Current Status/Proposed Change
   ~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education,
   Area 3: Arts and Humanities, B. Humanities</u>

   Recommendation:
   IGETC General Education, Area 3: Arts and Humanities, B. Humanities

5. French 6 – Advanced French II
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ IGETC General Education,
Area 3: Arts and Humanities, B. Humanities
Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

6. German 2 – Elementary German II
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ IGETC General Education,
Area 3: Arts and Humanities, B. Humanities

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

7. Italian 2 – Elementary Italian II
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ IGETC General Education,
Area 3: Arts and Humanities, B. Humanities

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

8. Japanese 2 – Elementary Japanese II
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ IGETC General Education,
Area 3: Arts and Humanities, B. Humanities

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

9. Japanese 3 – Intermediate Japanese I
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ IGETC General Education,
Area 3: Arts and Humanities, B. Humanities

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

10. Japanese 4 – Intermediate Japanese II
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ IGETC General Education,
Area 3: Arts and Humanities, B. Humanities

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

11. Spanish 2 – Elementary Spanish II
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education, Area 3: Arts and Humanities, B. Humanities</u>

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

12. Spanish 3 – Intermediate Spanish I
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education, Area 3: Arts and Humanities, B. Humanities</u>

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

13. Spanish 4 – Intermediate Spanish II
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education, Area 3: Arts and Humanities, B. Humanities</u>

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

14. Spanish 5 – Advanced Spanish I
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education, Area 3: Arts and Humanities, B. Humanities</u>

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

15. Spanish 6 – Advanced Spanish II
Current Status/Proposed Change
~~Not approved for IGETC General Education Requirement~~ <u>IGETC General Education, Area 3: Arts and Humanities, B. Humanities</u>

Recommendation:
IGETC General Education, Area 3: Arts and Humanities, B. Humanities

INDUSTRY AND TECHNOLOGY DIVISION

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change
1. Computer Aided Design/Drafting 28abcd – ~~Design, Analysis, and Management of~~ Advanced Parametric Solid Modeling and Assemblies ~~with Autodesk Software~~
In this course, students will ~~utilize Autodesk software to design, analyze,~~ dimension orthographic two-dimensional (2-D) drawings with detail, auxiliary, and ~~manage assembly projects. Use of software to manipulate surfaces, apply functional dimensions and tolerances, and set relative motion between components in complex assemblies is covered in depth. Engineering presentation, presentation~~ section views~~., and presentation animation are also covered.~~ Also exploded animated assemblies (kinematics) will be created in this class using Inventor Pro software, an Autodesk product.

Recommendation:
Computer Aided Design/Drafting 28abcd –Advanced Parametric Solid Modeling and Assemblies
In this course, students will dimension orthographic two-dimensional (2-D) drawings with detail, auxiliary, and section views. Also exploded animated assemblies (kinematics) will be created in this class using Inventor Pro software, an Autodesk product.

EL CAMINO COLLEGE
MNUTES OF THE COLLEGE CURRICULUM COMMITTEE
SEPTEMBER 23, 2008

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

Absent: C. Somin, V. Rapp

Ex-Officio Members Present: Q. Chapman, D. Charles, M. Hall, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, R. Smith

Also Present: J. Harmon, D. Goldberg, B. Jaffe, N. Lee, M. Odanaka

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

APPROVAL OF MINUTES
Chair Young asked the Committee if there were any corrections to the minutes and called for a motion to approve the minutes as written. J. Thompson moved, E. Martinez seconded, and the motion carried.

CHAIR'S REPORT
- The first reading of the revised Bylaws took place at the Academic Senate meeting on September 16th.
- There will be a second reading of the Bylaws at the next Senate meeting.
- Chair Young opened the discussion regarding the possibility of revising the Bylaws to include a student representative from the Compton Center on the CCC.
- She stated that the student representative would be an Ex-Officio (non-voting) member.
- The Committee was in favor of revising the Bylaws.
- Chair Young asked for a motion to approve the revision to the Bylaws. A. Himsel moved, L. Kjeseth seconded, and the motion carried.
- Chair Young informed the Committee that along with L. Kjeseth and Q. Chapman, she attended a third CurricUNET demonstration this week.
- The college will continue to input courses into CurricuWare, in an effort to migrate course outlines of record electronically into CurricUNET.

CURRICULUM REVIEW
Mathematical Sciences Proposals
- Dean D. Goldberg took the podium to present proposals for Mathematics 41A, Mathematics 41B, Mathematics 191, and Mathematics 220.
- He distributed an errata sheet and explained each section where revisions were made to the course proposals, and course outlines of record.
- D. Goldberg fielded a question from the Committee on the catalog description for Mathematics 220. No changes were made.
- Chair Young asked for a motion to approve the proposals. J. Thompson moved, M. Lipe seconded, and the motion carried.
- Chair Young then asked for a motion to approve the conditions of enrollment for Mathematics 41A, Mathematics 41B, Mathematics 191, and Mathematics 220. M. Lipe moved, J. Thompson seconded, and the motion carried.

CCC PACKET
Transfer Course Agreement (TCA)
- Chair Young directed the Committee's attention to the handouts for the meeting.
- She began with a copy of the 2008-2009 Transfer Course Agreement (TCA) message forward by L. Suekawa, Articulation Officer.
- Chair Young then congratulated divisions on their TCA approvals.
- L. Suekawa then explained that the next cycle of course submissions for proposed UC Transfer will take place in December.

Cooperative Work Experience Education (CWEE) Template
- Chair Young explained that the CWEE template will be used to make revisions to courses formerly known as Cooperative Career Education (CCE), based on the new Title 5 regulations.
- The packet included the CWEE course outline template, Title 5 language, and a list of El Camino College's CWEE courses.
- The courses on the list will need updating to ensure compliance.
- Chair Young informed the Committee that she met with T. Jackson, V. Rapp and Q. Chapman to develop the template.
- Revised Title 5 regulations and the CWEE Handbook were both used to refine the template.
- The Committee began a careful review of each section on the course outline template.
- After discussion among the Committee, revisions were made to the catalog description, course objectives, and coursework.
- The CWEE template will be updated with the approved revisions and made available to the divisions.
- The template will be provided to the divisions for course review.
- Chair Young asked the committee if they wished to review all 43 of the CCWE proposals, or if they should be presented via consent agenda. The Committee agreed, that since the divisions will be using the template that was reviewed and refined by the CCC, that the courses should be reviewed as consent agenda items.

- Chair Young then asked for a motion to approve the course outline template for Cooperative Work Experience Education courses. L. Kjeseth moved, S. Panski seconded, and the motion carried.
- Chair Young stated that CWEE proposals will be due to the Q. Chapman by October 20, 2008, for review at the November 11, 2008 CCC meeting.

ANNOUNCEMENTS
- Chair Young informed the Committee that the Academic Senate would like to have CCC minutes included in the Senate packets. Q. Chapman will forward all approved minutes to Peter Marcoux.
- Chair Young asked the Committee if they would review and approve CCC minutes via email from this meeting forward to facilitate forwarding the minutes to the Senate and Curriculum items to the Board.
- Chair Young called for a motion to distribute CCC minutes, and approve them via email. S. Panski moved, L. Kjeseth seconded, and the motion carried.

Chair Young then asked for a motion to adjourn the meeting. J. Thompson moved, M. Lipe seconded, and the motion carried. The meeting was adjourned at 3:28 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
September 23, 2008**

MATHEMATICAL SCIENCES DIVISION

COURSE REVIEW; CHANGES IN TITLE AND NUMBER, DESCRIPTIVE TITLE, FACULTY LOAD, LECTURE HOURS, CREDIT STATUS, CATALOG DESCRIPTION

Current Status/Proposed Change

1. Mathematics ~~41A~~ 33 – <u>Extended</u> Elementary Algebra, Part I
    Lecture: ~~3~~ 4 hours   Faculty Load: ~~20.000~~ 26.667%
    Credit, <u>not</u> degree applicable
    <u>This is the first course in the two-course Extended Elementary Algebra sequence, which begins at a slower pace than elementary algebra.</u> Students examine the connections between the order of operations on real numbers and the elementary algebraic ideas of variables, expressions, and equations. Students explore the four fundamental representations of relations between two variables: verbal, algebraic, graphical, and numerical. Linear relations serve as the primary example, but students also study quadratic ~~and absolute value~~ relations. Students are expected to master basic <u>numeric and</u> algebraic manipulation skills, including combining like terms, expanding products, and elementary factoring.
    ~~Note: Mathematics 41A/41B is a two course elementary algebra sequence that is intended for students who would benefit from slower paced instruction. Mathematics 41B serves as a prerequisite course for Mathematics 70~~

    Recommendation:
    Mathematics 33 – Extended Elementary Algebra, Part I
    Lecture: 4 hours   Faculty Load: 26.667%
    Credit, not degree applicable
    This is the first course in the two-course Extended Elementary Algebra sequence, which begins at a slower pace than elementary algebra. Students examine the connections between the order of operations on real numbers and the elementary algebraic ideas of variables, expressions, and equations. Students explore the four fundamental representations of relations between two variables: verbal, algebraic, graphical, and numerical. Linear relations serve as the primary example, but students also study quadratic relations. Students are expected to master basic numeric and algebraic manipulation skills, including combining like terms, expanding products, and elementary factoring.

    Current Status/Proposed Change

2. Mathematics ~~41B~~ 43 – <u>Extended</u> Elementary Algebra, Part II
    Lecture: ~~3~~ 4 hours   Faculty Load: ~~20.000~~ 26.667%

Credit, ~~not~~ degree applicable
This is the second course in the two-course Extended Elementary Algebra sequence. Students in this course explore the concept of relation and its four fundamental representations: verbal, algebraic, graphical, and numerical. Students show mastery of more advanced algebraic manipulation skills, including extracting roots~~, completing the square,~~ and more advanced factoring. Students examine ~~and solve linear equations,~~ systems of linear equations, ~~and quadratic equations,~~ as well as quadratic, reciprocal and square root ~~equations~~ relations.
~~Note: Mathematics 41A/41B is a two course elementary algebra sequence that is intended for students who would benefit from slower paced instruction. Mathematics 41B serves as a prerequisite course for Mathematics 70~~

Recommendation:
Mathematics 43 – Extended Elementary Algebra, Part II
Lecture: 4 hours   Faculty Load: 26.667%
Credit, not degree applicable
This is the second course in the two-course Extended Elementary Algebra sequence. Students in this course explore the concept of relation and its four fundamental representations: verbal, algebraic, graphical, and numerical. Students show mastery of more advanced algebraic manipulation skills, including extracting roots and more advanced factoring. Students examine systems of linear equations, as well as quadratic, reciprocal and square root relations.

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

1. Mathematics 191 – Single Variable Calculus and Analytic Geometry II
   Current Status/Proposed Change
   Units: ~~4~~ 5   Lecture: ~~4~~ 5 hours   Faculty Load: ~~26.667~~ 33.333%
   This course includes ~~a study of:~~ methods of integration; applications of integration; improper integrals; numerical integration; infinite sequences, series and power series; parametric equations, polar coordinates; ~~and~~ as well as conic sections.
   ~~Note: Mathematics 191 was formerly numbered Mathematics 5B.~~

   Recommendation:
   Units: 5   Lecture: 5 hours   Faculty Load: 33.333%
   This course includes methods of integration; applications of integration; improper integrals; numerical integration; infinite sequences, series and power series; parametric equations, polar coordinates; as well as conic sections.

2. Mathematics 220 – Multi-Variable Calculus
   Current Status/Proposed Change
   Units: ~~4~~ 5   Lecture: ~~4~~ 5 hours   Faculty Load: ~~26.667~~ 33.333%
   ~~Solid analytic geometry, vector algebra,~~ This course contains topics in differential calculus in several variables, including partial differentiation; tangent planes to surfaces; directional derivatives~~,;~~ and optimization problems. Topics in integral calculus in several

variables include line, surface, and volume integrals, ~~multiple~~ integrals, ~~vector field theory,~~ as well as the theorems of Green~~'s, Theorem,~~ Gauss (Divergence) and Stokes' as generalizations of the Fundamental Theorem ~~and Gauss' Theorem are~~ Calculus. Other topics ~~included in this course~~ include vector algebra and solid analytic geometry. ~~Note: Mathematics 220 was formerly numbered Mathematics 6A.~~

Recommendation:

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

This course contains topics in differential calculus in several variables, including partial differentiation; tangent planes to surfaces; directional derivatives; and optimization problems. Topics in integral calculus in several variables include line, surface, and volume integrals, integrals, as well as the theorems of Green, Gauss (Divergence) and Stokes as generalizations of the Fundamental Theorem Calculus. Other topics include vector algebra and solid analytic geometry.

DISTANCE EDUCATION COURSE VERSION UPDATES

1. Mathematics 33 – Extended Elementary Algebra, Part I (Online)

2. Mathematics 43 – Extended Elementary Algebra, Part II (Online)

Educational Policies Committee

Meeting 10/23

The committee continued discussion of revising BP 4225, Repetition of classes, with particular attention to the issues raised by "repeatable classes," ie those designated with lower-case letters (EG PE 10 abcd.)

It appears that the intention of Title 5 is to allow a student to enroll in these classes *only* the number of times indicated, with no provision for alleviating substandard grades.

We need input from other stake-holders in order to craft this policy and procedure correctly.

Evelyn Uyemura

FACULTY DEVELOPMENT TEAM MINUTES

October 14, 2008

Attendees: David Vakil, Donna Manno, Mercedes Thompson, Moon Ichinaga, Margaret Steinberg, Dovard Ross, and Barbara Jaffe.

REMINDER: The next Faculty Development Team meeting will be conjoined with the Basic Skills Task Force meeting. The meeting will be from 1-2pm in the Alondra Room on Tuesday, October 28.

