



**OFFICERS & EXECUTIVE COMMITTEE**

President	<b>David Vakil</b>	VP Faculty Development	<b>Chris Gold</b>
VP Compton Educational Center	<b>Saul Panski</b>	VP Finance and Special Projects	<b>Lance Widman</b>
Curriculum Chair	<b>Lars Kjeseth</b>	VP Legislative Action	<b>Chris Wells</b>
VP Educational Policies	<b>Chris Jeffries</b>	Secretary	<b>Claudia Striepe</b>

**Senate Mailing List**

<u>Adjunct</u>		<u>Health Sci &amp; Athletics/Nursing</u>		<u>Natural Sciences</u>	
<b>Michael Mangan</b> - English	09/10	<b>Tom Hazell*</b>	09/10	<b>Miguel Jimenez</b>	11/12
_____ (vacant)		_____ (vacant)		<b>Chuck Herzig</b>	11/12
		_____ (vacant)		<b>Teresa Palos</b>	10/11
<u>Behavior &amp; Social Sciences</u>		<b>Pat McGinley</b>	09/10	<b>David Vakil*</b>	10/11
<b>Randy Firestone</b>	11/12	<b>Kathleen Rosales</b>	11/12	_____ (vacant)	
<b>Christina Gold</b>	10/11			<u>Academic Affairs</u>	
<b>Angela Mannen</b>	Fall 09	<u>Humanities</u>		<b>Quajuana Chapman</b>	
<b>Lance Widman*</b>	08/09	<b>Brent Isaacs</b>	11/12	<b>Dr. Francisco Arce</b>	
<b>Michael Wynne</b>	08/09	<b>Peter Marcoux</b>	11/12	<u>Associated Students Org.</u>	
<u>Business</u>		<b>Kate McLaughlin</b>	11/12	<b>Joshua Casper</b>	
<b>(Election pending)</b>	11/12	<b>Bruce Peppard</b>	11/12	<b>Ana Safazada</b>	
<b>Philip Lau</b>	11/12	<b>Jenny Simon</b>	11/12		
<b>Jay Siddiqui*</b>	11/12	<u>Industry &amp; Technology</u>		<u>Board of Trustee, Area 5</u>	
<u>Compton Educational Center</u>	(1 yr terms)	<b>Patty Gebert</b>	09/10	<b>Miss Maureen O'Donnell</b>	
<b>Saul Panski</b>	09/10	<b>Ed Hofmann</b>		<u>President/Superintendent</u>	
<b>Estina Pratt</b>	09/10	<b>Douglas Marston*</b>		<b>Dr. Thomas Fallo</b>	
<b>Tom Norton</b>	09/10	<b>Lee Macpherson</b>	09/10		
<b>Jerome Evans</b>	09/10	_____ (vacant)		<u>The Union</u>	
<b>Darwin Smith</b>	09/10	<u>Learning Resource Unit</u>		<b>Editor</b>	
<u>Counseling</u>		<b>Claudia Striepe*</b>	10/11	<u>Dean of Math</u>	
<b>Christina Pajo</b>	11/12	<b>Moon Ichinaga</b>	10/11	<b>Don Goldberg</b>	
<b>Brenda Jackson*</b>	10/11	<u>Mathematical Sciences</u>		<u>Counseling</u>	
<b>Chris Jeffries</b>	10/11	<b>John Boerger</b>	10/11	<b>Ken Key</b>	
<u>Fine Arts</u>		<b>Greg Fry</b>	10/11	<u>Natural Science</u>	
<b>Ali Ahmadpour</b>	11/12	<b>Marc Glucksman*</b>	09/10	<b>Chas Cowell</b>	
<b>Randall Bloomberg</b>	11/12	<b>Susan Taylor</b>	11/12	<u>Ex-officio positions</u>	
<b>Patrick Schultz</b>	11/12	<b>Paul Yun</b>	10/11	ECCFT President	
<b>Chris Wells*</b>	11/12			<b>Elizabeth Shadish</b>	
<b>Mark Crossman</b>	11/12			Curriculum Chair	
				<b>Lars Kjeseth</b>	

Dates after names indicate the last academic year of the senator's three year term, except for Compton senators who serve one-year terms. For example 11/12 = 2011-2012.

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



**SENATE'S PURPOSE (from the Senate Constitution)**

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

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

<b><u>FALL 2009</u></b>		<b><u>SPRING 2010</u></b>	
September 15	Communications 104	March 2	Communications 104
October 6	Communications 104	March 16	Communications 104
October 20	Communications 104	April 6	Communications 104
November 3	Communications 104	April 20	Communications 104
November 17	Communications 104	May 4	Communications 104
December 1	Communications 104	May 18	Communications 104
December 15	Communications 104	June 1	Communications 104

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS**

<b><u>FALL 2009</u></b>		<b><u>SPRING 2010</u></b>	
September 17	Board Room	March 4	Board Room
October 8	Board Room	March 18	Board Room
October 22	Board Room	April 8	Board Room
November 5	Board Room	April 22	Board Room
November 19	Board Room	May 6	Board Room
December 3	Board Room	May 20	Board Room
		June 3	Board Room



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# Committees

<u>Senate</u>	<u>NAME</u>	<u>CHAIR</u>	<u>DAY</u>	<u>TIME</u>	<u>ROOM</u>
ASSESSMENT OF LEARNING (SLOs)		Jenny Simon			
COMPTON FACULTY COUNCIL		Saul Panski	Thursdays	2:00-3:00	CEC Board
CURRICULUM		Lars Kjeseth	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.	2:30-4:30	Board Room
EDUCATION POLICIES		Chris Jeffries	2 <sup>nd</sup> & 4 <sup>th</sup> Tues.	12:30-2:00	SSC 106
PLANNING & BUDGETING		Arvid Spor	1 <sup>st</sup> & 3 <sup>rd</sup> Thur	1:00 – 2:30	Library 202
FACULTY DEVELOPMENT		Chris Gold	2 <sup>nd</sup> & 4 <sup>th</sup> Tues	1:00 – 1:50	ADM 127
CALENDAR		Jeanie Nishime	Sep 30	3pm	Board Room
ACADEMIC TECHNOLOGY		Jim Noyes, Virginia Rapp	Sep 24 Nov 12	12:30 – 2:00 pm	Library 202
<b><u>Campus</u></b>					
ACCREDITATION		Francisco Arce , Arvid Spor, Evelyn Uyemura			
BOARD OF TRUSTEES		Nate Jackson	Mondays	4:00	Board Room
COLLEGE COUNCIL		Tom Fallo	Mondays	12:00-1:00	Adm. 127
DEAN'S COUNCIL		Francisco Arce	Thursdays	9:00-10:30	
CAMPUS TECHNOLOGY		John Wagstaff	3 <sup>rd</sup> Weds.	2-3:00 pm	
ENROLLMENT MANAGEMENT		Arvid Spor	Thursdays	9-10:00 am	Library 202

# ACADEMIC SENATE ATTENDANCE & MINUTES

15<sup>th</sup> September, 2009

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

Behavioral & Social Sciences	
<u>Gold, Christina</u>	X
<u>Widman, Lance</u>	X
<u>Wynne, Michael</u>	X
<u>Mannen, Angela</u>	X

Business	
<u>Saddiqui, Junaid</u>	X
<u>Lau, Philip S</u>	

Counseling	
<u>Jackson, Brenda</u>	X
<u>Jeffries, Chris</u>	X
<u>Key, Ken</u>	
<u>Pajo, Christina</u>	X

Fine Arts	
<u>Ahmadpour, Ali</u>	X
<u>Bloomberg, Randall</u>	X
<u>Crossman, Mark</u>	
<u>Schultz, Patrick</u>	X
<u>Wells, Chris</u>	X

Health Sciences & Athletics	
<u>Hazell, Tom</u>	EXC
<u>McGinley, Pat</u>	X
<u>Rosales, Kathleen</u>	X

Humanities	
<u>Isaacs, Brent</u>	X
<u>Marcoux, Pete</u>	X
<u>McLaughlin, Kate</u>	X
<u>Peppard, Bruce</u>	X
<u>Adrienne Sharp</u>	EXC
<u>Simon, Jenny</u>	X

Industry & Technology	
<u>Gebert, Pat</u>	X
<u>Hofmann, Ed</u>	X
<u>MacPherson, Lee</u>	X
<u>Marston, Doug</u>	X

Learning Resources Unit	
<u>Striepe, Claudia</u>	X
<u>Ichinaga, Moon</u>	X

Mathematical Sciences	
<u>Boerger, John</u>	
<u>Fry, Greg</u>	X
<u>Glucksman, Marc</u>	X
<u>Taylor, Susan</u>	X
<u>Yun, Paul</u>	

Natural Sciences	
<u>Cowell, Chas</u>	
<u>Herzig, Chuck</u>	X
<u>Jimenez, Miguel</u>	X
<u>Palos Teresa</u>	X
<u>Vakil, David</u>	X

Academic Affairs	
<u>Chapman, Quajuana</u>	

ECC CEC Members	
<u>Evans, Jerome</u>	
<u>Norton, Tom</u>	
<u>Panski, Saul</u>	X
<u>Pratt, Estina</u>	X
<u>Smith, Darwin</u>	

Assoc. Students Org.	
<u>Caspar, Joshua</u>	
<u>Safazada, Ana</u>	

Ex- Officio Positions	
<u>Arce, Francisco</u>	X
<u>Nishime, Jeanie</u>	X
<u>Shadish, Elizabeth</u>	
<u>Kjeseth, Lars</u>	X

Guests and/Other Officers: Arvid Spor (Dean's Rep), Barbara Jaffe.

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

The first Academic Senate meeting of the Fall 2009 semester was called to order at 12:34pm

Approval of last Minutes:

The minutes [pp. 5-8 of packet] from the last Academic Senate meeting were unanimously approved.

**REPORTS OF OFFICERS**

President's report – Dave Vakil (henceforth DV)

DV noted that policing efforts would be increased per JoAnn Higdon's email in the "Student Profanity" email chain.

DV announced that he was seeking volunteers for varied assignments. The Compton Educational Center will be conducting twenty five faculty evaluations this semester. ECC faculty volunteers are needed to sit on the evaluation panels. DV noted that this would be paid time. Interested faculty can speak to their Deans, and DV asked Senate members to spread the word to colleagues.

The Basic Skills Regional Conference is to be held in Burbank, Oct 29-30, and volunteers are needed to attend this conference.