Mentorship
The faculty mentorship program was discussed. The team decided 6 hours of flex credit was appropriate. The team also developed several questions that can be asked to evaluate individual mentorships and the program overall.

Distinguished Faculty Awards
The administration has suggested the Distinguished Faculty Award and the newly proposed Distinguished Adjunct Faculty Award include some objective data as a criterion in the evaluation of the nominees. The team suggested contacting the Teaching Book Club for input. (The Teaching Book Club then suggested the criteria given in Ken Bain's book, which will be distributed to the team soon.)

The team also suggested the option of having the evaluation team view the nominees' most recent evaluations, including the scores and notes from students. Similarly, the team suggested viewing any comments that are submitted to the President's office that were written during graduation about who had a strong influence on students.

The team also noted that the California Language Teaching Association has criteria that might be available at their website: CTLA.net.

The team noted two problems that came up during the discussion of objective data, both of which will be brought to the full senate for discussion:
1. The current nomination form lists "Effective Classroom Teaching" as a criterion. This would seem to exclude both teachers and counselors. That may not have been the intent.
2. Using student success rates and retention rates also would exclude counselors and librarians.

Flex ideas
3. Christina Gold submitted a proposal to have a flex day session devoted where 3-4 faculty members demonstrate their online education websites. This would allow potentially interested faculty to see what an online course looks like, and would encourage questions and dialogue. The team liked this suggestion.
4. The team discussed the idea of having a "how to interview for a job" session. David Vakil will follow up with Barbara Perez, since they have discussed this idea recently.
5. The committee did not have time to discuss Chaffey College's "Success Centers" that Barbara Jaffe is contemplating. The topic will likely come up during the next Faculty Development Team meeting, which will be help in conjunction with the next Basic Skills Task Force meeting.
6. The team also did not have the opportunity to discuss the "Digital Storytelling" idea that Trudy Meyer brought to the team's attention. Donna Manno will follow up with Trudy.

__Goals__

Several ideas were suggested:

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

Agenda for next meeting, AFTER the conjoined meeting with the Basic Skills Task Force:

- Follow up on Distinguished Faculty awards: Bain's criteria, CTLA criteria
- Follow up on flex ideas mentioned above
- Follow up on goals mentioned above

Agenda for upcoming meetings:

- Examine CCSSE and faculty-equivalent survey for possible faculty development activities

The meeting adjourned at 2:15pm.

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FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

1.0 ACADEMIC SENATE
1.01 F08 Amend Academic Senate Election Rules
Phillip Maynard, Mt. San Antonio College, Elections Committee

Whereas, New Election Rules and procedures were introduced and successfully tested at the Spring 2008 Plenary Session;

Whereas, In order to continue to use the new ballots or other efficient design, the Election Rules must be amended to be less prescriptive; and

Whereas, Changes to the Academic Senate By-laws must have the support of a majority of the members;

Resolved, That the Academic Senate for California Community Colleges change the Election Rules section I.G.2.a-c as stated below:

> 2) B~~Each b~~allot__ing__ shall proceed as follows:
> Tellers shall distribute __seal-able (sp? A suggestion?)__ ballots ~~with signature envelopes~~ to those Delegates eligible to vote for the specific office being contested. ~~The signature envelope of the ballot shall be color-coded for the specific Area and will match that Area's color-coded delegate badges.~~
>
> a. The Delegate shall mark the ballot, seal it ~~in the envelope~~, sign it ~~the outside of the envelope~~, and return it ~~the envelope~~ to the tellers.
>
> b. The tellers shall retire to another room and shall check the signatures on each ballot ~~envelope~~ against the list of Delegates eligible to vote, setting aside any ballots ~~envelope~~ not submitted by a Delegate eligible to vote. Then, all ballots shall be ~~removed from the remaining envelopes at one time, the envelopes set aside and retained, and the ballots~~ counted.
>
> c. Upon request by a candidate, made before the body takes up the next order of business following the announcement of the results of the ballot in question, the committee shall verify, for the ballot on which that candidate's name appears, that the signatures on the ballots ~~envelopes~~ match the signatures collected from Delegates during the registration process. The specific process by which the election will be conducted shall be distributed in writing prior to the day of the election.

1.02 F08 Amend ASCCC Mission Statement
Eduardo Jesús Arismendi-Pardi, Orange Coast College, Equity and Diversity Action Committee

Whereas, The Academic Senate for California Community Colleges has a demonstrated commitment to diversity through its committees, actions and initiatives;

1

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Whereas, The Academic Senate has a stated diversity policy:

> The Academic Senate for California Community Colleges recognizes the benefits to students, faculty, and the community college system that are gained by a variety of personal experiences, values, and views that derive from individuals from diverse backgrounds. This diversity includes but is not limited to race, ethnicity, gender/sex, sexual orientation, disability status, religious and political affiliations, age, cultural background, socioeconomic status, academic and vocational disciplines, and the types of colleges that exist throughout the system. The Executive Committee respects and is committed to promoting equal opportunity and inclusion of diverse voices and opinions. The Executive Committee should provide leadership in best practices for encouraging diverse faculty to participate in ASCCC activities and support local senates in recruiting and encouraging diverse faculty to serve on ASCCC standing committees.

Whereas, The Academic Senate has a stated policy with regard to diversity in the Executive Committee Code of Ethics (2006):

> The Academic Senate maintains a policy of promoting diversity and inclusion and will actively pursue that policy in a manner that is consistent with its mission, its Constitution and Bylaws, with this Code of Ethics, and with a high degree of professionalism, fairness, and equality. The Academic Senate takes an active, meaningful and consistent role in promoting diversity and inclusion in its hiring and promotion of staff, retention of volunteers, committee recruitment and constituencies served;

> and

Whereas, In its current form (2005), the mission statement for the organization does not include a stated commitment to diversity:

> The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges;

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to reflect its commitment to diversity; and

Resolved, That the Academic Senate for California Community Colleges consider the proposed amendment at the Spring 2009 Plenary Session.

2

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

3.0   EQUITY AND DIVERSITY
3.01   F08   Support for the Efforts of the Umoja Community
                 Beth Smith, Grossmont College, Equity and Diversity Action Committee

Whereas, The Academic Senate for California Community Colleges in Resolution 13.3, Spring 2007, called for an investigation into "successful statewide and national models which include both instructional and student services designed to encourage the persistence and retention of African American and other underrepresented students;"

Whereas, Umoja (a Kiswahili word meaning "unity") is a learning community and critical resource that serves as an umbrella for several efforts and groups dedicated to enhancing the cultural and educational experiences of African American and other students as well as to increasing student retention, persistence, and success; and

Whereas, The Academic Senate for California Community Colleges in Resolution 13.3, Spring 2007, called for an investigation into "successful statewide and national models which include both instructional and student services designed to encourage the persistence and retention of African American and other underrepresented students;" and

Whereas, The Umoja Community is one of many culturally responsive instructional approaches to learning, with faculty who are both knowledgeable and enthusiastic in addressing the academic support needs of all students;

Resolved, That the Academic Senate for California Community Colleges recognize the Umoja Community as an established organization and successful model for enhancing student success by including Umoja along with the other programs it supports such as Puente, Mathematics, Engineering, Science Achievement (MESA), Extended Opportunity Program and Services (EOPS) and Disabled Student Programs and Services (DSPS).

Note: This resolution was referred to the Executive Committee (see Resolution 3.02 R S08) for development of additional materials and is resubmitted to the delegates for discussion and debate.

5.0   BUDGET AND FINANCE
5.01   F08   Tracking Accreditation Expenditures
                 Ian Walton, Mission College

Whereas, Accreditation standards increasingly require a visible and effective connection between planning, activities and budget, revenues and expenditures;

Whereas, The direct and indirect expenses of responding to mandated accreditation standards may show large increases; and

Whereas, These accreditation expenses are not commonly tracked and often have no dedicated revenue or funding source;

3

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Resolved, That the Academic Senate for California Community Colleges recommend to local senates that they consult collegially on their local budget process to add a mechanism that allows clear tracking of all expenditures related to accreditation; that the tracking include both direct costs such as dues to the accrediting commission and indirect costs such as reassigned time for development and implementation of student learning outcomes and self studies; and that the tracking identify the sources of all funds used for these expenditures; and

Resolved, That the Academic Senate for California Community Colleges recommend to local senates that the results of this tracking be used locally to evaluate the contribution of these expenditures to student success and to determine possible future actions.

Note: This resolution was referred to the Executive Committee (see Resolution 5.02R S08) for further refinement and is resubmitted to the delegates for discussion and debate.

8.0 COUNSELING
8.01 F08 Standards of Practice for Counseling Faculty and Programs
Stephanie Dumont, Golden West College, Counseling and Library Faculty
Issues Committee

David Beaulieu (LACCD)

Whereas, The *Standards of Practice for California Community College Counseling* paper was developed and adopted by the Academic Senate in 1997; and the "Standards" paper continues to serve as a guide for counseling faculty in the California community colleges; and

Whereas, The student services area Changes havehas experienced vast changes over the past decade, including new philosophical transpired in the student services area over the past decade, as well as philosophical changes in approaches to counseling; and

Whereas, The "Standards" paper continues to serve as a guide for counseling faculty in the California community colleges;

Resolved, That the Academic Senate for California Community Colleges adopt the updated paper *Standards of Practice for California Community College Counseling Faculty and Programs*.

See Appendix A.

9.0 CURRICULUM
9.01 F08 Resource Library of Course Level Student Learning Outcomes
Jon Drinnon, Merritt College, Curriculum Committee

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) is requiringrequires course level student learning outcomes and their (and assessment) as part of the accreditation process;

4

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Whereas, The California community colleges need to create course level student learning outcomes both with due diligence and without delay;

Whereas, By 2012 the California community colleges must meet the proficiency level criteria on the ACCJC rubric for student learning outcomes; and

Whereas, A student learning outcomes (SLO) library would benefit faculty as they develop SLOs;

Resolved, That the Academic Senate for California Community Colleges collect from interested California community colleges course level student learning outcomes already created and make them available in a student learning outcomes (and assessment) resource library.

9.02   F08   ARCC Reporting on Basic Skills
**   Chris Sullivan, San Diego Mesa College, Curriculum Committee**

Edit from Area C

Whereas, The Accountability Report for Community Colleges (ARCC) purports to provide accurate and valid statistics regarding success and progress through basic skills courses to the California Legislature;

Whereas, The current ARCC metric does not provide the Legislature with accurate data because all levels of pre-collegiate basic skills courses are reported using ill-defined codes which may insufficiently or ~~inaccruately~~ inaccurately describe course levels, preventing an accurate accounting of student progression through the levels of basic skill courses;

Whereas, The determination of standards and policies for curriculum, programs, and student preparation and success falls under the faculty's 10+1 areas of responsibility; and

Whereas, Legislative requirements for an ARCC supplemental report on basic skills are currently being defined by the System Office for the Legislature;

Resolved, That the Academic Senate for California Community Colleges ensure faculty primacy ~~over curriculum and~~ when metrics are set concerning basic skills levels.

9.03   F08   Defining the Associate of Arts and Associate of Science
**   John Stanskas, San Bernardino Valley College**

Whereas, The Academic Senate paper *What is the Meaning of a California Community College Degree* highlighted the fact that the inconsistent application of Associate of Arts and Associate of Science to our associate degrees across colleges fails to convey a clear idea to students and to the public about the value of an associate degree;

Whereas, A survey by the Academic Senate Associate Degree Task Force, in response to this paper, found strong support for the standardization of these terms;

5

FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Whereas, Resolution 9.01 S07 called on the Academic Senate to support and establish statewide definitions for the types of associate degrees offered by California community colleges; and

Whereas, The Associate Degree Task Force was asked to develop a proposal for a possible Title 5 change to bring back to the body for discussion and consideration;

Resolved, That the Academic Senate for California Community Colleges support regulation to define the Associate of Arts and the Associate of Science degrees; and

Resolved, That the Academic Senate for California Community Colleges support defining the Associate of Science degree in Title 5 regulation as an associate degree in the areas of science, technology, engineering, and mathematics (STEM) or in the area of career technical education (CTE), with all other associate degrees given the title of Associate of Arts.

Note: This resolution was referred to the Executive Committee (see Resolution 9.06 R S08) to educate and allow consideration by local senates and is resubmitted to the delegates for discussion and debate.

10.0   DISCIPLINES LIST
    10.01 F08   Minimum Qualifications for Learning Assistance Coordinators and Instructors
    Yolanda Bellisimo, College of Marin, Standards and Practices Committee

Whereas, The Disciplines List includes the minimum qualifications for Learning Assistance or Learning Skills Coordinators or Instructors (Title 5 §53415):

> The minimum qualifications for service as a learning assistance or learning skills coordinator or instructor, or tutoring coordinator, shall be either (a) or (b) below:
> (a) the minimum qualifications to teach any master's level discipline in which learning assistance or tutoring is provided at the college where the coordinator is employed; or
> (b) a master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.
>
> Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed;

Whereas, Colleges need to understand the minimum qualifications of these coordinators or instructors in order to employ the correct faculty and correctly place courses in disciplines; and

Whereas, The expansion of increased learning opportunities for students, especially in basic skills, has called into question the placement of study and/or learning skills courses in disciplines and the qualifications necessary to teach such remedial or learning skills courses;

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FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Resolved, That the Academic Senate for California Community Colleges clarify the scope and intent of the minimum qualifications for Learning Assistance and Learning Skills Coordinators or Instructors (Title 5 §53415) and publish the results as soon as possible.

13.0   GENERAL CONCERNS
13.01   F08   Add/Drop Deadlines
              Dolores Davison, Foothill College, Educational Policies Committee
Edit offered by Melissa Rifino-Juarez, Rio Hondo College

Whereas, California community colleges have a wide variety of add and drop deadlines; and

Whereas, No investigation or literature review has been conducted by the Academic Senate to determine the potential effects of late add, early drop, and late drop deadlines on student success;

Resolved, That the Academic Senate for California Community Colleges research the existing literature and effective practices about add and drop deadlines in community colleges nationally and, if feasible, collect appropriate California community college data to establish a position onidentify effective practices with respect to add and drop deadlines; and

Resolved, That the Academic Senate for California Community Colleges report its findings at a futureby the fall 2009 plenary session and recommend a position about add and drop deadlines.

17.0   LOCAL SENATES
17.01   F08   Basic Skills Initiative – Local Implementation Consultation
              Beverly Reilly, Rio Hondo College, Relations with Local Senates Committee

Whereas, The Basic Skills Initiative (BSI) has, over the last three years, evolved into a series of local efforts that require senate involvement due to the impact on budgeting and governance processes;

Whereas, The local academic senate president sign-off on the BSI action plans is meant to ensure appropriate collegial consultation occurs in developing such action plans; and

Whereas, Local academic senate presidents are reporting a variety of levels of faculty involvement in developing the action plans;

Resolved, That the Academic Senate for California Community Colleges survey local senates regarding processes for developing the action plans and allocation of BSI funds and report back to the body for follow up as needed.
Edit provided by Alex Immerblum, ELAC

17.02   F08   Basic Skills Opportunities
              Marilyn Eng, Citrus College, Educational Policies Committee

Whereas, The research conducted as a component of the Basic Skills Initiative (BSI) and others has highlighted the need to enhance basic skills instruction and provide related support services;

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FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Whereas, Models for effective instruction for basic skills students include such things as learning communities, academies, fast track classes, summer bridge programs, and specialized counseling; and

Whereas, California community colleges may not offer enough basic skills sections and may not provide the level of support services, programs, and strategies required to support the needs of matriculating students;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to actively participate in discussions about the appropriate number of basic skills sections and the appropriate level of academic and support services for basic skills students and strategies needed to strengthen basic skills student success at their college.
Edit provided by Peter Dill, Cuesta

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FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

21.0 VOCATIONAL EDUCATION
21.01 F08 Information Competency and Career Success
Shaaron Vogel, Butte College, Executive Committee

Whereas, The Academic Senate has resolutions that urge California community colleges to adopt an information competency requirement;

Whereas, Accreditation requires that colleges address information competency as an effective practice for students;

Whereas, The members of the Statewide Health Occupations Advisory Committee have evidence that a large number of careers require the skill sets found in information competency requirements to be necessary for our students to be successful in those careers; and

Whereas, Faculty should be the ones to develop the information competency requirement across the curriculum, and instituting an information competency requirement needs administrative support;

Resolved, That the Academic Senate for California Community Colleges share with occupational educators and local senates through various methods, such as institutes, Rostrum articles, and sessions, how an information competency requirement can increase career success, and share ways to establish an information competency requirement; and

Resolved, That the Academic Senate for California Community Colleges share with various groups such as California Community College Association of Occupational Educators, the California Community Colleges Chief Instructional Officers, the League for California Community Colleges, and the Economic Workforce Development Program Advisory Committee how an information competency requirement can increase career success, and share methods to work with faculty to establish an information competency requirement at their colleges.

NEW RESOLUTIONS

Esau Tovar, Santa Monica College

Whereas, academic integrity is central to environments conducive to learning and the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 14.01—Student Academic Dishonesty and Grading—in fall 2005 requiring the ASCCC "to investigate faculty legal and professional rights and obligations with regards to dealing with academic dishonesty, including options for grading, disciplinary action, definitions of academic dishonesty, a statement of best practices, and an explanation of student rights (p. 1)[i];

Whereas, the ASCCC adopted Resolution 14.02—Student Cheating—in fall 2005 seeking clarification on System Office legal opinion L 95-31 "limit[ing] the ability of local faculty to fail a student for a single incident of academic dishonesty, and pending the result of clarification, to seek an appropriate Title 5 change;"

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FALL 2008 EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION

Whereas, the System Office has reiterated its position in legal opinion 07-12, but acknowledges that examining the constitutionality of failing a student due to an act of academic dishonesty is unwarranted given current Board of Governors grading regulations; and

Whereas, a change in regulation would fulfill the intent of Resolution 14.02 and ASCCC's 2007 recommendation to "Continue to review and revise Title 5 where applicable to academic dishonesty;"

Resolved , that Academic Senate for California Community Colleges convene a group to review and, if appropriate, draft a recommendation to revise Title 5 grading regulations giving the instructor the right to issue a failing course grade because of an egregious act of academic dishonesty;

Resolved, that the draft language affirm a student's right to due process when failure in the class stems from an act of academic dishonesty; and

Resolved, that the ASCCC promote the recommendations outlined in its 2007 position paper, *Promoting and Sustaining an Institutional Climate of Academic Integrity,* to educate faculty and students on issues of academic integrity, including prevention of cheating and implementation of due process in adjudication proceedings.

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[i] Academic Senate for California Community Colleges. (2007). Promoting and sustaining an institutional climate of academic integrity.

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Whereas, academic integrity is central to environments conducive to learning; and

Whereas, the Academic Senate for California Community Colleges (ASCCC) adopted Resolution 14.01—Student Academic Dishonesty and Grading—in fall 2005 requiring the ASCCC "to investigate faculty legal and professional rights and obligations with regards to dealing with academic dishonesty, including options for grading, disciplinary action, definitions of academic dishonesty, a statement of best practices, and an explanation of student rights (p. 1)[i]; and

Whereas, the ASCCC adopted Resolution 14.02—Student Cheating—in fall 2005 seeking clarification on System Office legal opinion L 95-31 "limit[ing] the ability of local faculty to fail a student for a single incident of academic dishonesty, and pending the result of clarification, to seek an appropriate Title 5 change;" and

Whereas, the System Office has reiterated its position in legal opinion 07-12, but acknowledges that examining the constitutionality of failing a student due to an act of academic dishonesty is unwarranted given current Board of Governors grading regulations; and

Whereas, a change in regulation would fulfill the intent of Resolution 14.02 and ASCCC's 2007 recommendation to "Continue to review and revise Title 5 where applicable to academic dishonesty;" be it

Resolved , that the Academic Senate of Santa Monica College recommends that the Academic Senate for California Community Colleges convene a group to review and if appropriate draft language to revise Title 5 grading regulations to allow for the failure of students for egregious acts of academic dishonesty, including the potential adoption of an "XF" grade to notate this in the student's transcript, subject to appeal; be it further

Resolved, that the draft language incorporate a requirement to afford students a right to due process when failure in the class stems from an act of academic dishonesty; be it finally

Resolved that the ASCCC continue to promote recommendations outlined in its 2007 position paper, *Promoting and Sustaining an Institutional Climate of Academic Integrity,* to educate faculty and students on issues of academic integrity, including prevention of cheating and implementation of due process in adjudication proceedings.

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[i] Academic Senate for California Community Colleges. (2007). Promoting and sustaining an institutional climate of academic integrity.

SENATE CONSTITUTION AMENDMENTS

4.1.3 Vice Presidents: add Vice President of Instructional Effectiveness

REPLACE

4.3.2 - **delete entire VP of legislative action**. Replace with the following new position:
4.3.2 Vice President of Instructional Effectiveness shall monitor and report on the actions of, shall represent senate on, and shall be the senate's voting member for all of the following campus-wide and/or district-wide committees and task forces: Student Learning Outcomes (SLO) and Assessment of Learning Committee (ALC), Academic Program Review Committee, instruction-related accreditation standards, and any campuswide committees devoted to faculty evaluation processes or procedures.

DELETE

4.3.1 - delete "processes for program review and accreditation" from the VP Ed Policies duties.

Statement of purpose for this amendment

Information related to legislative action is now readily available and widely communicated in electronic forums. The need for this position has been minimal for several years, and the duties performed by several recent VPs for Legislative Action have also been minimal.

Student Learning Outcomes, SLO assessment, and Program Review have become a much more important function on this campus in terms of cyclical planning and budgeting. While accreditation issues are currently handled by the VP of Educational Policies, the duties of the proposed VP include SLOs, their assessment, and Program Review. These duties place the newly proposed VP in a more informed and better prepared position to handle accreditation.

Currently, no official VP position is currently in charge of any proposed changes to faculty evaluations. However, since "Standards … regarding student … success" is the 5th of the "10+1" items under Academic Senate's purview, evaluations would be an item that should be brought to senate for discussion, as part of the collegial consultation process.

If approved, this amendment will be sent to the faculty at large. The revised constitution will incorporate both this amendment and the one previously approved, shown on the next page. Both amendments would need to be submitted to the faculty-at-large for ratification, potentially as separate votes.

Previously senate-approved amendment:

NOTE: This amendment below was approved by senate on April 18, 2006. However it has not been ratified by the faculty at large.

Previously approved additions:

ARTICLE IV:
Section 4.1.3- Vice President of Academic Technology
Section 4.3.5 Vice President of Academic Technology shall be the Senate's voting member at the College Technology Committee and the Academic Technology Committee; report on the actions of the CTC and ATC; represent the senate position; monitor and propose action for academic technology; handle special projects as assigned by the senate president.
ARTICLE VII
Section 7.1.1
f) Academic Technology Committee

Previously approved deletions:

ARTICLE VII
Section 1.4- Standing Committee
a) ~~Academic Technology Committee~~ **(and adjust others accordingly)**

Briefly, the ATC came about because in the past many believed that the College Technology Committee (CTC) did not focus enough attention on academic issues. Currently, the administration does not officially recognize the Academic Technology Committee; however, interestingly enough, administrators have charged this committee to perform important functions in terms of academic technology (faculty laptops issue, software prioritization, learning management systems issue, etc). Because of this identity crisis, the administration and the CTC does not always recognize the work and importance of this truly campus-wide committee and often threatens its existence Making this an official part of the Academic Senate will ensure that faculty voices regarding technology are heard and will continue to be heard in the future.

BP 4300 Field Trips and Excursions

Reference:
  Title 5, Section, 55220

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

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from district funds.

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

Revised 08/07

AP 4300   Field Trips and Excursions

Reference:
   Title 5, Section 55220

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

The District shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District.

The District shall, at the discretion of the Board of Trustees, transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment.. If travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country

When District equipment is used, the following conditions shall pertain:

♦ District shall obtain liability insurance

   approved by the appropriate vice president prior to planning the field trip.

♦ All drivers will undergo Safe Driver training prior to departure and pass certification requirements to operate a 12-passenger van

♦ Drivers will rotate every three hours and will observe posted speed limits

The District may pay expenses of instructors, chaperones and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the Business Office. The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds. The District shall coordinate efforts of community services groups to provide funds for students in need of them.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

Revised 8/06, 8/07

Hi All,

This is the grid I developed for use for credit non-repeatable courses. Lapse of time, extenuating circumstances, military withdrawal, occupational work experience courses (section 55253), and classes for students with disabilities (section 56029) will need to be treated separately in a petition process. Repeatable course are treated differently since the grade alleviation provisions of Title 5 don't apply to repeatable courses per the Chancellor's Office Guidelines of June 2008. I think this very simply lays out the six cases we are most likely to see cross our desks. Of course, when we factor in the exception conditions the number of cases expands considerably. I will address the Credit Repeatable cases in a separate email. For now let me know if you have any questions. Please note that for most of situations below we can collect apportionment, but there are those situations in which we cannot collect apportionment.

Once thing is clear, we need to move rapidly on the policy to allow ITS time to program what we agree to and have the program ready for the summer/fall 2009 registration cycle which will begin in mid-May, 2009. We will not be in compliance for the winter/spring 2009 semesters. There is no way ITS can accomplish the reprogramming for winter/spring 2009 with the registration cycle beginning November 18.

CREDIT NON-REPEATABLE COURSES
WITHOUT LAPSE OF TIME, EXTENUATING CIRCUMSTANCES OR MILITARY WITHDRAWAL

	CASE A-1	CASE A-2	CASE A-3	CASE A-4	CASE A-5	CASE A-6
First Attempt	Passing Grade	Substandard Grade	W	W	W	W
Second Attempt	Stop[1]	Substandard Grade or W	Substandard Grade	W	W	W
Third Attempt		Substandard Grade or W	Substandard Grade or W	Substandard Grade	W	W
Fourth Attempt		Stop[1]	Substandard Grade or W	Substandard Grade or W	Substandard Grade	W
Fifth Attempt			Stop[1]	Substandard Grade or W	Substandard Grade or W	Substandard Grade
Sixth Attempt				Stop[1]	Substandard Grade or W	Substandard Grade or W
Seventh Attempt					Stop[1]	Substandard Grade or W
Eight Attempt						Stop[1]

[1] Stop – the student may not enroll in this class unless the student petitions and is approved for enrollment under "lapse of time" or "extenuating circumstances" within the confines of Title 5 and the district's policies on each. See those policies and the cases related to those situations. If the student has exhausted the legal number of attempts in a credit non-repeatable course and does not qualify for enrollment under "lapse of time" or "extenuating circumstances" then the student may not be permitted to enroll in the course. If at any time in the above cases that a student passes the class prior to the final attempt, then the conditions of Case A-1 apply.

Please note that in Case A-5 if a "W" is allowed on the sixth attempt and in Case A-6 if a "W" is allowed on the sixth and/or seventh attempts, the district could not collect apportionment.