Volunteers are also sought for the Calendar Committee, which meets infrequently. P. McGinley volunteered for this Committee.

DV expressed a wish to have Senators present Division Program Review highlights at future Senate meetings. DV asked for volunteers, and P. Marcoux, C. Striepe, P. McGinley, and K. McLaughlin volunteered to be amongst the first presenters. DV asked the presenters to provide **brief** answers to the following questions:

1. Who does your program serve and why is this program beneficial to the community?
2. List 2-3 important items from your program review that are interesting or important.
3. List 2 things you'd like other faculty to know about your program.

The presenters were asked to send a copy of their presentations in writing to the Senate President and the presentations may be sent to the listserv and/or posted on the senate webpage.

DV updated the Senate on Faculty Accreditation Efforts, thanking Evelyn Uyemura for taking a leading role in accreditation response, along with Dr. Spor and Dr. Arce. Program Review has seen tremendous progress with 59 Program reviews in 6 years, 31 in past 2 years, 22 last year. Curriculum Review has also been busy, reviewing 687 courses since February, including 388 during summer. ECC was on warning as we had fallen behind in review.

DV outlined some goals for the semester.

The need for a program discontinuance policy also remains unaddressed. S. Panski noted that Compton would like to be a part of any discussion on this issue. D. Marston said that Title V requirements would have to be consulted.

A Collegial consultation policy is needed efforts to restore/expand release time for vital functions (e.g., SLOS, Curriculum)

Lastly, DV would like to introduce a Senate newsletter. Please contact DV if you feel you can help with this.

DV went on to list items for future discussions:

- What is the number of online classes that can be taught per faculty
- Can we introduce an online catalog of record – this would allow for faster updates?

DV reported on the filling of vacant Academic Senate Officer positions. M. Kline had been slated to take the position of VP Faculty Development. Mr. Kline instead is the new Faculty Coordinator for Humanities; and Chris Gold (History) was appointed VP-Faculty Development. It is hoped to replace the VP Legislative Action position with a VP-Instructional Effectiveness, when ratified and when reassign time is available. In the meantime, Chris Wells has been appointed to continue as VP Legislative Action.

DV noted that, on his looking through the Program Reviews he had observed that 13 programs made unsolicited requests to create department chairs. DV asked whether the Academic Senate should pursue the creation of a department chairs? How faculty opinion on this issue could be gathered, and whether this would help students? A. Ahmadpour suggested asking faculty to respond to a questionnaire or survey, the results of which could be discussed at a forum and then put to a vote. P. Marcoux suggested making the topic part of a Flex Day discussion. A. Spor asked whether these would be funded positions. P. McGinley asked what the purpose of the Department Chairs would be. S. Panski asked how Department Chairs would differ from Faculty coordinators? After lively discussion it was decided to query faculty about the possibility of creating department chairs. Departments and faculty would be asked two questions at department meetings and/or Division Councils. The questions are:

1. Should the Academic Senate pursue the creation of a department chair model?
2. What would be the role(s) [or purpose] of a department chair?

The results of this survey will be discussed at the October 20<sup>th</sup> meeting. Senators are asked to submit their department/Division answers, in writing, to DV before the October 20<sup>th</sup> meeting.

#### Compton Education Center - Saul Panski (SP)

SP noted that a CEC goal is to foster a closer relationship with the ECC Senate and increase participation on ECC committees.

SP reported that the CEC Faculty Council Topics for the 9/17/09 meeting would include

- Campus policies for dealing with H1N1 virus
- Discussion of ECC Accreditation Responses
- Comprehensive Faculty Evaluations

Council topics for the 10/8/09 meeting would include

- Update on CEC First Year Experience Program
- On Course Workshops

SP was happy to report that the CEC headcount is up to approx. 5000 students, with a fill rate of 81% and they are posting 2139 FTES.

Curriculum Committee report – Lars Kjeseth (LK)

See packet [pp 11-29] for the minutes from the last Curriculum meeting. LK proposed in the interests of saving space and trees, not to include the complete minutes of Curriculum meetings in the Senate packet any longer as they sometimes ran to dozens of pages. The full minutes and corrections will be posted on the Curriculum web site and Lars will provide highlights for the Senate packet.

- LK reported that the Committee will
- convert entire curriculum creation and review to CurricUNET (from CurricUWARE)
  - Review all out-of-compliance courses (those that have not been reviewed in 6 years or more)
  - Modify procedures so that
    - Faculty control the process. LK felt the control (and input of materials into CurricUNET) should be transferred from administrative assistants to the faculty.
    - Six-year review cycle (two-year for CTE courses) is maintainable
    - Workload for Curriculum Chair is roughly 12 - 16 hours a week

LK noted that other goals for the Committee include:

- Redefining the role of Division CCC Representatives
- Increasing faculty ownership of the Curriculum Creation/Review Process

A. Ahmadpour suggested that not enough attention is being paid to course content and that all relevant faculty should be looking at the content. P. Marcoux replied that this should be happening per: process. A. Ahmadpour said it might happen when a new course is introduced, but not for course review, at least not in his Division. LK agreed that there seemed to be an inconsistent understanding of the process. LK said he would draft a document “What is Course Review” to share with Divisions. LK asked that other ideas and concerns be mailed to him.

Senate president Vakil broke in here to recognize , via the presentation of certificates, faculty who were moving from one academic rank to another. DV noted these excerpts from the College Catalog p. 238

- The Academic Senate has developed the academic rank. It is not an official appointment by the Board of Trustees but, instead, is a traditional practice which recognizes professional preparation and experience.
- Instructor: This rank is for probationary (contract) faculty members who do not qualify for higher rank.
- Associate Professor: Tenured faculty members who are at least at Step 7 on the salary schedule.
- Professor: Tenured faculty members who are at least at Step 10 (Class V) on the salary schedule or Step 13 (Class I-IV) on the salary schedule.

The new Associate Professors are:



Rebecca Bergeman, Eric Carlson, Jason Davidson, Julio Farias, Chris Gold, Eyal Goldmann, Amy Himsel, Kathryn Holmes, Laurie Houske, Ron LaFond, Julia Land, Andrea Micallef, Eduardo Morales Eduardo Munoz, Vivian Nemie, Rodolfo Otero, Yasna Ouwerkerk, Valencia Rayford, Sabra Sabio, Pamela Santelman, Darrell Thompson, Marianne Waters, Karen Whitney, Merriel Winfree.

The new Professors are:

Francesca Bishop, Carl Broderick, Nancy Freeman, Amy Grant, Randy Harris, Chuck Herzig, Matt Kline, Cheryl Kroll, Pete Marcoux, Kathy Morgan, Kris Numrich, Dan Richardson, Lori Suekawa, David Vakil, Chris Wells.

#### VP- Faculty Development – Chris Gold (CG)

CG reported that that on-going programs like the Teaching Book Club were ready to commence and would soon be sending out emails. The Mentorship program had 20 full- time faculty interested in being mentors and 6 or 7 faculty had already been matched up. The Mentorship program was also talking of expanding it's membership to include the Business, and Math Divisions, and the CEC had also approached the Committee about introducing the program there.

CG spoke about a new program that was ready to launch. A “Hot Topics” flex activity on issues of interest to faculty. The format would vary from discussion, to debate, to presentations. The first topic is “On-line Instruction: enrollment, retention and success rates” to be presented on Thursday, September 24 1:00-1:50 West Library Basement (outside the Staff Development Office). Irene Graff will present the statistics, and Alice Grigsby will be available to answer questions.

#### VP – Educational Policies – Chris Jeffries (CJ)

CJ asked for volunteers for the Educational Policies Committee which meets on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays of the month from 12:30 – 2:00pm in Conference Room 106 in the Counseling Building. CJ wants to make the Policies and Procedures more visible to users.

CJ did not have time to speak fully. Below are goals and first tasks outlined in Powerpoint

- Ed Policies Goals:
- Keep up-to-date on current existing Board Policies as it relates to Academic Affairs
- Follow Title 5 changes and create or revise Board Policies to comply with Ed Code
- Establish administrative procedures for all Board Policies
  - Have these procedures accessible to all faculty, staff, and students either on the web and/or in the college catalog and/or class schedule.
- What's up first:
  - BP & AP 4020 – Program, Curriculum and Course Development – revisit
  - BP 4225 Course Repetition – many changes in Title V that must be addressed immediately
  - Equivalency to Minimum Qualifications policy – Ed Code Section 87358
  - Several policy changes in Admissions & Records are coming later this year

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

[pp. 47-49 of packet] PBC Minutes for the meeting of 7/30/09. This meeting was largely a brainstorming session about possible spending reductions and revenue increases at ECC even though the 09-10 State budget had not yet been adopted.

[pp. 50-52 of packet] PBC Minutes for the meeting of 8/20/09. VERY important information included in these minutes based on Pres. Fallo's presentation about the proposed 09-10 Final Budget, assumptions, revenues/expenditures, to be presented to the Board for adoption in September. The proposed Final Budget was subsequently endorsed by the PBC at its meeting on 9/3. LW asked that Senators Please, READ CAREFULLY.

[pp. 53-55 of packet],PBC Minutes for the meeting of 8/6/09. Extensive discussion of the VP's Area prioritization plans. LW asked that Senators Please, READ CAREFULLY.

LW noted that a change in his teaching schedule makes it virtually impossible for him to attend the Council of Deans meetings, held on the 1<sup>st</sup> and 3<sup>rd</sup> Thursdays of the month. The Council meets from 9:00am to roughly 10/10:30. A volunteer is needed and the only obligation is your presence and making a report about any significant actions taken by the AS the previous Tues. The AS absolutely needs a voice and presence at these meetings. DV called for a volunteer and M. Inchinaga volunteered.

VP - Legislative Action – Chris Wells (CW)

No report.

**REPORTS OF SPECIAL COMMITTEES**

Student Learning Outcomes – Jenny Simon (JS)

[pp92-96 of packet] contains a detailed timeline of action items. JS reported that this will be included in the Accreditation response, so it is important that we keep to the timeline. JS provided a few highlights, noting that by

- June 2009 – 1st draft of Program-Level statements were due for completion
- Dec 2009 – 1 SLO assessment proposal for all courses AND for each program-level SLO are due.

JS distributed a list of where each Division stood as of mid- August. Senators were asked to share this with their Division SLO Committees.