Bill Mulrooney

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[1] Stop – the student may not enroll in this class unless the student petitions and is approved for enrollment under "lapse of time" or "extenuating circumstances" within the confines of Title 5 and the district's policies on each. See those policies and the cases related to those situations. If the student has exhausted the legal number of attempts in a credit non-repeatable course and does not qualify for enrollment under "lapse of time" or "extenuating circumstances" then the student may not be permitted to enroll in the course. If at any time in the above cases that a student passes the class prior to the final attempt, then the conditions of Case A-1 apply.

lack of an instructor would close a college ... be shown to the satisfaction of the Board of G... ...f the members of the governi... ...me apportionment from the S... ...d had it not been so prevented f... ...ys.

(b) Where a comm... ... than one community college is... ...a city or county board of health... ...e of fire, flood, impassable road... ...n order provided for in (a), the... ...ommunity college shall be estimate... ...(c), and added to the full–time equivalent stude... ...community colleges of the district.

(c) Whenever the full–time equivalent student of any district during any fiscal year has been materially decreased during any fiscal year because of:

(1) fire,

(2) flood,

(3) impassable roads,

(4) an epidemic,

(5) the imminence of a major safety hazard as determined by the local law enforcement agency,

(6) a strike involving transportation services to students provided by a nondistrict entity,

(7) the unavailability of classroom facilities leased by the district where the unavailability commences July 1, 2005, or thereafter and is caused by extraordinary factors wholly external to and beyond the control of the district, or

(8) an order provided for in (a). The facts demonstrating the applicability of one of the circumstances described in this subdivision shall be established to the satisfaction of the Chancellor by affidavits of the members of the governing board of the district. The funding workload measures of the district for the fiscal year shall be estimated by the Board of Governors in such manner as to credit to the district from the State School Fund approximately the total which would have been credited to the district had the emergency not occurred or had the order not been issued. The provisions of this section shall apply to any funding workload measure which occurs during any part of a fiscal year.

(d) As a condition to receiving the credit under subdivision (c), the district must demonstrate to the satisfaction of the Chancellor that it made good faith efforts to seek alternate facilities that were unaffected by the circumstances described in subdivision (c).

(e) No credit under subdivision (c) will be allowed for the unavailability of facilities for more than one full term beyond the beginning of the circumstances described in subdivision (c) unless authorized by the Board of Governors.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3–4–91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4–5–91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of printing error in subsection (c) (Register 91, No. 43).

3. Amendment of subsections (a), (c), and (c)(7) filed 10–25–91; operative 11–24–91 (Register 92, No. 9).

4. Amendment of section heading and text filed 9–6–94; operative 10–6–94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

5. Editorial correction of HISTORY 1 (Register 95, No. 23).

6. Amendment filed 3–15–2006; operative 4–14–2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

§ 58148. Lost or Destroyed Records.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY

1. New section filed 3–4–91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4–5–91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Repealer filed 10–25–91; operative 11–24–91 (Register 92, No. 9).

3. Editorial correction of HISTORY 1 (Register 95, No. 23).

§ 58160. Noncredit Course Funding.

(a) In order to be eligible to be claimed for state apportionment, a noncredit course must be approved pursuant to sections 55002 and 55150 and fall into one of the following statutory categories:

(1) elementary and secondary basic skills courses and other courses such as remedial academic courses in reading, mathematics, and language arts;

(2) courses in English as a second language, including vocational English as a second Language;

(3) short–term vocational courses and programs with high employment potential;

(4) workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decisionmaking, problem solving skills, and other courses required for preparation to participate in job–specific technical training;

(5) courses in citizenship for immigrants;

(6) parenting, including parent cooperative preschools, courses in child growth and development and parent–child relationships;

(7) courses and programs for persons with substantial disabilities;

(8) courses and programs for older adults;

(9) courses and programs in home economics; and

(10) courses in health and safety education.

(b) The provisions of sections 58050, 58051, 58051.5, 58130 and related provisions of this chapter also apply in determining whether a noncredit course is eligible for funding.

(c) In order to be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5, a career development or college preparation noncredit course must be part of a program or sequence of courses approved by the Chancellor pursuant to section 55151.

(d) Courses of the type described in section 55151 may not be claimed for enhanced funding if they are not part of a program or sequence of courses which is approved by the Chancellor pursuant to that section, but such courses may continue to be offered and be claimed for basic noncredit funding, provided that each individual course has been approved by the Chancellor pursuant to section 55150 and falls into one of the categories described in subdivision (a).

NOTE: Authority cited: Sections 66700, 70901, 78401 and 84760.5, Education Code. Reference: Sections 70901, 84500, 84750.5, 84757 and 84760.5, Education Code.

HISTORY

1. Amendment of subsection (a) filed 3–7–85; effective thirtieth day thereafter (Register 85, No. 10).

2. Amendment of subsection (b) and NOTE filed 5–15–93; operative 6–4–93 (Register 93, No. 25).

3. Amendment of section and NOTE filed 3–15–2006; operative 4–14–2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).

4. Amendment of subsection (a), new subsections (c) and (d) and amendment of NOTE filed 1–17–2007; operative 1–17–2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 8).

5. Amendment of subsection (c) filed 4–27–2007; operative 5–27–2007. Submitted to OAL for printing only (Register 2007, No. 25).

6. Amendment filed 5–16–2008; operative 6–15–2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

§ 58161. Apportionment for Course Repetition.

A community college district may claim the attendance of students who repeat credit courses for state apportionment only if so authorized by this section and if all other requirements of this chapter are satisfied.

(a) Where substandard academic work (as defined in section 55040) has been recorded for the attendance of a student in a credit course, appor-

tionment may be claimed for a maximum of two repetitions of the course to alleviate substandard work pursuant to section 55042.

(b) The attendance of students in legally mandated training as provided in section 55041 may be claimed for state apportionment without limitation.

(c) The attendance of students in credit activity courses, and other courses described in subdivision (c) of section 55041, may be claimed for state apportionment for a maximum of four semesters or six quarters (the original enrollment and three semesters or five quarters of repeated enrollment). For purposes of this subdivision, semesters and quarters include summer sessions and intersessions. This limitation applies even if the student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.

(d) The attendance of a student with a disability may be claimed for state apportionment each time the student repeats a credit special class as a disability–related accommodation which is justified by one of the circumstances described in section 56029.

(e) The attendance of a student repeating a credit course by petition pursuant to section 55045 may be claimed for state apportionment for a maximum of two repetitions.

(f) The attendance of a student repeating a credit course because the district determines pursuant to of section 55043 that there has been a significant lapse of time since the student previously took the course may be counted for only one repetition beyond the prior enrollment.

(g) State apportionment may be claimed for the attendance of a student repeating a portion of a variable unit open entry/open exit credit course only to the extent that repetition of such courses is permitted pursuant to section 55044.

(h) The attendance of a student repeating a cooperative work experience course pursuant to section 55253 may be claimed for state apportionment without limitation.

(i) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit repetition of credit courses beyond the limits set forth in this section, but such additional repetitions may not be claimed for state apportionment.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY
1. New section filed 8–25–83; effective thirtieth day thereafter (Register 83, No. 35).
2. Amendment of subsections (b)(2), (c)(1)–(2) and NOTE filed 5–15–93; operative 6–4–93 (Register 93, No. 25).
3. New subsection (c), subsection relettering, amendment of newly designated subsections (d), (d)(2) and (d)(4) and amendment of NOTE filed 3–25–98; operative 4–24–98. Submitted to OAL for printing only (Register 98, No. 14).
4. Amendment of subsections (b)(1), (b)(3) and (d)(4) filed 3–15–2006; operative 4–14–2006. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2006, No. 17).
5. Repealer and new section filed 7–17–2007; operative 8–16–2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
6. Amendment filed 5–16–2008; operative 6–15–2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

§ 58161.5. Apportionment for Re–Enrollment After Withdrawal.

Notwithstanding section 58161 or any other provision of law, a community college district may not claim apportionment for the attendance of a student in a credit course if the student withdraws from the course and a "W" symbol, as defined in section 55023, is assigned to the student and the "W" symbol has previously been assigned to that student for that same course at colleges within the district on four or more occasions.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY
1. New section filed 7–17–2007; operative 8–16–2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment filed 5–16–2008; operative 6–15–2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

§ 58161.7. Recommendations Regarding Repetition of Noncredit Courses and Related Issues.

The Chancellor shall report to the Board of Governors by May 31, 2009, on appropriate limitations on state apportionment for repetition of noncredit courses including multiple enrollments in the same course during the same term. The Chancellor's recommendations shall be developed in consultation with the Academic Senate for California Community Colleges, the Chief Instructional Officers and other appropriate groups and shall be based on research concerning the educational efficacy and public benefit of repetition of each of the categories of noncredit courses. The Chancellor shall also consider recommendations related to ensuring appropriate academic standards for noncredit courses and determining when it is in the public interest to provide continued instruction through noncredit courses. It is the intent of the Board of Governors to consider the recommendations of the Chancellor and adopt appropriate limitations on multiple enrollments and repetition of noncredit courses by January 31, 2010.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY
1. New section filed 5–16–2008; operative 6–15–2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

§ 58162. Intercollegiate Athletics.

(a) State apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics otherwise eligible for state assistance.

(b) State apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 175 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

HISTORY
1. Amendment of NOTE filed 5–15–93; operative 6–4–93 (Register 93, No. 25).

§ 58164. Open Entry/Open Exit Courses.

(a) The term "open entry/open exit courses" refers to courses in which students enroll at various times, and complete at various times or at varying paces. Open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours.

(b) For open entry/open exit courses for which credit apportionment is claimed, one unit of credit shall be awarded for approximately 48 hours of recitation, study, or laboratory work. Increments of less than one unit of credit shall be awarded in the same proportion.

(c) Where an open entry/open exit course provides supplemental learning assistance pursuant to section 58172, which supports another course or courses, the course outline of record for the open entry/open exit course must identify the other course or courses that it supports and the specific learning objectives to be addressed and the educational competencies students are to achieve.

(d) Full–time equivalent student computations for enrollment in open entry/open exit courses shall be made pursuant to the provisions of subsection (e) of section 58003.1.

(e) The maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the curriculum committee established pursuant to section 55002 based on the maximum time reasonably needed to achieve the educational objectives of the course.

(f) State apportionment shall not be claimed under this section for:

(1) optional attendance at artistic or cultural presentations or events (such as, but not limited to, films, concerts, plays, or art exhibitions).

(2) activities which are primarily student use of district facilities, equipment, or resources without provision of instruction involving spe-

Handout
2008 Spring Plenary
Open Forum: Compressed Calendars and Coursework Recency

9.01 Academic Integrity in Courses Offered in Shortened Time Frames
Mark Wade Lieu, Ohlone College, Curriculum Committee
Fall 2006
Topic: Curriculum

Whereas, With the move of many colleges to compressed calendars and study abroad programs and due to enrollment pressures, a number of colleges are scheduling three-, four-, and even five-unit courses in shortened time frames of fewer than six weeks; and

Whereas, There are pedagogical considerations that need to be reviewed by both the faculty within the disciplines of courses proposed under such time fames as well as the curriculum committees of colleges using such compressed calendars;

Resolved, That the Academic Senate for California Community Colleges recommend that when a course of three or more semester or equivalent quarter units is to be offered in a time frame of fewer than six weeks, the local curriculum committee, as part of the curriculum approval process, engage the discipline faculty in a separate review of the course for the following: academic integrity and rigor, the method for meeting Carnegie units, the ability for students to complete and for faculty to evaluate assignments, including those done outside of class, and the appropriateness of the method of delivery, to determine whether the course should be offered in a specific shortened time frame.

MSC Disposition: Local Senates, Curriculum Chairs, CIOs, Assigned to: Curriculum, Status: In Progress
This should be incorporated into the revision of the COR paper; this can also be cited as a good practice when the committee addresses F04 9.04

9.10 Student Record Currency
Wheeler North, San Diego Miramar College, Area D
Fall 2006
Topic: Curriculum

Whereas, The conferring of an associate's degree and/or a certificate may occur many years after a student began his/her program of study for that degree and/or certificate;

Whereas, The skills and knowledge required by many disciplines and programs of study can change rapidly even over a very brief time period and, thus, may call into question the value of such skills and knowledge imparted to students who have taken many years to complete a degree and/or certificate;

Whereas, There appears to be little consensus about or understanding of the issues related to course recency with respect to students' local coursework and their coursework from other institutions they may have attended, particularly in regards to best practices for implementing and maintaining such currency requirements; and

Whereas, There are a number of programs where course recency is relevant and germane to the quality and rigor of the degrees conferred by California community colleges, particularly where the lack of currency could significantly impact student success upon the awarding of a degree and/or certificate;
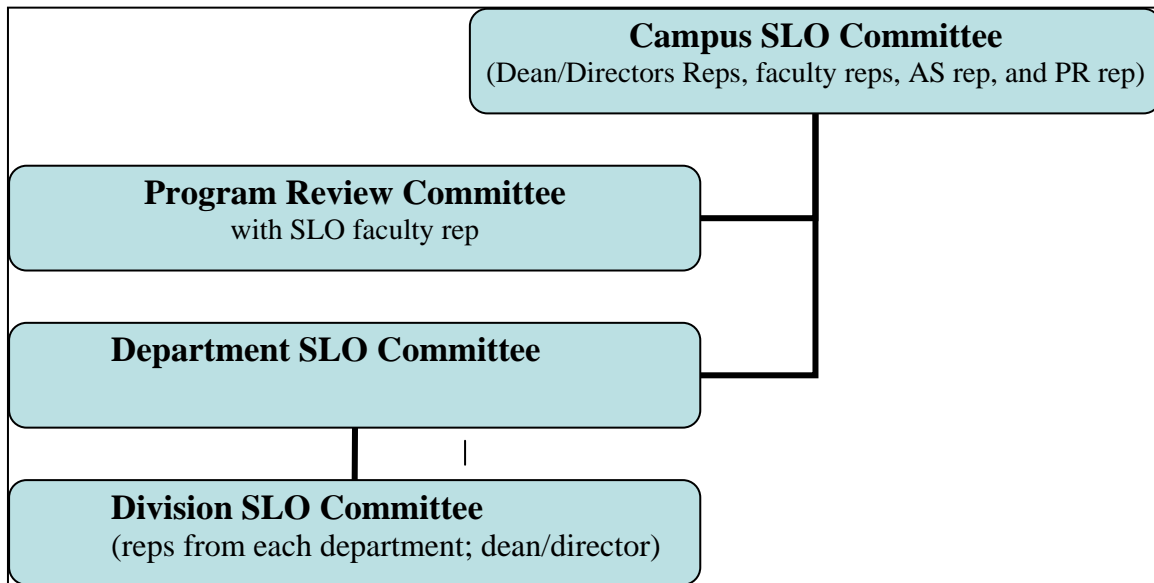
Resolved, That the Academic Senate for California Community Colleges investigate the issue of coursework recency as it pertains to both the granting of a degree and/or certificate and to the application of any prerequisites needed to enter required courses for a degree and/or certificate; and

Resolved, That the Academic Senate for California Community Colleges provide best practices information to local senates and curriculum committees that would enable them to develop mechanisms to ensure the current value of the degrees and/or certificates they award regardless of how long a student has taken to earn the degree and/or certificate.

MSC Disposition: Local Senates, Assigned to: Curriculum, Status: Ongoing
The Committee will continue this investigation based upon the 06/07 Committee's discussions.

DRAFT

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│                    ┌──────────────────────────────────────┐  │
│                    │      Campus SLO Committee            │  │
│                    │ (Dean/Directors Reps, faculty reps,  │  │
│                    │        AS rep, and PR rep)           │  │
│                    └──────────────────────────────────────┘  │
│  ┌──────────────────────────────────────┐                    │
│  │     Program Review Committee         │                    │
│  │        with SLO faculty rep          │                    │
│  └──────────────────────────────────────┘                    │
│  ┌──────────────────────────────────────┐                    │
│  │     Department SLO Committee         │                    │
│  │                                      │                    │
│  └──────────────────────────────────────┘                    │
│  ┌──────────────────────────────────────┐                    │
│  │     Division SLO Committee           │                    │
│  │ (reps from each department; dean/director) │              │
│  └──────────────────────────────────────┘                    │
└─────────────────────────────────────────────────────────────┘
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Department SLO Committee
Meets every 2-4 weeks depending on workload and progress on SLOs:
- course level
- program level

Division SLO Committee
Meets monthly to review progress as a division (faculty and dean)

Program Review Committee
Meets 3-4 times during the semester to review submitted proposals and guidelines to integrate SLOs in all Program Reviews (course and program level)

Campus SLO Committee
Representatives from:
- Academic and Student Services Deans/Directors
- Division-level faculty reps
- Program Review representative
- Academic Senate

Meets monthly for department/division updates and college related SLO activities

Mission of the above Re-Organization (in no particular order):
1. Faculty involvement and accountability in SLO process at every level of the college.
2. Dean/director involvement and accountability with the SLO process.
3. Integration with SLO process and Program Review with regular representation of faculty on both committees.

Updated October 17, 2008

Department/Program	Current or recently completed Review Cycle	Next Review Cycle
Behavioral and Social Sciences		
Anthropology	2008	12-13
Childhood Education	2007	11-12
Economics	2008	**Apr 09**
History/Ethnic Studies	2008	12-13
Honors Transfer Program	**annual**	**2009**
Human Development	2008	Apr 09
Philosophy	2008	12-13
Political Science	2008	12-13
Psychology	2008	**Apr 09**
Sociology	2008	12-13
Study Abroad Program	2008	**Apr 09**
Teacher Education Program	2006	10-11
Business		
Business	2008	12-13
Computer Information Systems	2007	11-12
Paralegal Studies (accreditation reports serve as program review)	**annual**	**2009**
Real Estate	2006	10-11
Fine Arts		
Art	2008	12-13
Dance	2004	09-10
Film/Video	2007	11-12
Music	2006	10-11
Photography	2005	**Dec 08**
Speech Communication	2004	09-10
Theatre	2007	**Apr 09**
Health Sciences and Athletics		
Health Center	2008	**Apr 09**
Kinesiology	2008	12-13
Kinesiology/APE	2009	13-14
Nursing (accreditation reports serve as program review)	**annual**	**2009**
Physical Education – Athletics Program	2008	12-13
Radiological Technology (accreditation reports serve as program review)	**annual**	**2009**
Respiratory Care (accreditation reports serve as program review)	**annual**	**2009**

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Acadcemic Senate of El Camino College

Updated October 17, 2008

Sign Language/Interpreter Training	2008	12-13
Special Resource Center	2008	**Apr 09**
SRC/ Adaptive Physical Education (APE)	2009	13-14
Humanities		
English	2008	12-13
English - Reading	2006	10-11
English as a Second Language	2004	09-10
Foreign Language	2008	**Apr 09**
Journalism	2008	**Apr 09**
Industry and Technology		
Administration of Justice	2007	11-12
Air Conditioning and Refrigeration	2006	10-11
Architecture	2007	11-12
Auto Collision Repair/Painting	2007	**Rewrite due 11-08**
Automotive Technology	2006	**Dec 08**
CADD	2008	12-13
Construction Technology	2006	10-11
Cosmetology	2008	12-13
Electronics & Computer Hardware Technology	2007	11-12
Engineering Technology		09-10
Fashion	2007	**Apr 09**
Fire and Emergency Technology	2007	11-12
Machine Tool Technology	2006	10-11
Welding	2008	12-13
Mathematical Sciences		
Mathematics - Developmental	2008	12-13
Mathematics – Engineering	2006	10-11
MESA & Pre-Engineering (accreditation reports serve as program review)	**annual**	**2009**
Natural Sciences		
Astronomy	2004	09-10
Chemistry	2008	**Apr 09**
Earth Sciences(Geology, Geography, Oceanography)	2008	**Apr 09**
Environmental Horticulture	2008	12-13
Life Sciences	2007	11-12
Physics	2004	09-10

ACADEMIC AFFAIRS PROGRAM REVIEW STATUS

Updated October 17, 2008

Library/Learning Resources Unit		
Distance Education	2008	**Apr 09**
Learning Resources Unit	2008	12-13

STATE OF CALIFORNIA

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE
1102 Q STREET
SACRAMENTO, CA 95811
(916) 445-8752
http://www.cccco.edu

August 31, 2008
By Email Only

TO: Matriculation Coordinators/Directors

FROM: Arnold Bojorquez & Chuen Chan

SUBJECT: Credit Matriculation Expenditure Report

SYNOPSIS: The *Credit Matriculation Expenditure Report* is due the last work day of
<u>October</u> of each year. Included are the instructions and an appendix entitled, *Crossover
Chart - Expenditure by Object Titles.* Please refer to these documents as you prepare this
report.

Multi-college districts that use any portion of the state matriculation allocation to provide
support for district expenses are required to complete and return the *Certification of District
Expenses form* – see page 3. Please return the completed form(s), with original
signatures, to the Matriculation Unit, Chancellor's by the October deadline.

CONTACT: If you have any questions concerning this report please contact Patty Falero
at (916) 323-6877 or e-mail, pfalero@cccco.edu.

Attachment

AB/:pf

Instructions for Completion of the Matriculation Expenditure Report

Section A

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

District Match - Report local match expenditures. Each dollar of state matriculation funding must be matched with three dollars from other district resources devoted to the matriculation program. The match cannot be made with funds that were allocated to other categorical programs, i.e., EOPS, DSPS.

State Allocation - Report expenditures by object code as defined by the California Community Colleges Budget and Accounting Manual. See attached Chart of Accounts, Expenditure by Object Titles. **Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for matriculation purposes. See the document,** *Expenditures Allowed and Disallowed with Credit and Noncredit Matriculation Funds* **which can be found at:**
http://www.cccco.edu/divisions/ss/matriculation/matriculation.htm*.*

Total - Enter the total of the District Match and State Allocation by object code.

Subtotal - Enter the subtotal for the # of FTE Positions, District Match, State Allocation and total for each classification.

Grand Total - Enter the total of all classifications and expense categories.

Percentage - Enter the percentage of District Match and State Allocation. State Credit Matriculation funds require a $3 to $1 match ratio (75/25).

Section B

Enter the number of **New** FTE positions funded through the state allocation for each classification. The number of student worker positions should be the cumulative total for all students and reported as approximate FTE.

College: _____   **District:** _____

Chancellor's Office California Community Colleges
Credit Matriculation Expenditure Report
2007-2008

A. Credit Matriculation Budget

	# of FTE Positions	District Match	State Allocation	Total
1000 Academic Salaries				
1100 Instructional, regular schedule	7.293	609,805	-0-	609,805
1200 Non-instructional, regular schedule	22.233	1,964,159	496,092	2,460,251
1300 Instructional, non-regular schedule	.085	10,707	-0-	10,707
1400 Non-instructional, non-regular schedule	7.108	463,071	238,438	701,509
Total	**36.719**	**3,047,742**	**734,530**	**3,782,272**
2000 Classified Employees				
2100 Non-instructional, regular schedule	52.652	2,952,344	166,618	3,118,962
2200 Instructional Aides, regular schedule	-0-	-0-	-0-	-0-
2300 Non-instructional, non-regular schedule	33.771	864,118	112,961	977,079
2400 Instructional Aides, non-regular schedule	-0-	-0-	-0-	-0-
Total	**86.423**	**3,816,462**	**279,579**	**4,096,041**
3000 Employee Benefits		1,697,595	197,881	1,895,476
4000 Supplies and Materials		108,055	22,963	131,018
5000 Other Operating Expenses & Services				
Consultants		23,644	-0-	23,644
Other Expenses		1,042,430	415	1,042,845
Total		**1,066,074**	**415**	**1,066,489**
6000 Capital Outlay		2,748	-0-	2,748
Grand Total		**9,738,676**	**1,235,368**	**10,974,044**
		88.74 %	**11.26 %**	

College: **District:**

B. Number of *New* FTE Positions Hired with State Allocation During 200_-200_

-0-	Counselors
-0-	Instructors *(for Matriculation, not Instruction)*
-0-	Classified
-0-	Administrators
-0-	Student Workers
-0-	Other:

Please provide original signature *below.*

President, Academic Senate   **Date**

District and College Certification

The undersigned certify that the summary of operating expenses represents an accurate accounting of the state credit matriculation allocation for the prior fiscal year and that the state credit matriculation allocation was not used to supplant services that existed **prior** to the 1987-88 academic year.

 Thomas M. Fallo
President/Superintendent (Print Name)   **Signature**   **Date**

 Regina Smith
Credit Matriculation Coordinator (Print Name)   **Signature**   **Date**

 Janice Ely
College Business Manager (Print Name)   **Signature**   **Date**

Mail to: Patty Falero, Matriculation Unit
Chancellor's Office
California Community Colleges
1102 Q St
Sacramento, CA 95811

Certification of District Expenses
Multi-College Districts
(to be completed by the District Office)

If the district office used any portion of the <u>state</u> credit matriculation allocation, complete this page.

District: _____

List the amount of the state allocation utilized by the district office and distributed to each college within the district.

Colleges	New Distribution	Original Allocation
_____	$ _____	$ _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total Distribution	**$ _____**	**$ _____**

Total Matriculation Funds Used by the District: $_____

The total allocation is equal to the state matriculation allocation distributed to the district and certified by:

_____ _____ _____
District Business Manager (Print Name)   **Signature**   **Date**

_____ _____ _____
District Chancellor (Print Name)   **Signature**   **Date**

Appendix

Crossover Chart

Expenditure by Object Titles (EOT)*

Use This *(VATEA Reports EOT Number)*	**For This** *(Budget and Accounting Manual EOT Number)*
1100 Instructional Salaries	1100 Academic Salaries, Instructional, Regular Salary Schedule 1300 Academic Salaries, Instructional, Non-Regular Salary Schedule
1210 Supervisor[1]	1200 Academic Salaries, Noninstructional, Regular Salary Schedule *Subcategory Administrators and Supervisors: (Superintendents, Assistant Superintendents, Presidents, Vice Presidents, Deans)*
1220 Project Director[2]	1200 Academic Salaries, Noninstructional, Regular Salary Schedule *Subcategory Project Director*
1230 Counselor	1200 Academic Salaries, Noninstructional, Regular Salary Schedule *Subcategory Vocational Counselors*
1240 Other	1200 Academic Salaries, Noninstructional, Regular Salary Schedule *Subcategory Other: (Salaries other than Administrators/Supervisors, Project Directors, and Vocational Counselors)*
1400 Noninstructional Salaries *(Use same subcategory detail as object 1200)* 1410 Supervisor[1] 1420 Project Director[2] 1430 Counselor 1440 Other	1400 Academic Salaries, Non-Instructional, Non-Regular Salary Schedule

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* Please refer to the California Community Colleges Budget and Accounting Manual (Rev. July 1993). This manual has been distributed to District Superintendents/Presidents, District Chief Business Officer, District Data processing Managers, and District Libraries (for Single-Campus Districts). Multi-College District distribution was the same as above, plus each college received four (4) additional copies sent to the College President, College Business Manager, College Data Processing Manager, and the College Library. Duplication of this manual is allowed. All questions regarding the Budget and Accounting Manual should be referred to the California Community Colleges Administration and Fiscal Policy Division, (916) 445-1163.

[1] Not to exceed 5% for supervision/administration (not directly involved in the day-to-day ongoing activities)

[2] This is the person who is directly involved with the day-to-day ongoing activities.