JS also noted that the following should happen on an annual basis:

- Every December: assess existing course SLOs
  - Small programs: 2 complete cycles per year
  - Medium programs: 3 complete cycles per year
  - Large programs: 4 complete cycles per year
- Every June: submit program SLO assessment

- It was noted that JS is coordinating the entire campus effort on her own.

## **UNFINISHED BUSINESS**

### BP 5500 Academic Honesty and Standards of Conduct and AP 5520 Student Discipline and Due Process Procedure

[pp 56- 64 of packet] It was noted that, while the Academic Honesty & Standards of Conduct have been approved, there had also been amendments made upon further discussion in the Deans' Council.

It was noted that changes had only been made in Academic Honesty - specifically:

- P. 57 top line, item vi: obtaining/copying exams is allowed unless prohibited. PREVIOUSLY: "Obtaining or copying exams or test questions when prohibited by the instructor"
- Item ix: handing in same paper is allowed unless prohibited specifically. PREVIOUSLY: "Handing in the same paper or other assignment in more than one class when prohibited by the instructor"
- P. 59 items 1 & 3 shortened.
- P. 59 item 3 now says instructor "may" complete reporting form.
- Inserts: p 57 item b, e, f
- P. 61: inserted underlined section
- Processing times were increased

DV asked for Senate feedback and discussion followed. C. Wells called for a motion to revert to the previous wording of items vi and ix [pg 57] Dr. Arce noted that the Policy should be read in its entirety, otherwise things could be taken out of context. Dr. Nishime said that the Policy had not yet gone to the Board. C. Wells suggested tabling the issue for a full discussion at another meeting. DV felt there was not enough time. It was noted that if no action is taken the "old" Policy is affirmed. C. Wells withdrew his earlier motion.

C. Wells made a motion to accept all changes except those pertaining to items vi and ix [pg 57] which should revert to the original wording. C. Jeffries seconded the motion and it was carried unanimously. DV will discuss this on Monday at College Council.

## **NEW BUSINESS**

### Cancellation of All Winter Online Courses

Dr. Arce reported that he had to cut 75 sections from Winter/Spring to get back to the base figures of 2005. We are already 2,400 FTES over cap, which means no reimbursement and increases the pressure to reduce sections. More cuts, not less, are probably a reality. DV asked why ALL the online Winter classes? Dr. Arce noted it seemed a reasonable step given the low success and retention rates of online classes vs traditional classes. Dr. Arce distributed a chart to illustrate this point. Dr. Arce further pointed out that many schools are reducing Summer Sessions and cutting Winter Sessions entirely. So we are holding our ground, but may have to reduce more. The College is prioritizing cuts in areas that show low retention. 29 sections were cut from Winter, with more to come until we reach 75.. C. Jeffries noted that the College already does not offer smaller courses in Winter. S. Panski asked what this meant for the future. Will Distance

Education classes always be cut? S. Panski felt this sent a message to faculty that would discourage them from training for and offering online instruction. Dr Arce said that the message is that the College has concerns about the Distance Education classes. The College has not done a good enough job training and supporting faculty, and in training and supporting students.

Dr. Arce said ECC is recruiting for specialist positions in Distance Education Academic Support and Distance Education Faculty Development.

C. Wells felt that there were then some problematic statements in Program Review. Dr. Arce said that these statements would have to be removed. Dr. Jaffe noted that she had removed them. S. Panski said that Distance Education is an avenue that it is important to keep open for certain students. Dr. Arce agreed that it is an important program, but felt we may have grown the program too quickly, and it was time to regroup, reassess and give better support.

DV thought cancelling the classes sent a message to faculty and students that we would now have to work hard to reverse. DV asked why the issue had not been brought to faculty before the decision was made. Dr. Arce replied that although the issue was bound to be controversial, quick action was needed. Dr. Arce agreed that all faculty should be aware of the need for these actions.

#### **PUBLIC COMMENT**

DV noted that meetings would be held in Communications 104 until further notice.

The meeting adjourned at 2:11pm

*CS/ecc2009*

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting September 14, 2009

Present: Francisco Arce, Josh Casper, Thomas Fallo, Irene Graff, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Gary Robertson, Elizabeth Shadish, Luukia Smith, David Vakil.

1. Evaluation Results discussion

- a. #7 Supports and abides by areas involving professional activities legally delegated to the Academic Senate. There was a comment about how BP 2510 played out. It was felt that it was pushed through. Strong concerns were reported at the Board meeting. This policy will be brought back and will be one of our goals for the year.
- b. #9 Primarily focuses on students. It is hard to phrase issues and questions to focus on students. It isn't top of our agenda but a lot of what we do revolves around students. We don't ask how something affects students, it is more each persons own perspective not what is best for students. Policies last year primarily focused on students. When minutes were reviewed "students" did not appear. We don't talk about students enough. We are losing site of students. The fee increase was mentioned. There is a concern that students will get dropped that shouldn't be dropped.
- c. 10.1 Focus on responding to the Accrediting Commissions Recommendations. We don't talk a lot about this but we do give updates. Our role is to review reports. Constituent groups concerns should be brought to appropriate people. If someone has an issue with the report it can be brought here.
- d. 10.7 Incorporate the spirit of Accreditation in every day college operations. We didn't do a good job last year. What should be the criteria for student success? We can look at the Accountability Reporting for the Community Colleges. We can look at graduation rates, and student success rates. How often do we discuss these issues on a daily basis? The discussion is critical. Success and retention is discussed in Cabinet. Success and retention is a starting point and we are moving towards things like improvement.
- e. 10.8 Academic integrity as a team. Pete was going to determine how this could be measured.
- f. 10.9 Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe. In the most recent event with the student making false charges, we are not going to ask the student to repay any expenses. We respond to any complaint. The campus is a safe environment and our students are very respectful. When we totally focus so much energy on students who are rowdy it sends the wrong message. Jo Ann sent out an email outlining things we are doing for safety on campus. A request was made to send out information about things done by administrators.

2. We will set our goals next week.

Agenda for the September 21, 2009 Meeting:

1. Minutes of September 14, 2009
2. BP 3430 Prohibition of Sexual and Other Forms of Harassment
3. BP 5500 Academic Honesty & Standards of Conduct
4. AP 5520 Student Discipline & Due Process Procedure
5. College Council Goals 2009-10

College Council Goals 2008-2009

1. Focus on responding to the Accrediting Commissions Recommendations.
2. College Council members will report to and from their constituent groups. This will be done quarterly.
3. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010.
4. Continue to build a sense of (campus) community. Assigned to Luukia & Angela.
5. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted.
6. All Administrative Procedures that accompany Policies will go through College Council.
7. Incorporate the spirit of Accreditation in every day college operations.
8. Academic integrity as a team. Pete will determine how this can be measured.
9. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe.

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting September 21, 2009

Present: Francisco Arce, Josh Casper, Thomas Fallo, Bob Gann, Ann Garten, Irene Graff, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Luukia Smith, Arvid Spor, and David Vakil.

I. College Council Goals 2009-2010

1. Develop tools to assess goals.
2. Improve intra-campus communications. President Fallo has offered to put information monthly in the President's Newsletter about what is going on in College Council. This will be very brief containing general information.
3. College Council members will report to and from their constituent groups. This will be done quarterly.
4. Develop and communicate fiscal issues facing the college and center throughout the year.
5. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
6. Support the administration of a Campus Climate survey to be administered to all constituents at El Camino College and Compton Center. Review and discuss results and make recommendations as needed.
7. Complete 10 policies. Spring semester goal: BP 2510 pending determination by the Accrediting Commission of our status.
8. Continue to build a sense of community.
9. Concentrate on positive things happening on campus and increase amount of recognition of work well done.
10. Incorporate a culture of evidence based decision making in every day college operations. (Francisco will come up with formal wording for this.)

II. College Goals – for Strategic Planning/Planning Summit

1. Review current status of efforts to become a “green college.” Recommend short-term and long-term environmental sustainability goals for the college.
2. Develop strategies to integrate the college and the center.

Agenda for the September 28, 2009 Meeting:

1. Minutes of September 21, 2009
2. BP 3430 Prohibition of Sexual and Other Forms of Harassment
3. BP 5500 Academic Honesty & Standards of Conduct
4. AP 5520 Student Discipline & Due Process Procedure
5. Finalize College Council Goals 2009-2010

EL CAMINO COLLEGE  
Office of the President  
Minutes of the College Council Meeting September 28, 2009

Present: Francisco Arce, Josh Casper, Thomas Fallo, Ann Garten, Irene Graff, Jo Ann Higdon, Jeanie Nishime, Michael Odanaka, Barbara Perez, Susan Pickens, Elizabeth Shadish, Luukia Smith, Arvid Spor, and David Vakil.

1. Board Policy – 3430 – Prohibition of Sexual and Other Forms of Harassment. This is a slight revision based on legal advice. The language was too vague and needed more direction. The E-Board thinks the language favors the offender. People were challenging on free speech issue. It was asked if we should add “gender identity” since it is used elsewhere. Irene has seen some examples and will bring them to College Council.
2. Board Policy – 5500 – Academic Honesty & Standards of Conduct. The original Academic Senate wording was being used on I.a.vi. Obtaining or copying exams or test questions unless allowed by the instructor, and I.a.ix. Handing in the same paper or other assignment in more than one class unless allowed by the instructor. Josh is uncomfortable with the Senate’s wording on these. ASO believes it should be the instructors’ responsibility to define at the beginning of the class or in the syllabus since they are the class manager. Josh will send someone to the Academic Senate to speak to this issue. On II.f. “College staff member” will be added. Luukia requested that the BP 5138 omissions from V. Harassment and Threatening/Violent Behavior – be put back in. Jeanie will make these changes and will email to College Council.
3. Administrative Procedure 5520 – Student Discipline & Due Process Procedure. An additional change was made on 7. Immediate Suspension. This change was made because of an incident at the Compton Center. We are still awaiting legal opinion on this. It was requested to change all occurrences of “5 days” to “10 days” for consistency.
4. David will develop a list of responsibilities for College Council members.
5. College Council Goals 2009-2010
  1. Improve internal communications
  2. Communicate fiscal issues facing the College and Center throughout the year.
  3. Review – El Camino Community College District – Vision Statement, Mission Statement, Statement of Values. Recommend revisions, as appropriate, to Guiding Principles & Strategic Goals for new 2010-2013 document.
  4. Support, review, and discuss results of a Campus Climate survey.
  5. Complete 10 + 1 policies and accompanying procedures.
  6. Continue to build a sense of community.
  7. Increase the amount of recognition for work well done.
  8. Incorporate evidence based decision making.



Agenda for the October 5, 2009 Meeting:

1. Minutes of September 28, 2009
2. Team Reports
3. BP 3430-Prohibition of Sexual and Other Forms of Harassment
4. BP 5500-Academic Honesty & Standards of Conduct

**EL CAMINO COLLEGE  
COLLEGE COUNCIL**

**SELF-EVALUATION QUESTIONNAIRE 2008-2009 – RESULTS**

The following responsibilities are outlined in Procedure 2510.

9 out of 11 received.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Reviews recommendations from committees designated as Collegial Consultation committees. Comments: <b>I think we get little coming from committees</b>	5	5		
2. Serves as the primary, non-bargaining source for discussion and communications regarding campus-wide issues and policies. Comments: Good forum for discussion of college issues.	6	4		
3. Provides feedback to the Superintendent/President regarding such issues as planning, policy development and coordination, campus and council priorities. Comments:	5	3	1	
4. Focuses on broad issues, not day-to-day administration of the College. Comments: <b>We try but sometimes we do get bogged down in details. On occasion, gets in too much detail.</b>	1	7	1	
5. Operates on a consensus-building basis or a majority vote in an advisory capacity. Comments:	4	3	1	1
6. Supports and abides by areas governed by collective bargaining agreements. Comments:	3	6		
7. Supports and abides by areas involving professional activities legally delegated to the Academic Senate. Comments: <b>Question about how BP2510 played out.</b>	3	4	2	
8. Ensures that major recommendations of the College are consistent with the educational mission of the College. Comments: <b>Question about “ensures” do we all know the mission statement.</b>	3	5		1

	Strongly Agree	Agree	Disagree	Strongly Disagree
9. Primarily focuses on students. Comments: <b>While most of what the college does focuses on students, they are not always our focus.</b>		6	2	1
10. <b>2008-2009 Goals – Did we accomplish the following goals:</b>				
1. Focus on responding to the Accrediting Commissions Recommendations. Comments: <b>Not much discussion or input, to date, has taken place during College Council.</b>	4	4	1	
2. College Council members will report to and from their constituent groups. Comments: <b>I think some do, just not sure how many or how far the message</b>	3	4	2	
3. Review annually – El Camino Community College District – Vision Statement, Mission Statement, Statement of Philosophy, Statement of Values, Guiding Principles & Strategic Goals for 2007-2010. Comments: <b>I joined late this year so I don't know if this happened. I don't recall us talking about this.</b>	6	1	1	
4. Continue to build a Sense of (campus) Community. Comments: Not sure of College Council's role here. <b>Nothing formally done.</b>	1	6	2	
5. Complete 10 policies and work towards pairing procedures with policies. The goal is to get everything posted. Comments: <b>We've done a good job of pairing procedures with policies but procedures are not yet posted to the web.</b>	3	5	1	
6. All Administrative Procedures that accompany Policies will go through College Council. Comments: <b>The new form has been helpful but needs to be better utilized.</b>	5	4		
7. Incorporate the spirit of Accreditation in every day college operations. Comments: <b>We are trying but I am not sure we have reached this goal.</b>	2	6	1	
8. Academic integrity as a team Comments: <b>Could be happening?</b>		7	1	
9. Empower and encourage faculty and staff to create a culture that is safe for students and conducive to learning. Physically safe and intellectually safe. Comments: <b>An important goal but I'm not sure of College Council's role in accomplishing this goal. Could be happening?</b>	1	5	2	

EL CAMINO COLLEGE  
NO SHOW REPORT ANALYSIS - FALL 2009

DIVISION	COMPLETED	NOT COMPLETED	TOTAL SECTIONS	PERCENT COMPLETED
Natural Science	150	5	155	97%
Mathematics	209	40	249	84%
Humanities	291	133	424	69%
Behavioral Science	199	91	290	69%
Business	92	44	136	68%
ITEC	86	96	182	47%
HEAL	142	195	337	42%
Fine Arts	110	267	377	29%
TOTAL	1279	871	2150	59%

COMPTON CENTER  
NO SHOW REPORT ANALYSIS - FALL 2009

DIVISION	COMPLETED	NOT COMPLETED	TOTAL SECTIONS	PERCENT COMPLETED
Natural Science	30	16	46	65%
Mathematics	35	26	61	57%
Humanities	30	92	122	25%
Fine Arts	9	45	54	17%
Business	6	36	42	14%
HEAL	11	68	79	14%
Behavioral Science	14	91	105	13%
ITEC	2	55	57	4%
TOTAL	135	374	509	27%
GRAND TOTAL	1414	1245	2659	53%

EL CAMINO COLLEGE COMPTON CENTER  
2-YEAR FTES AND NUMBER OF SECTION COMPARISONS

Academic Year-to-Year Comparison Compton Educational Center	2008-2009 Annual Report	2009-2010 FTES Goal	Change	% Change	2008-2009 Number of Sections	2009-2010 Number of Sections	Change	% Change
Summer	626.14	243.00 *	-383.14	-61%	243	232	-11.00	-5%
Fall	1,828.35	2,528.00	699.66	38%	503	572	69.00	14%
Winter	248.51	286.00	37.50	15%	84	115	31.00	37%
Spring	1,843.94	2,543.00	699.07	38%	485	603	118.00	24%
<b>Subtotal</b>	<b>4,546.92</b>	<b>5,600.00</b>	<b>1,053.08</b>	<b>23%</b>	<b>1,315</b>	<b>1,522</b>	<b>207.00</b>	<b>16%</b>
Summer 2009 (Credit FTES Shift)	453.08	0.00	-453.08	-100%				
<b>Total</b>	<b>5,000.00</b>	<b>5,600.00</b>	<b>600.00</b>	<b>12%</b>				

\* Please note: 453.08 Summer 2009 Credit FTES will be borrowed and reported on 2008-2009 Annual Report.

EL CAMINO COLLEGE  
2-YEAR FTES AND NUMBER OF SECTION COMPARISONS

Academic Year-to-Year Comparison El Camino College	2008-2009 Annual Report	2009-2010 FTES Goal	Change	% Change	2008-2009 Number of Sections	2009-2010 Number of Sections	Change	% Change
Summer	2,183.72	1,900.00	-283.72	-13%	590	579	-11.00	-2%
Fall	9,248.68	8,457.00	-791.68	-9%	2,351	2,215	-136.00	-6%
Winter	839.74	528.00	-311.74	-37%	228	206	-22.00	-10%
Spring	8,997.01	8,115.00	-882.01	-10%	2,248	2,226	-22.00	-1%
<b>Subtotal</b>	<b>21,269.15</b>	<b>19,000.00</b>	<b>-2,269.15</b>	<b>-11%</b>	<b>5,417</b>	<b>5,226</b>	<b>-191.00</b>	<b>-4%</b>
Summer 2009 (Credit FTES Shift)	0.00	0.00	0.00	0%				
<b>Total</b>	<b>21,269.15</b>	<b>19,000.00</b>	<b>-2,269.15</b>	<b>-11%</b>				

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: September 17, 2009**

**MEMBERS PRESENT:**

- |   |   |
|---|---|
| <input type="checkbox"/> Fornes, Jonathan – ASO                           | <input checked="" type="checkbox"/> Shenefield, Cheryl – Administrative Svcs. |
| <input checked="" type="checkbox"/> Jackson, Tom – Academic Affairs       | <input checked="" type="checkbox"/> Spor, Arvid – Chair (non-voting)          |
| <input type="checkbox"/> Ott, Jonathan – Campus Police                    | <input type="checkbox"/> Turner, Gary – ECCE                                  |
| <input checked="" type="checkbox"/> Quinones-Perez, Margaret – ECCFT      | <input checked="" type="checkbox"/> Tyler, Harold – Management/Supervisors    |
| <input checked="" type="checkbox"/> Reid, Dawn – Student & Community Adv. | <input checked="" type="checkbox"/> Widman, Lance – Academic Senate           |

**OTHERS ATTENDING:** Francisco Arce, Bob Gann, Luis Mancia, Jeanie Nishime, Barbara Perez, Emily Rader, Regina Smith

**Handouts:** Accreditation Follow-Up Report (narrative)  
Final Budget Assumptions – September 8, 2009

The meeting was called to order at 1:00 p.m.

**Approval of September 3, 2009 Minutes:**

The minutes were clarified and approved as amended:

1. Page 1, #3 – clarification: the \$831,080 categorical part-time faculty apportionment (8610) was partially eliminated (around 66%) at the state level but the entire amount was still listed in the final budget book.
2. Page 1, #5 – why did this account double when there are no elections this year? J. Ely and B. Perez responded to questions from last meeting. A. Spor will email responses to the committee members.
3. Page 1, #6 – which 8650 account on page 8 was cut? Correct TTIP account - reduced from \$48,743 to zero. Most Business Training Center accounts were cut. Faculty & Staff Diversity account was cut in half.
4. Page 2, #13 – B. Perez provided mid-summer recap based on 775 employees (A. Spor will email recap to committee) showing breakdown of benefit plan membership for each bargaining unit. Shows running total of health benefits costs for 2007, 2008, 2009 and 2010, with an overall increase of 6%. Delta Dental recommends a 4 ½% increase for 2010 – the college is spending almost everything taken in.
5. Page 2, #14 – is GASB in an irrevocable fund? This year decision is to be made whether or not all or part will be put in an irrevocable fund. Need follow-up discussion. Will ask J. Higdon to provide some information. Page 67 shows track record for GASB 45.
6. Page 3, item k – not known yet when Health Center will have proposal ready.
7. Page 3, #17 – delete last sentence, ‘Voting is by consensus.’ Add, “An opinion was expressed that voting representation was not balanced between management, faculty and classified.”
8. Page 3, item j – revise completion date to *March 2011*.

**Response letter to the Commission:**

1. Still modifying and updating report in response to Accrediting Commission’s eight recommendations. Report is due to on October 15, 2009.
2. Recommendation 1, page 4 – listed all Plan Builder plans for ECC and CEC showing breadth of plans by program. Most plans include program review recommendations done within the last six years. Matrix on page 66 shows program review, plan, goal and objective numbers, funding

source and amount. Over \$7.8M ECC and \$300,000 CEC plans were documented and funded. The response to this recommendation shows the College is doing what is asked, backed with documentation. ECC was cited for the same thing in 1990.