Crossover Chart *(Continued)*

Use This *(VATEA Reports EOT Number)*	For This *(Budget and Accounting Manual EOT Number)*

2100 Classified Salaries, Noninstructional
(Use same subcategory detail as object 1200)
 	
  2110 Supervisor[1]
  2120 Project Director[2]
  2130 Counselor
  2140 Other
	2100 Classified Salaries, Non-Instructional, Regular Salary Schedule

2200 Instructional Aides' Salaries	2200 Classified Salaries, Noninstructional Aides, Regular Salary Schedule *Direct Instruction, Other*

2300 Classified Salaries, Noninstructional
(Use same subcategory detail as object 1200)
 	
  2310 Supervisor[3]
  2320 Project Director[4]
  2330 Counselor
  2340 Other
	2300 Classified Salaries, Non-Instructional, Regular Salary Schedule

2400 Other	2400 Academic Salaries, Noninstructional, Regular Salary Schedule *Direct Instruction, Other*
3000 Employee Benefits	3000 Employee Benefits *(3100-3900): STRS Fund, PERS Fund, Old Age, Survivors, Disability, and Health Insurance (OASDHI), Health and Welfare Benefits, State Unemployment Insurance, Workers' Compensation Insurance, Local Retirement Systems, Other Benefits*
4000 Supplies and Materials	4000 Supplies and Materials *Instructional and Noninstructional Supplies and Materials (have a useful life of less then one year) (i.e., office, library, medical, food periodicals, magazines, pictures, maps computer software)*

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[3] Not to exceed 5% for supervision/administration (not directly involved in the day-to-day ongoing activities)

[4] This is the person who is directly involved with the day-to-day ongoing activities.

Crossover Chart *(Continued)*

Use This *(VATEA Reports EOT Number)*	**For This** *(Budget and Accounting Manual EOT Number)*
5000 Other Operating Expenses and Services	5000 Other Operating Expenses and Services *Depreciation, Dues and Memberships, Insurance, Legal, Election and Audit Expenses, Personal and Consultant Services, Postage, Rents, Leases and Repairs, Self-Insurance Claims, Travel and Conference Expenses, Utilities and Housekeeping Services, Other*
6000 Capital Outlay	6000 Capital Outlay *6400 Equipment (i.e., desk, chairs, vehicles, etc.)*

ACTION PLAN AND EXPENDITURE PLAN INFORMATION

Please find attached updated templates for the Action Plan and Expenditure Plan due at the Chancellor's Office on October 15, 2008. Based on college-wide discussions and evaluation of 2007-08 Action Plans submitted to the Chancellor's Office last May 1, 2008, each college must complete a 2008-09 Action Plan. On the Action Plan template the college will need to provide several five-year long-term goals for ESL/basic skills. The college will then specify 2008-09 planned actions and respective effective practices that will be implemented to reach the long-term goals. The college should include planned actions that require 2008-09 basic skills funds as well as those that are supported by the general fund and activities that will not require additional funds.

The Action Plan that the college completes will drive completion of the Expenditure Plan.
On page one (1) of the Expenditure Plan, the college must indicate the planned expenditures per category A-G. The total amount must equal the college's 2008-09 allocation. See attached proposed district/college allocation based on $31,500,000. A separate template is provided for each of the categories (A through G). We ask that you use the respective templates for your expenditure detail information. Categories specified on the expenditure plan templates are those designated pursuant to Chapter 489 of the Statues of 2007-08 and as required by proposed 2008-09 State Budget Senate Bill 1067 language.

College allocations were based on 2007-08 (July 15), "Annual" ESL/Basic Skills FTES and, with the current emphasis on addressing the needs of recent high school graduates, ESL/Basic Skills FTES generated by students 24 years old or younger, with $100,000 minimum allocation per college. As, indicated above, if the total allocation changes and the amount to be allocated to each college is revised, we will inform you immediately. The minimum amount of $100,000 per college will remain the same.

CONTACT: If you have any questions or concerns regarding program expenditures, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu

EL CAMINO COLLEGE ESL/BASIC SKILLS ACTION PLAN 2008-2009

Long-Term Goals (5 yrs.) for ESL/Basic Skills

1. Increase the success rate of students enrolled in basic skills mathematics, reading and writing courses.

2. Increase year-to-year persistence rate of students enrolled in basic skills courses.

3. Increase completion rates (certificates, degrees, transfer) of students who begin their college education at the basic skills level.

4. Offer a comprehensive professional development program for basic skills instructors that is ongoing, consistently supported, collaborative, faculty-driven, and engages increasing numbers of full- and part-time faculty.

5. Increase the incidents and depth of collaboration among academic departments and between academic programs and student services to support basic skills students.

ESL/Basic Skills (*Due on October 15, 2008*)
Action Plan for 2008-09

District: El Camino Community College District

College: El Camino College

Section A – Organizational/Administrative Practices

(*Due on or before October 15, 2008*)

District: El Camino Community College District

College: El Camino College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Conduct faculty-run norm-setting sessions for student reading samples, to identify students' use of reading strategies and categorize levels of reading skills.	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students. A.7.3 Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program.	August 19, 2008	Cynthia Silverman, English faculty, Humanities Division

2. Develop high-interest, theme-based learning community link between basic writing and basic reading, employing problem-based learning pedagogy.	A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students. A.6.3 Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses	August, 2008-June, 2009	Suzanne Gates and Brent Isaacs, English faculty, Humanities Division; Cynthia Mosqueda, counselor, First Year Experience/Learning Communities
3. Develop and circulate campus-wide a formal Basic Skills Newsletter to inform, educate, and involve college faculty, staff, and administration in basic skills issues and activities.	A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.	September, 2008-June 2009	Barbara Jaffe, Associate Dean, Academic Affairs and Chair of California Benchmarking Project Team
4. Develop and circulate within ESL, Academic Strategies, basic writing and reading faculty, and Counseling Services an informal monthly Humanities Basic Skills Newsletter, sharing departmental news, teaching tips and strategies, and basic skills faculty development opportunities.	A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.	October, 2008	Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator
5. Counselors embed within selected reading and mathematics classes, delivering within the class a curriculum for success in college; all students in these classes will work with a counselor to develop an educational plan by the end of the semester.	A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	August, 2008-June, 2009	Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator; Trudy Meyer, faculty, Mathematics Division Basic Skills Coordinator; Margaret Quinones, Head Counselor, Counseling Services
6. Coordination of new and ongoing division- and campus-wide basic skills programs, pilots and development activities.	A. 3..2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).	August, 2008-June, 2009	Barbara Jaffe, Associate Dean, Academic Affairs and Chair of California Benchmarking Project Team; Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator; Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator
7. Expand Writing Center tutorials; increase number of tutors embedded in selected basic writing classes from one tutor to two tutors.	A. 5.1. Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.	August, 2008-June, 2009	Barbara Budrovich, English faculty and Writing Center Coordinator (Humanities Division); Writing Center tutors

8. Conduct research under the support of the California Benchmarking Project (CBP).	A.2.3. Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis. A.2.2. Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives.	September 2008-June 2009	CBP team; Barbara Jaffe, Associate Dean, Academic Affairs and Chair of California Benchmarking Project Team
9. Regular meetings of the Basic Skills Task Force, bringing together a campuswide group of faculty, staff, and administrators from English writing and reading, Mathematics, Academic Strategies, ESL, Institutional Research, Academic Affairs, Special Resource Center, Grants Office, FYE/Learning Communities, and Counseling.	A.2.3. Developmental education mission, philosophy, goals, and objectives are reviewed and updated on a regular basis. A.2.2. Diverse institutional stakeholders are involved in developing the developmental education mission, philosophy, goals, and objectives. A.3.4 Formal mechanisms exist to facilitate communication/coordination between faculty and staff in different developmental disciplines as well as with student services.	October, 2008-June, 2009	Basic Skills Task Force; Barbara Jaffe, Associate Dean, Academic Affairs and Chair of California Benchmarking Project Team
10. Link pre-algebra courses with Human Development courses (learning community)	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students. A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.	August, 2008 – June 2009	Kristie Daniel-Digregorio, human development faculty, Cynthia Mosqueda, counselor (FYE), Lars Kjeseth, math faculty, Trudy Meyer, math faculty
11. Continue to develop a cadre of developmental education experts/leaders by providing an opportunity for an instructor, counselor or administrator to participate in the Kellogg Institute in summer 2009.	A. 3..2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s). A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	July 2009	Barbara Jaffe, Associate Dean, Academic Affairs and Chair of California Benchmarking Project Team; Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator; Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator

12. Provide a series of professional development workshops for developmental math faculty.	A.3.5 Formal mechanisms exist to facilitate communication/ coordination between pre-collegiate and college-level faculty within disciplines. A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.	August, 2008 – June 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator
13. Develop a summer math academy for entering students.	A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation. A.4.3 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students. A.5.4 Peers and/or faculty provide mentoring to developmental education students.	August 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator, Malinni Roeun, math faculty, Amy LaCoe, human development faculty
14. Provide opportunities for instructors from math to attend Human Development classes and visa versa in an effort to learn how to provide common messages to students in both classes.	A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students. A.6.3 Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses	February, 2009 – June, 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator , Lars Kjeseth, math faculty
15. Provide student awards for basic skills math students	A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.	June, 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator
16. Use SI coach in selected sections of Math 12.	A. 5.1. Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.	August, 2008 – December, 2008	Luis Barrueta, Supplemental Instruction Coordinator, Lars Kjeseth, math faculty

_____   _____   _____   _____

Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

Section B – Program Components

(*Due on or before October 15, 2008*)

District: El Camino Community College District

College: El Camino College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Conduct faculty-run norm-setting sessions for student reading samples, to identify students' use of reading strategies and categorize levels of reading skills.	B.1.5. Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses. B.2.1. Developmental course content and entry/exit skills are regularly reviewed and revised as needed.	August 19, 2008	Cynthia Silverman, English faculty, Humanities Division
2. Conduct a developmental writing contest where students' essays are published in Division-wide journal *Our Voices* and top entries are given monetary awards.	B.4.4. The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.	March, 2009-June, 2009	Faculty committee, English, Humanities Division; Pete Marcoux, Editor, *Our Voices*, and English faculty, Humanities Division
3. Counselors embed within selected reading and mathematics classes, delivering within the class a curriculum for success in college; all students in these classes will work with the counselor to develop an educational plan by the end of the semester.	B.3.2. Counseling and instruction are integrated into the developmental education program. B.3.1. A proactive counseling/advising structure that includes intensive monitoring and advising serves students placed into developmental education courses.	August, 2008-June, 2009	Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator; Trudy Meyer, faculty, Mathematics Division Basic Skills Coordinator; Margaret Quinones, Head Counselor, Counseling Services
4. As a result of program evaluation, develop a manual listing departmental policies, best practices, entry and exit test information, and faculty mentoring information for all instructors teaching reading classes.	B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	August, 2008-December, 2009	Inna Newbury, English faculty, Humanities Division
5. Conduct orientation sessions for all reading students using the Total Reader program.	B.1.1. Mandatory orientation exists for all new students.	September, 2008	Richard Nangle, Total Reader expert, Edgate Company; Inna Newbury, English faculty, Humanities Division; Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator

6. Present results to English faculty of comprehensive writing assessment study, aligning writing prompts with basic skills students' skill levels and basic skills grading rubrics.	B.2.3. Summative program evaluation activities occur on a regular basis. B.2.5 Data obtained from course/program evaluation are disseminated and used for future planning and continuous improvement.	September, 2008	Susan Corbin, English faculty, Humanities Division
7. Attend Evergreen College Summer Institute for Learning Communities, and use new information in formative evaluation of ECC's existing First Year Experience/Learning Communities program.	B.2.2. Formative program evaluation activities occur on a regular basis. B.2.4. Multiple indices exist to evaluate the efficacy of developmental education courses and programs.	July, 2009	Matthew Cheung, English faculty, Humanities Division; Cynthia Mosqueda, counselor, First Year Experience/Learning Communities
8. Develop a summer math academy for entering students.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses. B.4.4. The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.	July, 2008 – August 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator, Malinni Roeun, math faculty, Amy LaCoe, human development faculty
9. Provide support to entering EOPS basic skills students who are in a linked course.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.	August 2008	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator, Don Goldberg, Math Division Dean
10. Form a cohort of Math faculty and CTE faculty which will expand upon materials developed by Math cohort faculty to be used in math classes as well as developing new materials to be used in CTE classes	B.2.1. Developmental course content and entry/exit skills are regularly reviewed and revised as needed.	August, 2008 – June 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator, Lars Kjeseth, math faculty, Stephanie Rodriguez, Dean of Industry and Technology

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Signature, Chief ExecutiveOfficer   Date   Signature, Academic Senate President   Date

Section C – Faculty and Staff Development

(Due on or before October 15, 2008)

District: El Camino Community College District

College: El Camino College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Conduct training sessions on reading software and Internet-based programs for new adjunct reading faculty.	C.2.2 Developmental education staff development activities address both educational theory and practice. C.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment.	September, 2008	Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator
2. Develop and circulate within ESL, Academic Strategies, basic writing and reading faculty, and Counseling Services an informal monthly Humanities Basic Skills Newsletter, sharing departmental news, teaching tips and strategies, and basic skills faculty development opportunities	C.2.6. Staff development activities promote interactions among instructors.	October, 2008	Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator
3. As a result of program evaluation, develop a manual listing departmental policies, best practices, entry and exit test information, and faculty mentoring information for all instructors teaching reading classes.	C.2.1. Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.3.1. Developmental education staff development activities are clearly linked to department, program, and/or institutional goals. C.4.4. Scholarship of teaching and learning.	August, 2008-December, 2009	Inna Newbury, English faculty, Humanities Division
4. Present results to English faculty of comprehensive writing assessment study, aligning writing prompts with basic skills students' skill levels and basic skills grading rubrics.	C.2.1. Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.3.1. Developmental education staff development activities are clearly linked to department, program, and/or institutional goals. C.4.4. Scholarship of teaching and learning.	September, 2008	Susan Corbin, English faculty, Humanities Division