- a. An opinion was stated that the link between program review and institutional plans could stand to be strengthened. Cannot see connection between program level and area level in terms of overall plans for the College. Had trouble finding and accessing Academic Affairs plan in Plan Builder. Would like to see all division plans integrated into area plans; but, that would produce plans that were too-detailed and un-prioritized. Plans should be long-term and show some level of linkage between area, division and programs.
  - b. An opinion was made that the first sentence of the response on page 4, “El Camino College (ECC) has *fully implemented...*” is a little exuberant. No matter what the wording, ECC has met all of the components for full implementation.
3. Recommendation #2, page 8 – Timeline is posted on the VPAA webpage under *SLOs*. The College will reach proficiency defined by the AACJC rubrics no later than 2012. The Accrediting Commission expects all syllabi to contain SLOs. SLOs are posted on the portal.
  4. Recommendation #3, page 13 – curriculum was out of date. The college has made certain that the curriculum review process and program review process are in sync, and are on a six-year cycle – 182 curriculum need to be reviewed and will be completed this fall semester.
  5. Recommendation #4, page 18 – still being revised. Reviewed all online course syllabi from ECC and CEC and a table was developed analyzing what was required of students and how rigorous the syllabi. In many cases, syllabi were more rigorous for online than ‘face-to-face’ courses. Felt recommendation was unfairly assessed based on the six syllabi reviewed by the Accrediting team. Developed a template to help standardize online syllabi. Many student services are available to students online. Evaluated and collected data that show we are preparing the student for course expectations. Reviewed about 40 syllabi – some did not include SLO. Will review again to see if SLOs were included.
    - a. Page 19 – Services to Online Students: need additional explanation to support sentence “Online students can access tutoring services on campus...” This sentence is also vague: “...faculty members to hold at least one office hour per week online, and the majority of instructors teaching online do so.” Both sentences are explained in Appendix 7. More appropriate to place Appendix 7 after the last paragraph before the conclusion.
  6. Recommendation 5 – the Commission chose not to include in this response, but the College will have to address this on the third year mid-term report. This recommendation addressed issue of SLOs and faculty evaluation.
  7. Recommendation 6, page 21 – originally referred to CEC, but the Commission changed reference to ECC. Will provide documentation to show CEC is fiscally sound.
  8. Recommendation 7, page 23 – addressed the revised staffing plan for ECC and new staffing plan for CEC.
  9. Recommendation 8, page 25 – updating the Educational Master Plan for ECC and developing new Educational Master Plan for CEC. Space needs at ECC and CEC will be analyzed by consultant.
  10. Recommendation 9, page 27 – revised Code of Ethics for Board of Trustees to include dealing with behavior that violates this code. It was stated that violations against the Brown Act should be reported to the District Attorney’s office. This was included in the revision (last sentence on page 141 of complete report). A violation can also be reported to the District Attorney’s office by a member of the community, not just the Board.
  11. The Commission is strict about the report format.



### **Budget Assumptions:**

1. President Fallo is pleased with the work PBC has done with the budget. He would like to see PBC work more on planning issues this fall and begin to review/discuss budget assumptions for next year taking into consideration potential mid-year cuts for this year and increasing cuts next year.
2. It's too early to have discussion today - need some time to digest and review current budget assumptions. A suggestion was made to look at other comparable colleges' budget assumptions or contact the Community College League of California (CCLC); compare what is being done at other colleges and find creative ways of doing things. J. Higdon may also have access to resources from other colleges.
3. Special Project Funds was a one-time process used to segue to Plan Builder.

### **Miscellaneous**

1. A suggestion was made to review the Planning calendar. Where PBC should be currently:
  - a. October – December: 1) review/revise planning priorities and 2) identify budget development assumptions.
  - b. September 7<sup>th</sup>: 1) Final Budget submitted to Board and 2) PBC conducts annual evaluation
2. Evaluations will be sent online to committee members. Will go over results at a later meeting.
3. Next meeting topics for discussion:
  - a. Actuarial study
  - b. Budget assumptions for 2010-11
  - c. Budget assumptions from comparable colleges. M. Quinones will research other budget assumptions and forward samples to PBC members.

The next meeting is scheduled on October 1, 2009.

The meeting ended at 2:30 p.m.

**BP 4020          Program, Curriculum, and Course Development**

**Reference:**

**Education Code Section 70901(b), 70902(b); 78016; Title 5, Section 51000, 51022, 55100, 55130, 55150**

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development.

These procedures shall include:

~~\*appropriate involvement~~ full participation of the faculty and Academic Senate in all processes ~~which can include, full participation of the faculty and the Academic Senate in creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines;~~

\*regular review and justification of programs on a six-year cycle;

\*opportunities for training for persons involved in ~~aspects of~~ curriculum development.

\*consideration of job market and other related information for vocational and occupational programs.

All new programs and all program deletions shall be approved by the Board.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

See also Title 5, Subchapter 2, Sections 53200-53206.

This policy replaces Board Policy 4020.1 Curriculum Review and Approval

~~Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Nondegree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.~~

**AP 4020****Program, Curriculum, and Course Development**

The college faculty, through the Academic Senate, is responsible for the development and review of the college's curriculum and the maintenance of appropriate academic standards. For the purpose of this procedure, the term "curriculum" is defined broadly to include credit, non-credit, and fee-based courses, the selection of prerequisites, the specification of degree requirements, and the arrangement of courses into degree, certificate and transfer programs.

The college faculty, through the Academic Senate, is responsible for making all recommendations on curricular matters to the Vice President of Academic Affairs. After review, the Vice President of Academic Affairs shall forward these recommendations to the President for submission to the Board of Trustees, if required.

Suitable procedures for program and curriculum development and review are developed jointly by the Academic Senate and the Vice President of Academic Affairs. These procedures must provide for wide faculty involvement in the curriculum review and approval process, while also providing opportunities for timely comment by students, other members of the college staff, and community representatives. These procedures are also to recognize the special responsibilities of divisional curriculum committees and academic departments and to provide opportunities for appeal.

Suitable procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs to provide for the systematic and regular review of the college curriculum in terms of appropriate standards of academic rigor. These procedures are to ensure the clear definition of such standards, to provide for their uniform and equitable application, and to ensure full faculty involvement in the evaluation and review of the curriculum and the strengthening of all college offerings.

Detailed procedures for curriculum and program development and review are maintained in the Office of Academic Affairs.

## **Faculty Development Committee Meeting**

### **MINUTES**

Tuesday, September 8, 2009

#### **Committee Members:**

Chair – Christina Gold	Behavioral and Social Sciences
Moon Ichinaga	Learning Resources
Barbara Jaffe	Academic Affairs
Donna Manno	Staff Development
Margaret Steinberg	Natural Sciences
Dovard Ross	Compton Center
Mercedes Thompson	Humanities
David Vakil	Natural Sciences
Rose Cerofeci	Humanities
Cynthia Mosqueda	Behavioral and Social Sciences

**Committee Members Present:** Christina Gold, Moon Ichinaga, Barbara Jaffe, Donna Manno, Margaret Steinberg, Mercedes Thompson and Rose Cerofeci.

#### **I) Committee Membership**

The committee decided to grow its membership to include a member from each division and to include a Compton member and an Adjunct member. Christina Gold will contact the Deans of unrepresented divisions for recommendations.

#### **II) On-Going Programs and Initiatives from Last Year**

Rose Cerofeci reported on the successful progress of the Faculty Inquiry Partnership Program, which will proceed throughout this school year. The book club is being arranged by Robin Bouse, and the club is currently selecting a book. The Faculty Mentorship Pilot Program is underway and currently has 7-8 matches.

#### **III) Flex Activities – Discussion Forums / Best Practices**

The committee discussed the possibility of organizing flex activities (discussion forums, informative sessions and/or best practices sessions) that deal with issues that are currently being discussed and debated on campus and through the email. The committee likes the idea, and Rose suggested that we could advertise it as a “Hot Topics” series of workshops. Christina will organize the first session as a discussion of on-line course retention and success rates. The cancellation of winter on-line classes has spurred discussion of this issue.

#### **FALL MEETING SCHEDULE:**

Admin 127; 1-1:50. Sept. 8, Sept. 22 (in the West Library Basement), Oct. 13, Oct. 27, Nov. 10, Nov. 24, Dec. 8

## **Faculty Development Committee Meeting Minutes**

Tuesday, September 22, 2009

### **Committee Members:**

Rose Cerofeci	Humanities
Kristie Daniel-DiGregorio	Behavioral and Social Sciences
Christina Gold(Chair)	Behavioral and Social Sciences
Moon Ichinaga	Learning Resources
Barbara Jaffe	Academic Affairs
Donna Manno	Staff Development
Christina Pajo	Counseling
Margaret Steinberg	Natural Sciences
Chelvi Subramaniam	Compton Center (Faculty/Staff Development)
Mercedes Thompson	Humanities
David Vakil	Natural Sciences

**In Attendance:** Kristie Daniel-DiGregorio, Christina Gold, Donna Manno, Christina Pajo, Margaret Steinberg, Mercedes Thompson and David Vakil.

### **Committee Membership**

Two new members have been added to the committee: Christina Pajo from Counseling and Chelvi Subramaniam from Compton Center. Christina Gold has contacted the Deans from unrepresented Divisions and they are in the process of selecting members for the committee. Recommendations were made for potential Adjunct faculty committee members. Christina G. will pursue their membership.

### **Mentorship Program**

Christina G. is taking over the management of the mentorship program from David Vakil. She will send emails out to all the matched participants reminding them of the requirements of the program and sending them the e-report form. An email will also be sent out to un-matched faculty, inviting them to participate next year.

### **Distinguished Faculty Award**

It is not clear whether or not the revised distinguished faculty award process will be used in the Spring. Donna Manno will ask Francisco Arce about the use of the new award system and will discuss the possibility of developing a Distinguished Adjunct Faculty Award.

### **“Hot Topics” Workshops**

The first “Hot Topics” flex activity is scheduled for Thursday, Sept. 24 from 1-1:50. Irene Graff will present statistics about retention and success in on-line classes. The committee discussed the possibility of posting handouts and PowerPoint presentations from flex activities on the portal. In addition videos of workshops could be posted on CCC Confer and/or Utube. An archive of faculty development presentations could be created.