5. Attend Evergreen College Summer Institute for Learning Communities, and use new information in summative and formative evaluation of ECC's existing First Year Experience/Learning Communities program.	C.4.4. Scholarship of teaching and learning. C.5.2. Opportunities exist for colleagues across disciplines to engage in interchanges that foster a "culture of teaching," which in turn develops a "community of scholars."	July, 2009	Matthew Cheung, English faculty, Humanities Division; Cynthia Mosqueda, counselor, First Year Experience/Learning Communities
6. Attend Academic Senate Basic Skills Initiative meetings and workshops and other basic skills conferences, and disseminate information to other faculty, staff, and administrators.	C.2.3. Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff. C.2.6. Staff development activities promote interactions among instructors. C.1.2. Professional development activities for developmental education faculty and staff are actively supported by senior administration.	September, 2008 to December, 2009	Pete Marcoux, English faculty and Academic Senate President; Faculty from Humanities and Mathematics Divisions; Margaret Quinones, Sabra Sabio, and Carol Imai, Counseling Services; Barbara Jaffe, Associate Dean, Academic Affairs and Chair of California Benchmarking Project Team; Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator; Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator
7. Conduct orientations for new adjunct Reading faculty, introducing new faculty to Reading Department policies, best practices, testing information, data collection, software and Internet-based Reading programs, and department mentorship.	C.2.6. Staff development activities promote interactions among instructors. C.1.2. Professional development activities for developmental education faculty and staff are actively supported by senior administration. C.2.5 New faculty are provided staff development activities that assist them in transitioning into the community college academic environment. C.2.2 Developmental education staff development activities address both educational theory and practice.	September, 2008-February, 2009	Reading Department full-time faculty; Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator
8. Continue to develop a cadre of developmental education experts/leaders by providing an opportunity for an instructor, counselor or administrator to participate in the Kellogg Institute in summer 2009.	C.3.3 Staff development activities are adequately funded, funding is ongoing, and development activities are coordinated by specific designated staff as part of their core responsibilities.	June, 2009 – July 2009	Barbara Jaffe, Associate Dean, Academic Affairs and Chair of California Benchmarking Project Team; Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator; Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator

9. Provide a series of professional development workshops for developmental math faculty.	C.2.6. Staff development activities promote interactions among instructors.	August, 2008 – June 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator
10. Complete a comprehensive evaluation of workshops offered to math faculty.	C.2.4 The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.	June 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator
11. Provide additional training for tutors	C.4.4. Scholarship of teaching and learning.	October, 2008 – June 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator, Michael Bateman, math faculty

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Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

Section D – Instructional Practices

(Due on or before October 15, 2008)

District: El Camino Community College District

College: El Camino College

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
1. Conduct faculty-run norm-setting sessions for student reading samples, to identify students' use of reading strategies and categorize levels of reading skills.	D.5.1. A well-planned, step-by-step sequence of developmental education course offerings exists. D.7.1. Developmental education course entry/exit standards are regularly reviewed and revised as needed.	August 19, 2008	Cynthia Silverman, English faculty, Humanities Division
2. Opening of new, expanded Learning Resource Center, providing extensive cross-discipline tutoring and learning opportunities for basic skills students.	D.10.7. An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning. D.10.5. Tutoring is available and accessible in response to student needs/desires D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline. D.10.2. Learning support services are visible and centrally located, minimizing marginalization and isolation.	October, 2008	Donna Post, Mathematics Division
3. As a result of program evaluation, develop a manual listing departmental policies, best practices, entry and exit test information, and faculty mentoring information for all instructors teaching reading classes.	D.8.1 Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	August, 2008- December, 2009	Inna Newbury, English faculty, Humanities Division
4. Pilot a reading program that uses daily newspapers as the primary text in reading classes, supplemented by a curriculum that supports reading of newspapers with proven reading strategies. Pilot program will include ten full-time reading faculty during fall semester, and expand to include an additional 10 part-time faculty during spring semester.	D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning). D.8.1. Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.	August, 2008- June, 2009	English faculty; Suzanne Gates, faculty, Humanities Division Basic Skills Coordinator; Lupe Jaramillo, Senior Education Manager, USA Today

5. Expand Writing Center tutorials; increase number of tutors embedded in selected basic writing classes from one tutor to two tutors.	D.10.5. Tutoring is available and accessible in response to student needs/desires. D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	August, 2008-June, 2009	Barbara Budrovich, English faculty and Writing Center Coordinator (Humanities Division); Writing Center tutors
6. Link pre-algebra courses with Human Development courses (learning community)	D.3.1 In classroom teaching/learning, attention is paid to students' attitudes and emotions (e.g., self-concept and self-efficacy development) as well as to teaching basic subject skills. D.3.4 Formal mechanisms in developmental courses and programs enhance student motivation and engagement to promote learning.	August, 2008 – June 2009	Kristie Daniel-Digregorio, human development faculty, Cynthia Mosqueda, counselor (FYE), Lars Kjeseth, math faculty, Trudy Meyer, math faculty
7. Update instructional materials and equipment for developmental math.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs).	June, 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator
8. Develop a summer math academy for entering students.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). D.2.4 Developmental courses/programs implement effective curricula and practices for development of study skills	July, 2008 – August 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator, Malinni Roeun, math faculty, Amy LaCoe, human development faculty
9. Provide opportunities for instructors from math to attend Human Development classes and visa versa in an effort to learn how to provide common messages to students in both classes.	D.6.3 The academic and campus climate supports active learning strategies and connects developmental education students to the institution, faculty, staff, and other students.	February, 2009 – June, 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator , Lars Kjeseth, math faculty
10. Provide student awards for basic skills math students	D.10.7. An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning.	June, 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator
11. Provide student workshops on selected materials and, based on the success and functionality of these workshops, consider developing a non-credit course.	D.9.1 Mechanisms exist to frequently and consistently provided course performance feedback to students.	February, 2009 – June, 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator
12. Provide training for math classroom tutors and math study center tutors.	D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline.	October, 2008 – June 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator, Michael Bateman, math faculty

13. Form a cohort of Math faculty and CTE faculty which will expand upon materials developed by Math cohort faculty to be used in math classes as well as developing new materials to be used in CTE classes	D.1.2 Problem-solving and critical-thinking skills are integrated into developmental education curriculum D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs). D.4.1 Instructional content and pedagogy capitalize on perspectives and life experiences of students from diverse backgrounds. D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning). D.7.3 A systematic approach exists within disciplines to align developmental education course content and pedagogy to degree-applicable and transfer-level course content.	August, 2008 – June 2009	Trudy Meyer, faculty and Mathematics Division Basic Skills Coordinator, Lars Kjeseth, math faculty, Stephanie Rodriguez, Dean of Industry and Technology
14. Use SI coach in selected sections of Math 12	D.10.3 Various learning support services provide active learning experiences (e.g., Supplemental Instruction, workshops, and study groups.)	August, 2008 – December, 2008	Luis Barrueta, Supplemental Instruction Coordinator, Lars Kjeseth, math faculty

_____ _____   _____ _____

Signature, Chief Executive Officer   Date   Signature, Academic Senate President   Date

EXPENDITURE PLAN TEMPLATE
Page 1 of 2 (A-G)

ESL/BASIC SKILLS EXPENDITURE PLAN
(*Due on October 15, 2008*)

District: El Camino Community College District

College: El Camino College

CATEGORY	2008-09 ESL/BASIC SKILLS EXPENDITURES OF ALLOCATION
A. Program and Curriculum Planning and Development	$44,125
B. Student Assessment	$19,140
C. Advisement and Counseling Services	$100,552
D. Supplemental Instruction and Tutoring	$88,300
E. Articulation	XXX
F. Instructional Materials and Equipment	$141,184
G. Other purpose directly related to the enhancement of basic skills, ESL instruction, and related student programs.	$1,300
TOTAL	$394,601

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Signature, Chief Executive Officer   Signature, Academic Senate President
Date: _____   Date: _____

Page 2 (A-G)

District: El Camino Community College District_____

College: El Camino College_____

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

For each of the expenditure "Categories" on page one (1) in which the college has included an amount for planned expenditures, identify the specific item(s) under that category and indicate for the item(s) the respective effective practice(s) from the 26 effective practices listed in the <u>Basic Skills as a Foundation for Student Success in California Community Colleges</u> publication, or another effective practice(s) for which student success has been documented.

Note: A template is provided for each expenditure category (pages 2A through 2G). The college is not required to have planned expenditures in all categories; therefore, colleges do not need to complete all of the forms that follow. Colleges may duplicate the page for any category (pages 2A through 2G) if additional space is needed.

<u>*Example:*</u>

EXPENDITURE CATEGORY: A. Program and Curriculum Planning and Development.

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
<u>**Example:**</u> One new full-time faculty position in reading to provide instruction and coordination of the developmental education program with student services support. Six additional developmental reading, writing and math course sections.	A.3 The developmental education program is centralized or highly coordinated. A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program. A.5 A comprehensive system of support services exists and is characterized by a high degree of integration among academic and student support services.
<u>**Example:**</u> Participation of 6 – 8 reading, writing, and math faculty in state/national conferences and in professional development activities conducted through the $1.6 million grant to enhance curriculum planning and development efforts.	C.1. Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.

*John Doe*_____
Signature, Chief Executive Officer
Date: _____

*Jane Doe*_____
Signature, Academic Senate President
Date: _____

Page 2A

District: El Camino Community College District

College: El Camino College

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

**EXPENDITURE CATEGORY: A. *Program and Curriculum Planning and Development.*

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Conduct faculty-run norm-setting sessions for student reading samples, to identify students' use of reading strategies and categorize levels of reading skills.	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students. A.7.3 Faculty and other program personnel know/understand their individual roles and accept responsibility for the developmental program. B.1.5. Diverse institutional stakeholders engage in routine review of the relationship between assessment instruments and student success in courses. B.2.1. Developmental course content and entry/exit skills are regularly reviewed and revised as needed. D.5.1. A well-planned, step-by-step sequence of developmental education course offerings exists. D.7.1. Developmental education course entry/exit standards are regularly reviewed and revised as needed.

Pilot a reading program that uses daily newspapers as the primary text in reading classes, supplemented by a curriculum that supports reading of newspapers with proven reading strategies. Pilot program will include ten full-time reading faculty during fall semester, and expand to include an additional 10 part-time faculty during spring semester.	D.6.1 Instructors in developmental education courses assess, employ, and incorporate a variety of active learning strategies (e.g., student engagement, collaborative learning, learning communities, supplemental instruction, and service learning). D.8.1. Formal processes exist that facilitate and promote the exchange of effective instructional strategies among faculty within disciplines.
Attend Evergreen College Summer Institute for Learning Communities, and use new information in formative evaluation of ECC's existing First Year Experience/Learning Communities program.	C.4.4. Scholarship of teaching and learning. C.5.2. Opportunities exist for colleagues across disciplines to engage in interchanges that foster a "culture of teaching," which in turn develops a "community of scholars."
Present results to English faculty of comprehensive writing assessment study, aligning writing prompts with basic skills students' skill levels and basic skills grading rubrics.	B.2.2. Formative program evaluation activities occur on a regular basis. B.2.4. Multiple indices exist to evaluate the efficacy of developmental education courses and programs. C.2.1. Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.3.1. Developmental education staff development activities are clearly linked to department, program, and/or institutional goals. C.4.4. Scholarship of teaching and learning.
Coordination of new and ongoing division- and campus-wide basic skills programs, pilots and development activities.	A. 3..2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s).
Attend Academic Senate Basic Skills Initiative meetings and workshops and other basic skills conferences, and disseminate information to other faculty, staff, and administrators.	C.2.3. Staff development activities are widely attended and viewed as valuable by developmental education faculty and staff. C.2.6. Staff development activities promote interactions among instructors. C.1.2. Professional development activities for developmental education faculty and staff are actively supported by senior administration.

As a result of program evaluation, develop a manual listing departmental policies, best practices, entry and exit test information, and faculty mentoring information for all instructors teaching reading classes.	C.2.1. Developmental education faculty are involved in the design, planning, and implementation of staff development activities related to developmental education. C.3.1. Developmental education staff development activities are clearly linked to department, program, and/or institutional goals. C.4.4. Scholarship of teaching and learning.
Conduct orientation sessions for all reading students using the Total Reader program.	B.1.1. Mandatory orientation exists for all new students.
Link pre-algebra courses with Human Development courses (learning community)	A.4.4 Outcomes for basic skills students concurrently enrolled in college-level and basic skills courses are carefully monitored; data are used to adjust policies and/or recommendations to students. A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.
Continue to develop a cadre of developmental education experts/leaders by providing an opportunity for an instructor, counselor or administrator to participate in the Kellogg Institute in summer 2009.	A. 3..2 Based upon the institutional structure, a dedicated administrator or lead faculty is/are clearly identified and accorded responsibility for college-wide coordination of basic skills program(s). A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.
Provide a series of professional development workshops for developmental math faculty.	A.3.5 Formal mechanisms exist to facilitate communication/ coordination between pre-collegiate and college-level faculty within disciplines. A.6.2 Specific training in developmental education instructional strategies is provided to faculty teaching developmental education courses.
Develop a summer math academy for entering students.	A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation. A.4.3 Mechanisms/cultures exist to alleviate potential marginalization or stigma associated with isolation of basic skills students. A.5.4 Peers and/or faculty provide mentoring to developmental education students.