### **Faculty Needs Assessment Survey**

The committee discussed the results of the Faculty Needs Assessment Survey conducted last spring 2009. After conferring about the general areas of interest, the committee determined that it would create a series of 5 flex workshops, potentially titled, “You Want It: You Got It!” One workshop will be organized around the topic of greatest interest in each of the 5 general areas of the survey, as follows:

1. Classroom Methods: **Collaborative/Active Learning** (in a Best Practices format)
2. Course Design, Assignments and Assessment: **Classroom Assessment Techniques and Writing Effective Tests**. (In this workshop the following book could be used as a resource: *Classroom Assessment Techniques: A Handbook for College Teachers*, by Thomas Angelo and Patricia Cross.)
3. Instructional Technology: **Effective Use of PowerPoint**. (Lewis Senopoli was recommended as a potential participant. Also, Margaret Steinberg and another faculty member have good examples of Jeopardy games for the classroom.)
4. Students: **Motivating Students**. Donna Manno will speak with Matt Kline about leading this workshop. He is conducting a similar workshop for the Humanities Division.
5. Professional Issues: **Identifying and Maximizing Your Teaching Style**. We will speak with Rose Ann Cerofeci about offering a workshop about learning and teaching styles.

It was suggested that a general email could be sent out to all faculty soliciting faculty involvement in the workshop, in particular, asking for volunteers to present in Best Practices workshops.

**Upcoming Meetings:** Oct. 13, Oct. 27, Nov. 10, Nov. 24, Dec. 8 – 1-1:50 Admin 127



# MUNCHN MINGLE

## YOU ARE INVITED TO

take your break and join us for a Breakfast Fundraiser. October is Breast Cancer Awareness Month. All proceeds to be donated to the American Cancer Society

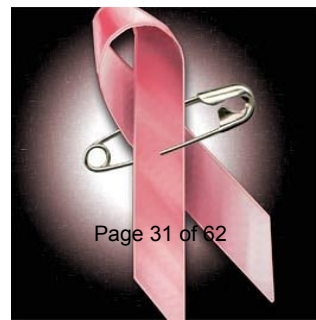
### When:

Wednesday, October 28th @  
9:30 - 10:30 AM

Where: Library Lawn

Donation: \$5 per person  
(you may donate more if you wish)

Hope to see you there!!!



**EL CAMINO COLLEGE  
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE  
SEPTEMBER 8, 2009**

Present: J. Davidson, S. Gates, A. Himsel, R. Hughes, L. Kjeseth, M. Lipe, E. Martinez, M. Odanaka, S. Panski, V. Rapp, J. Sims, J. Thompson

Absent: F. Arce, V. Lloyd, V. Rayford

Ex-Officio Members Present: L. Alford, J. Young

Ex-Officio Members Absent: C. Brinkman, Q. Chapman, M. Hall, J. Harmon, R. Smith, L. Suekawa

Also Present: S. Black, B. Jaffe

### **CALL TO ORDER**

Chair Kjeseth called the College Curriculum Committee (CCC) meeting to order at 2:48 p.m. and extended a warm welcome.

### **APPROVAL OF MINUTES**

- In today's packets were the minutes from the Virtual Consent Agenda on August 18, 2009 and the Emergency Consent Agenda on August 24, 2009 with recommendations to approve.

Chair Kjeseth then asked for a motion to approve the recommended minutes. A. Himsel moved, M. Lipe seconded, and the motion carried.

### **CHAIR'S REPORT**

- Chair Kjeseth thanked everyone for their attendance and hard work, and then asked everyone in attendance to introduce themselves. He also acknowledged the newest members of CCC.

#### **Summer Course Review**

- Chair Kjeseth advised CCC of that approximately 100 courses were inactivated, 288 courses reviewed, and 15 courses were tabled and are still outstanding during Summer Curriculum Review. He also noted the excellent quality of course review performed by everyone involved.

#### **CurricUNET Update**

- CCC received an update on CurricUNET. CCC was informed by Chair Kjeseth that implementing will begin this fall. He is not sure about when training will be, maybe early October. This semester new courses will be done via CurricUNET. All course reviews will be submitted via CurricUNET in spring 2010. Additional benefits of CurricUNET are that the State is in the process of adopting CurricUNET:
  1. Everything will be mostly electronic except signature page;
  2. Track the progress of proposals in the Chancellor's system.
- The Chair was asked questions by members of CCC regarding the timeline for uploading courses (Courses scheduled to be reviewed in spring will be entered first); when



CurricuWare will go offline? (Sometime this spring, possibly); when will courses reviewed this summer be effective? ( Fall 2010, will reflect in 2010-2011 Academic Year Catalog).

- The Committee discussed how in this transition time, knowing where to find current information and knowing when to implement approved changes is confusing to faculty, and requested guidelines from the Academic Affairs Office. B. Jaffe suggested more communication, and Chair Kjeseth stated he will produce a document clarifying these issues. J. Young suggested faculty go through the list on CurricuWare and make sure what is official is marked as “official”. Chair Kjeseth will provide some clarification and direction at the next meeting.

#### **Fall 2009 and Spring 2010 CCC Calendars**

- Chair Kjeseth stated that today’s packet included the Curriculum Review Calendars for the Fall 2009 and Spring 2010 semesters.
- Chair Kjeseth briefly explained the timeline format and proposal deadlines.

#### **Standard Review Subcommittees**

- Chair Kjeseth provided subcommittee assignments in today’s packet throughout fall and CCC Spring #1, and explained how the Standard Review Subcommittees will split the workload for the upcoming academic year.
- The Committee was informed there were approximately 170 out-of-compliance courses left to review from this summer. Approximately 45 course proposals will be reviewed at each meeting, except the next meeting where there will be approximately 22 courses from Industry and Technology.
- Upon the move to CurricuNET, the same structure and scrutiny will be counted upon to ensure quality of course reviews. This will depend on committee members to perform the best reviews possible.
- Chair Kjeseth gave details regarding the effectiveness of the subcommittees on workload. Everyone except those who did review this summer will serve twice on a subcommittee, while those who served on Standard Review Subcommittees during the summer will only serve once.

#### **Year-long Projects**

##### ***CurricuNET***

- Chair Kjeseth requests those interested in volunteering to help on CurricuNET subcommittee to email him.

##### ***CCC Chair Election***

- Chair Kjeseth states he will not be running for chair reelection. The Chair position serves for a 2-year term. According to bylaws, election must be no later than 12<sup>th</sup> week of the spring semester of the seated Chair’s 1<sup>st</sup> year of office, and an elections committee should be formed. He proposed to have election this fall and that the next chair begin attending meetings sooner rather than later. J. Young emphasized how the workload of the Chair will be different by next term once new program is implemented and courses are up-to-date.

##### ***CCC Handbook***

- The Committee was advised that ECC had largest handbook at Curriculum Institute by 100+ pages (265 pages). The official state copies (PCAH) will be handed out at the next meeting. Chair Kjeseth suggested revising handbook in order to lessen its length.

##### ***Course Review Worksheet and Checklist – Draft***

In today’s packet the Committee received a draft of a Course Review Worksheet and Checklist for review. This 6-page summary of what course review entails in the

CurricuNET operations. Chair Kjeseth asks committee to please read before next meeting and send electronic comments to him.

### **VICE PRESIDENT – ACADEMIC AFFAIRS’ REPORT**

- On behalf of VPAA F. Arce, B. Jaffe did not have a report. However, she did thank everyone on the behalf of VP/AA and Academic Affairs Office for all of the hard work.

### **CURRICULUM REVIEW**

#### **Business Proposals**

- Chair Kjeseth invited Dean V. Rapp to present proposal to reactivate Bus 99abc.
- Dean V. Rapp explained the background of the course, and provided rationale for reactivating the course, including in order to meet agreement requirements with a business school in Denmark (Niels Brock Copenhagen Profession Higher Education) for 2 Danish students on exchange here at ECC for 1 semester and must complete project.
- Chair Kjeseth asked for a motion to approve the proposal. S. Panski moved, J. Thompson seconded and the motion carried.

### **STAND-ALONE TRAINING**

- Chair Kjeseth directed the Committee’s attention to today’s packet, which included Stand-Alone Training materials provided by the System Office.
- Chair Kjeseth informed members of the CCC who have received training only have to be re-certified and may leave upon confirmation of their previous attendance at training.
- Stand-Alone was conducted by Chair Kjeseth.

### **ANNOUNCEMENTS**

- Chair Kjeseth is no longer an SLO Coordinator. Representation from CCC is needed on SLO Assessment of Learning Committee which meets 2<sup>nd</sup> and 4<sup>th</sup> Mondays 2:30-4:00 p.m. in Library 202.
- Chair Kjeseth may contact those who are under consideration.
- Chair Kjeseth mentioned to the Committee about discussions with regard to possibly reducing the number of degrees offered.
- An emphasis is being placed on the General Studies AA Degree. There is concern regarding degree conferral (Students who are eligible, are not applying for the AA degrees).
- V. Rapp informed CCC that she chairs the AA Degree task force and will keep the CCC informed.

### **ADJOURNMENT**

Chair Kjeseth adjourned the meeting at 4:27 p.m.

**EL CAMINO COLLEGE  
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes  
September 8, 2009**

**BUSINESS DIVISION**

**REACTIVATE COURSE**

1. Business 99abc – Independent Study

# EL CAMINO COLLEGE

## COURSE REVIEW WORKSHEET & CHECKLIST

This worksheet assists faculty in course review and is not submitted for approval.  
Instead this document should be filed in course file in the Division Office.

Division/Department: \_\_\_\_\_ Date: \_\_\_\_\_

Date Course Submitted to DCC

Course: \_\_\_\_\_  
Subject & Number                      Descriptive Title

Course review has four steps. We recommend a read-through of the entire process below before beginning. Systematically undergoing the first two steps will simplify the last two steps considerably.

- Step 1:** Discuss the course and review course materials
- Step 2:** Decide on necessary modifications and the review type
- Step 3:** Modify course documents (in CurricUNET)
- Step 4:** Obtain DCC and CCC approval

**Step 1:** Course review should be done by an appropriate group of faculty (not alone), in consultation with the dean and division CCC representative. In course review, step back and think about the course holistically. Examine SLO assessment reports, program review documents, the current course outline of record, sample syllabi, examinations, course schedules, and instructional material. There is no particular order to discussion points listed below, and changes may not be necessary. Further information is available for items with superscripted numbers. Questions should be directed to the division CCC representative, the curriculum advisor, or the dean.