Provide opportunities for instructors from math to attend Human Development classes and visa versa in an effort to learn how to provide common messages to students in both classes.	A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students. A.6.3 Faculty choose to teach developmental education courses as opposed to being assigned to developmental education courses
Provide support to entering EOPS basic skills students who are in a linked course.	B.1.4 Expanded pre-enrollment activities exist for students placed into developmental education courses.
Form a cohort of Math faculty and CTE faculty which will expand upon materials developed by Math cohort faculty to be used in math classes as well as developing new materials to be used in CTE classes	B.2.1. Developmental course content and entry/exit skills are regularly reviewed and revised as needed.
Complete a comprehensive evaluation of workshops offered to math faculty.	C.2.4 The staff development program for developmental educators is regularly evaluated by participants, and data collected are used for continuous improvement.
Provide student workshops on selected materials and, based on the success and functionality of these workshops, consider developing a non-credit course.	D.9.1 Mechanisms exist to frequently and consistently provided course performance feedback to students.

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Signature, Chief Executive Officer   Signature, Academic Senate President
Date: _____   Date: _____

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2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: B. *Student Assessment.*	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**

_____   _____
Signature, Chief Executive Officer   Signature, Academic Senate President
Date: _____   Date: _____

Page 2C

District: El Camino Community College District_____

College: El Camino College_____

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s).   *Duplicate this form as needed.*

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: C. Advisement and Counseling Services.

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Counselors embed within selected reading and mathematics classes, delivering within the class a curriculum for success in college; all students in these classes will work with a counselor to develop an educational plan by the end of the semester.	A.5.2 Comprehensive learning systems (e.g., learning communities, course-embedded counseling, team teaching) exist and include developmental education students.

_____   _____
Signature, Chief Executive Officer   Signature, Academic Senate President
Date: _____   Date: _____

Page 2D

District: El Camino Community College District_____

College: El Camino College_____

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: D. Supplemental Instruction and Tutoring

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Opening of new, expanded Learning Resource Center, providing extensive cross-discipline tutoring and learning opportunities for basic skills students.	D.10.7. An academic support center provides diverse and active learning experiences such as workshops, study groups, self-paced instruction via video or software, and experiential learning. D.10.5. Tutoring is available and accessible in response to student needs/desires D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline. D.10.2. Learning support services are visible and centrally located, minimizing marginalization and isolation.
Expand Writing Center tutorials; increase number of tutors embedded in selected basic writing classes from one tutor to two tutors.	D.10.5. Tutoring is available and accessible in response to student needs/desires. D.10.6. All tutors receive formal training in both subject matter and effective pedagogy for the discipline.
Use SI coach in selected sections of Math 12.	A. 5.1. Course-related learning assistance (e.g., supplemental instruction, course-based tutoring) exists.
Provide additional training for tutors	C.4.4. Scholarship of teaching and learning.

_____   _____

Signature, Chief Executive Officer   Signature, Academic Senate President
Date: _____   Date: _____

Page 2E

District: El Camino Community College District _____

College: El Camino College_____

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: E. Articulation	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**

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Signature, Chief Executive Officer   Signature, Academic Senate President
Date: _____   Date: _____

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2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). ***Duplicate this form as needed.***

Note: The college is not required to plan for expenditure in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: F. *Instructional Materials and Equipment*	
EXPENDITURE ITEM(S)	**EFFECTIVE PRACTICE(S)**
Update instructional materials and equipment for developmental math.	D.2.2 Developmental courses/programs implement effective curricula and practices for mathematics (e.g., addressing environmental factors, problem-based learning, small group instruction, contextual learning, appropriate use of technology, and learning labs).

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Signature, Chief Executive Officer   Signature, Academic Senate President

Date: _____   Date: _____

Page 2G

District: El Camino Community College District_____

College: El Camino College_____

2008-09 ESL/BASIC SKILLS EXPENDITURE PLAN DETAIL SHEET

If applicable, please complete the information for this category below. Identify a specific item(s) under this category and indicate for that item(s) the respective effective practice(s). *Duplicate this form as needed.*

Note: The college is not required to plan for expenditures in this category; therefore, the college does not need to complete the information below if it does not apply.

EXPENDITURE CATEGORY: G. Other Purposes directly related to the enhancement of basic skills, ESL instruction, and related student programs.

EXPENDITURE ITEM(S)	EFFECTIVE PRACTICE(S)
Conduct a developmental writing contest where students' essays are published in Division-wide journal *Our Voices* and top entries are given monetary awards.	B.4.4. The institution creates incentive programs that financially reward students who achieve/persist in developmental programs.
Provide student awards for basic skills math students	A.4.2 Students are advised and encouraged to enroll only in college-level courses consistent with their basic skills preparation.

_____   _____
Signature, Chief Executive Officer   Signature, Academic Senate President
Date: _____   Date: _____

ACCOUNTABILITY

The $31,500,000 allocated pursuant to the above referenced legislation shall be accounted for as restricted in the General Fund. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide a Mid-Year and an End-of-Year expenditure report on forms developed by the System Office. Mid-Year reports are due on January 31, 2009 showing expenditures to date. The End-of-Year expenditure report will show all expenditures in 2008-09 and the items purchased/funded that were specified in the Expenditure Plan Detail Sheets. This report will be due on July 31, 2009.

CONTACT: If you have any questions or concerns regarding program expenditures, please contact Juan G. Cruz at (916) 327-2987 or jcruz@cccco.edu

Dear Faculty:

Please note that students must use their **MyECC** e-mail account to find out their registration appointment date. This information will no longer be sent in the mail.

In addition, we are encouraging all students to check their **MyECC** e-mail often for important campus announcements, deadlines and emergency alerts.

Students can check their **MyECC** e-mail from the following locations: Student Services Building kiosk, Library 101 reference, and the Library Media Technology Center (LMTC) Commons.

Please note the attachment for step-by-step instructions on accessing **MyECC** from any computer. It's just five easy steps and you've got **MyECC** at your fingertips!

- Step 1: Go to www.elcamino.edu
- Step 2: Click on **MyECC**
- Step 3: Long in with username and password
- Step 4: When home screen appears, click on e-mail tab
- Step 5: Check your e-mail!

Thank you for your help in assisting students become familiar with **MyECC** e-mail and all the services available online.

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Students can check their *MyECC* e-mail from the following locations: Admissions Office, Compton Center Library, Learning Center G-39, Writing Lab F-39, Math Lab MS 203, Welcome Center D-27, Financial Aid Lab E-17, and Voc Tech Room 209.

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EL CAMINO COLLEGE ASKS...
GOT E-MAIL?

How to Check your *MyECC* E-mail:

STEP 1: Go to www.elcamino.edu
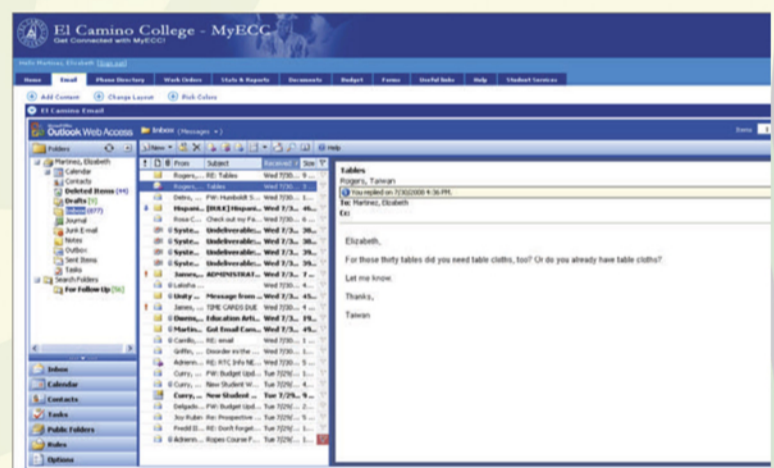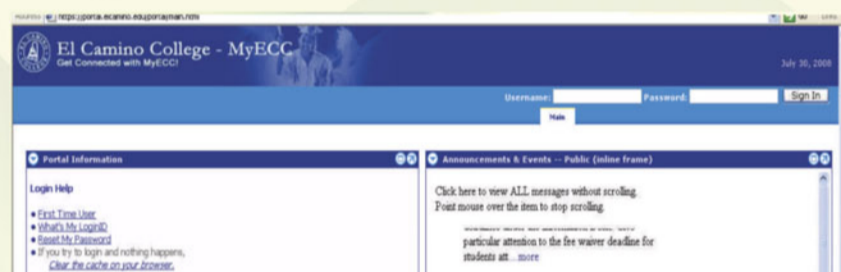
STEP 2: Click on *MyECC*

STEP 3: Log in with your username and password

STEP 4: When the home screen comes up, click on the e-mail tab

STEP 5: Check your e-mail!

Have you checked your
MyECC e-mail lately?
Find out what you're missing!

Check your **e-mail** on campus at the following locations: Student Services Bldg. kiosk, Library 101 reference, Library Media Technology Center (LMTC) Commons

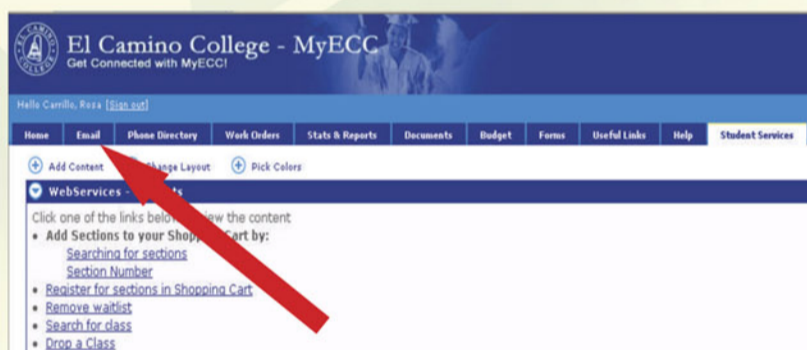# EL CAMINO COLLEGE COMPTON CENTER ASKS...

GOT E-MAIL?

How to Check your *MyECC* E-mail:

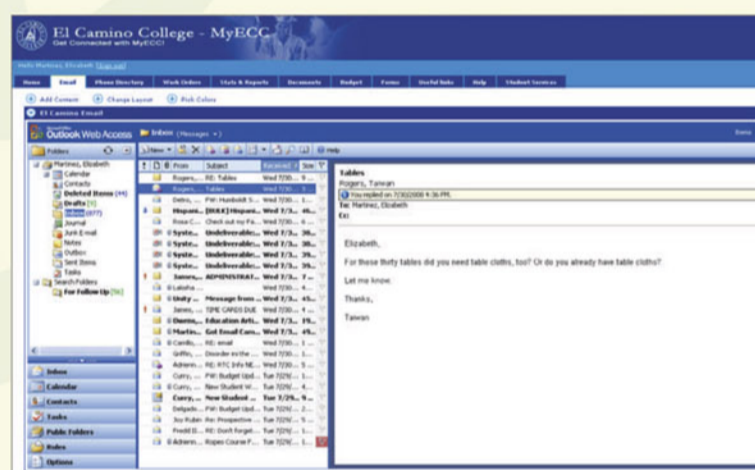**STEP 1:** Go to www.compton.edu

STEP 2: Click on *MyECC*

STEP 3: Log in with your username and password

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The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexualorientation, physical or mental disability or retaliation.

EL CAMINO COLLEGE COMPTON CENTER • 1111 E. Artesia Blvd • Compton, CA 90221
www.compton.edu • 310-900-1600

El Camino Community College District
CAMPUS WIDE EARTHQUAKE DRILL
Thursday, November 13, 2008 – 10 a.m.

Instructions for Faculty

At 10:00 a.m., you will hear alert sounds from the Police vehicles throughout campus. This sound simulates the beginning of a major earthquake. Do the following:

1. Announce to students "THIS IS A DRILL, WE ARE EXPERIENCING AN EARTHQUAKE – STAY CALM AND DUCK, COVER, AND HOLD ON UNTIL FUTHER NOTICE". Take refuge under a sturdy object.

2. After approximately one minute, the earthquake simulation will end and you may direct students to exit from cover and SHELTER IN PLACE until you receive further notice.

3. Inform students that when given notice or when the fire alarms are activated, that you will begin to evacuate in an orderly manner to the building's designated assembly area.

4. As you begin to evacuate, take direction to your assembly area from your building emergency responders.

5. Stay in your assembly area until given notice by the Building Captain to return to the building.

End of Drill – Thank you for your participation in this important exercise. By participating, you will help us to get ready for big earthquakes and to prevent disasters from becoming catastrophes.

See protocols on the reverse that will save your life!

What to do!

If you are indoors, duck or drop down to the floor.

- **DROP** to the ground (before the earthquake drops you!),

- Take **COVER** by getting under a sturdy desk or table, and

- **HOLD ON** to it until the shaking stops.

If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building. Do not try to run to another room just to get under a table.

The main point is to not try to move but to **immediately** protect yourself as best as possible where you are. Earthquakes occur without any warning and may be so violent that you cannot run or crawl; you therefore will most likely be knocked to the ground where you happen to be. You will never know if the initial jolt will turn out to be start of the big one. Drop, Cover, and Hold On before you know.

If you are outside, get into the open, away from buildings, power lines and trees.

What NOT to do!

DO NOT get in a doorway! An early earthquake image of California is a collapsed adobe home with the door frame as the only standing part. From this came our belief that a doorway is the safest place to be during an earthquake. In modern houses and buildings, doorways are no safer, and they do not protect you from flying or falling objects. Get under a table instead!

DO NOT run outside! Trying to run in an earthquake is dangerous, as the ground is moving and you can easily fall or be injured by debris or glass. Running outside is especially dangerous, as glass, bricks, or other building components may be falling. You are much safer to stay inside and get under a table.

"If you don't know how to act in an emergency….find out now!"