A checked box indicates completion.

- Examine recent course **offerings** and **delivery methods**. Consider inactivating any course that has not been offered in two or more years. There is a fast track for reactivating a course later. If a *distance education* version exists, it must be *updated*. If a distance education version is appropriate, it should be *developed*.
- Estimate the **independent work hours outside of class**<sup>1</sup> and ask if there are sufficient **contact hours**<sup>1</sup> (lecture and laboratory) to ensure that the **course units**<sup>1</sup> *accurately reflect the hours of work the average successful student requires to succeed*. Changes here may affect **faculty load**<sup>1</sup>.
- Contact the articulation officer for recommendations regarding the **general education** and **transfer status** of the course. Contact the curriculum advisor with questions about the **discipline** or **credit status** of the course (degree-applicable credit, non-degree-applicable credit, or noncredit). *Credit status rarely changes*.
- Reconsider the justification for any **conditions of enrollment**<sup>2</sup> the course may have, in order to ensure that these conditions are *justified in accordance with Title 5 regulations*.

In the current course outline of record:

- Reconsider the **descriptive title** and **catalog description**, in order to ensure *that the descriptive title is current and appropriate and that the catalog description reflects the content and purpose of the course. In most cases changes are not necessary*.
- Reexamine the **course student learning outcomes**<sup>3</sup> and **course objectives**<sup>3</sup>, in order to ensure that *the outcomes and objectives are appropriate and attainable, and that a method of evaluation has been identified for each one*.
- Revisit the **outline of subject matter**, in order to ensure *that the content is current and appropriate; that each course topic is given sufficient time, and that sufficient detail is provided for each*.
- Review the **methods of evaluation**<sup>4</sup>, **typical assignment**<sup>4</sup>, **critical thinking assignments**<sup>5</sup>, **work outside of class**<sup>6</sup>, and **instructional methods**<sup>6</sup>, in order to ensure that these are *current and appropriate*.
- Update the **required materials**<sup>7</sup> for the course, including required textbooks, in order to ensure *that all required materials are current as possible and appropriate*.

**Step 2:** Create a list of proposed changes. Based on the type and extent of the changes proposed, the review will be classified as either Standard Review or a Full Review, in order to streamline the approval

process. The only substantive difference between a standard and a full review is the number of faculty who examine the proposed changes. Use your expertise and best judgment to check the nature of the changes needed in each area. If any of the changes fall in the Full Review column, the course review will undergo Full Review in the CCC; otherwise it will undergo Standard Review.

	Standard Review	Full Review
Inactivation or Reactivation	▷ no action ▷ inactivation	▷ reactivation
Distance Education	▷ no action ▷ update existing DE version	▷ new DE version proposed
Discipline	▷ no changes ▷ changes proposed	
General Education	▷ no changes	▷ changes proposed
Transfer Status	▷ no changes	▷ changes proposed
Credit Status	▷ no changes	▷ changes proposed
Lecture, Lab, and Independent Work Hours, Course Units	▷ no changes ▷ changes with no change in course units	▷ changes to course units proposed
Faculty Load	▷ no changes or decrease in faculty load	▷ any increase in faculty load (prior administrative approval required)
Grading Method	▷ no changes ▷ changes proposed	
Descriptive Title	▷ no changes needed ▷ changes proposed	
Subject	▷ no changes needed ▷ changes proposed	
Number	▷ no changes needed ▷ changes needed	
Catalog Description	▷ no more than minor editorial changes ▷ substantive changes	
Course Student Learning Outcomes	▷ no changes needed ▷ changes needed	
Course Objectives	▷ no more than minor editorial changes ▷ substantive changes needed	
Outline of Subject Matter	▷ no changes needed ▷ only minor editorial changes needed ▷ substantive changes needed	
Required Texts and Materials	▷ updated current representative textbook ▷ other changes to required material	
Primary Method of Evaluation	▷ no changes needed ▷ changes needed	
Assignments	▷ no changes needed ▷ changes needed	
Conditions of Enrollment	▷ no changes needed ▷ only minor editorial changes needed	▷ substantive changes requiring new justifications

**Step 3:** One faculty member serves as the Faculty Contact Person or Originator, who is responsible for creating the course review proposal in CurricUNET. Contact the Division CCC Representative with any questions.

**Step 4:** After a final review of the material, the Division CCC Representative launches the course review proposal approval process. The Faculty Contact Person must be available for consultation throughout the approval process and will make requested changes in CurricUNET, contacting fellow faculty about any requested changes, if appropriate.

## Additional Information:

### 1. Course Units, Contact Hours, Faculty Load, and Independent Work Hours Outside of Class

*Course units* are intended to award students for the hours they spend mastering the knowledge and skills of the target course. At ECC, we define one *course unit* as 54 hours of student work hours, including the *total contact hours* and the *total independent work hours*. *Weekly contact hours* include both weekly lecture and lab hours. *Total contact hours* are straightforward to calculate based on weekly lecture hours and weekly lab hours and the number of weeks a course has in a regular term. *Independent work hours* are the hours successful students spend learning outside of contact hours. The *total independent work hours* is always an estimate of an unknowable average and should be determined using the best judgment of instructors and any data which may be collected.

In order to calculate the course units, you need the number of weeks the course lasts in a regular semester, the weekly contact hours, and the weekly independent study hours. ECC currently uses a 16-week, compressed calendar, but for curriculum purposes, we pretend that a full term 18 weeks in length. Most transfer-level lecture courses assume that a successful student needs two hours of independent work for every hour of lecture. Consider the example below:

Example:	Math 120	
Regular Semester Course Weeks:	18 weeks	
Course Units:	3 units	x 54 hours = 162 total hours
Weekly Lecture Hours:	3 hours	x 18 weeks = 54 total lecture hours
Weekly Laboratory Hours:	0 hours	x 18 weeks = 0 total lab hours
Weekly Independent Work Hours:	6 hours	x 18 weeks = 108 total independent work hours
Justification: The sum of total lecture and total independent work hours is 162. 162 hours ÷ 54 hours/unit = 3 course units.		

Some believe this 2-to-1 ratio originated with the definition of the “Carnegie unit”. However, the Title 5 definition of the course unit is much more flexible. The examples below illustrate this flexibility:

Example:	A TEC 33	
Regular Semester Course Weeks:	18 weeks	
Course Units:	8 units	x 54 hours = 432 total hours
Weekly Lecture Hours:	5 hours	x 18 weeks = 90 total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180 total lab hours
Weekly Independent Work Hours:	9 hours	x 18 weeks = 162 total independent work hours
Justification: With 8 course units assigned to this course, there is an expectation that the student needs an average of 432 total hours in an 18-week semester in order to succeed. The 270 total contact hours leaves 162 total independent work hours. This works out to 9 weekly independent work hours.		

Example:	French 1	
Regular Semester Course Weeks:	18 weeks	
Course Units:	4 units	x 54 hours = 216 total hours
Weekly Lecture Hours:	5 hours	x 18 weeks = 90 total lecture hours
Weekly Laboratory Hours:	0 hours	x 18 weeks = 0 total lab hours
Weekly Independent Work Hours:	7 hours	x 18 weeks = 126 total independent work hours
Justification: The set up for this course suggests that the student needs an average of 126 total independent work hours, or 7 weekly independent work hours, in order to succeed.		

Often, faculty simply decide the weekly lecture hours, the weekly lab hours, and the course units. They then calculate the total and weekly independent work hours and ask if the results are reasonable estimates of the average time a successful student needs to complete the necessary work.

Occasionally, course review reveals a course that is no longer in compliance with Title 5 regulations, as we see in the Physical Education example below. As these are located, they need to be fixed.

Example:	PE 80ab		
Regular Semester Course Weeks:	18 weeks		
Course Units:	2 units	x 54 hours = 108	total hours
Weekly Lecture Hours:	0 hours	x 18 weeks = 0	total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180	total lab hours
Weekly Independent Work Hours:	0 hours	x 18 weeks = 0	total independent work hours
Problem: As described, this course is out of compliance with Title 5 regulations. Dividing the 180 total student work hours by 54 hours/unit suggests the course should be assigned 3.33 course units. Title 5 requires that units be awarded in half-unit increments, but allows local standards to determine rounding rules. This course should be a 3-unit course.			

Changes to weekly lecture and lab hours can affect *faculty load*, which is based on total contact hours. If the faculty load is increased, *written* approval from the Vice President of Academic Affairs is required before the course review approval process begins.

## 2. Conditions of Enrollment

*Establishing and justifying* conditions of enrollment are two of the most important responsibilities the state has assigned faculty. We are required to review the justifications for conditions of enrollment every six years. There are three classes of enrollment conditions (prerequisites and corequisites, recommended preparations, and enrollment limitations).

- Enrollment limitations are allowed for courses like orchestra or school newspaper, and are not subject to the same justification procedures as other enrollment conditions. More information is available below.
- Prerequisite and corequisite courses, knowledge or skills are those, *without which a student is highly unlikely* to succeed in the target course. These are required.
- Recommended preparation courses, knowledge or skills are those, which *greatly enhance* a student's ability to succeed in the target course. These are advisory.

Categories: Type of Requisite or Recommended Preparation:	Sequential	Other Knowledge or Skills	Communication / Computational	Health and Safety	Statute or Regulation	Standard Requisite	Program Requirement
Prerequisite Course	✓	✓	✓	✓	✓	✓	✓
Corequisite Course	✓		✓		✓	✓	✓
Non-Course Prerequisite				✓	✓		✓
Non-Course Corequisite					✓		✓
Recommended Preparation Course	✓		✓				
Non-Course Recommended Preparation		✓		✓			

There are multiple types and categories of prerequisites, corequisites, and recommended preparations. The category of the condition determines how it is justified and what documentation is needed. Common categories for each type of requisite or recommended preparation are checked in the table above. If a box is left unchecked, such a combination is rare.

**CATEGORIES:** **Sequential** – Any course in the same department as the target course  
**Other Knowledge or Skills** – Any course not in the department of the target course  
**Communication / Computational** – Any reading, writing, mathematics, or ESL course not in the department of the target course

**JUSTIFICATION and DOCUMENTATION:** For these categories, *content review* (as defined in Title 5) is the process used to determine whether or not a proposed prerequisite, corequisite, or recommended preparation course is appropriate. Here are the steps to *content review*:

- A. Faculty members with appropriate expertise participate in the entire content review process.
- B. The course student learning outcomes and course objectives of the target course are established according to accreditation standards, Title 5, and local standards.

- C. Course review resources and other data are considered in establishing the body of required or recommended knowledge or skills for student success in the target course.
  - **For a prerequisite or corequisite:** The knowledge or skills required *prior to* enrollment in (or developed *concurrent with* the progress of) the target course are entered in the **entry skills** page of the target course's CurricUNET file as **required skills**. Write a short paragraph explaining why a student would be *highly unlikely to succeed* (minimum grade of "C" or "Pass") without this set of knowledge or skills.
  - **For a recommended preparation:** The knowledge or skills recommended *prior to* enrollment in (or developed *concurrent with* the progress of) the target course have been entered in the **entry skills** page of the target course's CurricUNET file as **recommended skills**. Write a short paragraph explaining why a student's chances of success (minimum grade of "C" or "Pass") would be *greatly enhanced* with this set of knowledge or skills.
- D. For a prerequisite, corequisite, or recommended preparation **course**, the knowledge and skills listed in the **entry skills** page of target course's CurricUNET file are matched to the course student learning outcomes and course objectives of the prerequisite, corequisite or recommended **course**. This may be done on the CurricUNET **entry skills** page.
- E. CurricUNET will automatically produce a *Matching Skills and Content Review* report, which will be printed, signed and become part of the target course file in the Division office.

CATEGORY: **Communication / Computational** – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: Currently, data must be gathered to justify this category of requisite. Complete an **Entrance Requirements Needing Data Collection (Form B)** place it on file in the division office. This is not available online.

CATEGORY: **Health and Safety**

JUSTIFICATION and DOCUMENTATION: In CurricUNET, justify health or safety requisites by listing the skills which students should have in order to avoid creating hazards to themselves or others. No additional documentation is necessary.

CATEGORIES: **Statute or Regulation  
Program Requirement**

JUSTIFICATION and DOCUMENTATION: In CurricUNET, cite the appropriate statute or regulation, or program requirement. No additional documentation is needed.

CATEGORY: **Standard Requisite**

JUSTIFICATION and DOCUMENTATION: In CurricUNET, list at least three UC or CSU examples of equivalent courses and requisite courses. Copies of the appropriate catalog pages of the UC or CSU examples should be uploaded on the **attached files** page in CurricUNET.

**Enrollment Limitations:** Title 5 allows enrollment limitations in nine categories: Band/Orchestra, Theatre, Speech, Chorus, Journalism, Dance, Intercollegiate Athletics, Honors Courses, and Blocks of Courses. In CurricUNET, provide details about how the enrollment limitation can be met. For example, an audition may be required, in which a student performs a solo on an instrument at an intermediate difficulty level. Consult the *curriculum advisor* for guidance writing these conditions. In addition, describe any degree or certificate requirements the target course satisfies. If they exist, alternate courses that satisfy the same requirements, but do not have enrollment limitations, should be listed in CurricUNET.

### 3. Course Student Learning Outcomes and Course Objectives

Enter *course student learning outcomes and their assessment methods* in the CurricUNET Curriculum Module or the SLO Module. This information will be incorporated automatically into the Complete Course Outline of Record, the Brief Course Outline of Record, and the Course Syllabus Information Report. *Course student learning outcomes* are NOT subject to CCC



approval and can be changed at any time. *Course student learning outcomes* should meet minimum standards for quality and must be assessable. All courses submitted for course review **must** have a complete set of *course student learning outcomes*.

Enter *course objectives and their assessment methods* in the CurricUNET Curriculum Module. This information will be incorporated automatically into the Complete Course Outline of Record, the Brief Course Outline of Record, and the Course Syllabus Information Report. *Course objectives* are subject to CCC approval and can only be changed through the process of course review. *Course objectives* must be behaviorally measurable and some *course objectives* must expect students to conduct critical thinking.

#### 4. **Methods of Evaluation and the Typical Assignment**

The *typical assignment* must be evaluated using the *primary method of evaluation* for the course. The *typical assignment* should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. The list of *methods of evaluation* is a list of all methods that are **highly likely** to be used by all instructors of the course.

#### 5. **Critical Thinking Assignments**

The *critical thinking assignments* must have clear products and must clearly involve critical thinking skills. The *critical thinking assignments* should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. *Critical thinking assignments* are now required by Title 5 for **all credit courses, whether degree applicable or not**. Local standards encourage **noncredit courses** to include *critical thinking assignments*.

#### 6. **Work Outside of Class and Instructional Methods**

For both of these areas, the lists should include everything that is highly likely to occur in all course offerings. Occasionally, faculty confuse *instructional methods* with *work outside of class*, so double-check these. Finally, only check “Field Trips” under *instructional methods* if these are trips that must receive prior Board of Trustees approval.

#### 7. **Required Material**

*Required material* should only include items that are actually **required and must be purchased by the student**.

Articulation is greatly facilitated when a course has at least one *representative required textbook*. A *representative required textbook* should have a publication date within six years of the course review. When the appropriate textbook has no recent edition or printing, the faculty can justify the textbook by indicating that it is an “industry standard” or “discipline standard” or the “most recent edition available”. Textbooks are inappropriate for some courses. There is no requirement that a course must have a textbook. However, faculty should consult with the articulation officer regarding any articulation issues that may arise as a result of requiring no textbook.

In CurricUNET, textbooks and alternate texts should be entered under **required texts** only if the title, edition, author, publisher, and date of publication are available. Otherwise, list other required readings under **required materials**. Using this second option allows faculty to list items such as “Six Shakespeare plays, any version”, “The Iliad, any translation”, or “Students select four plays written in the last five years”.

# Courses Needing SLOs

## **Behavioral and Social Sciences, 67 courses**

**ANTHRO** 1, 10, 11, 20a, 3, 4, 5, 6,7,8,9

**CDEV** 103, 104, 105, 107, 108, 110, 111, 112, 114, 116, 117, 118, 119, 122, 123, 125, 126, 129, 130, 131, 137abcd, 138abcd, 139abcd, 152, 154, 160, 163, 166, 169, 170b

**ECON** 2, 5

**ESTU** 1

**GLST** 101

**HDEV** 15

**PHIL** 10, 11, 3, 5, 7, 8

**PSYCH** 10, 12, 15, 16, 2, 21, 22, 3, 7, 8, A, B

**SOCI** 102, 112

**WSTU** 1

## **Business, 33 courses**

**BUS** 12, 14, 19, 1B, 21, 24, 5A, 5C, 60b, 60c, 90, 91, 93, 94, 97

**CIS** 11, 134

**LAW** 11, 12, 14, 15, 16, 18, 19, 20, 4, 6

**PARA** 1

**RE** 14B, 26, 31, 41

**SUPV** 27

## **Fine Arts, 107 courses**

**ART** 11abcd, 12ab, 150, 195ab, 19ab, 20abcd, 22ab, 23abcd, 24ab, 25abcd, 29ab, 40abcd, 41ab, 42abcd, 43abcd, 52abcd, 53ab, 54abcd, 62abcd, 63abcd, 74abcd, 75abcd, 83abcd, 87ab, 88abcd, 89abcd

**COMS** 11, 22abcd, 23abcd, 6abcd

**DANC** 1, 10, 12abcd, 14ab, 16ab, 17abcd, 20abcd, 21abcd, 23abcd, 25abcd, 3, 33abcd, 35, 43abcd, 5, 51ab, 52abcd, 53ab, 54abcd, 62abcd, 70abcd, 71ab, 72abcd, 83abcd, 87abcd, 89abcd, 9ab

**MUSI** 1, 20abcd, 3, 30ab, 40abcd, 41abcd, 5, **501, 560, 561, 562, 563, 565, 567, 570, 576, 555, 69abcd**, 7, 80abc, 81A, 81B, 82abcd, 83abcd, 84, 85ab, 8A, 8B

**PHOTO** 11ab, 150, 151ab, 2, 23A, 23B, 3, 4, 54, 57

**SCOM** 24abcd, 25abcd

**THEA** 190ab, 191ab, 74abcd, 75abcd, 84, 88, 90, 94, 97abcd, 98ab

## **Health Science and Athletics, 93 courses (continued on next page also)**

**EDEV** 41abcd

**FAID** 4

**MEDT** 1

**NURS** 101, 103, 104, 116, 118, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 149, 210, 212

### **Health Science and Athletics, (continued)**

**PE** 101abcd, 102abcd, 115abcd, 116abcd, 125abc, 126abc, 133abc, 14abcd, 1abcd, 201, 208abcd, 217, 218abcd, 21abc, 220abcd, 221abcd, 232abcd, 233ab, 234abcd, 240abcd, 241abcd, 242abcd, 243abcd, 244abcd, 245abcd, 246abcd, 250abcd, 251abcd, 260, 26abc, 270, 274, 275, 277, 280, 282abcd, 285, 3abcd, 26abc, 400abcd, 302abcd, 404abcd, 407abcd, 409abcd, 45ab, 47abc, 4abcd, 54abcd, 57ab, 58abc, 65ab, 66abc, 85ab, 86abc, 87ab, 401abcd

**RECR** 207, 217, 307

**RTEC** 106, 107, 108, 111, 217, 218, 219, 244, 255, 328, 91, 93, A

### **Humanities, 67 courses**

**AS** 20ab, 23ab, 31ab, 33ab, 36abc, 40ab, 60

**ENGL** 24A, 24B, 25A, 33, 41A, 41B, 48, 7, C

**ESL** AX, 02A, 02B, 02C, 02D, 03A, 03B, 03C, 03D, 54, 55

**CHIN** 2, 21ab, 22ab, 24

**FREN** 2, 21ab, 22ab, 24, 3, 4, 5, 6

**GERM** 2, 21ab, 22ab, 3

**HUMA** 1

**ITAL** 2, 21ab, 22ab, 24

**JAPA** 2, 21ab, 22ab, 25, 3, 4

**JOUR** 14, 6

**SPAN** 2, 21ab, 22ab, 24, 3, 4, 5, 52A, 52B, 6

**TUTR** 200

### **Industry and Technology, 200 courses**

**ACR** 21, 22

**ACRP** 1B, 1C, 1D, 20, 22, 23, 26, 2A, 2B, 2C, 3A, 4abcd, 5abcd, 6abcd

**AJ** 103, 107, 109, 111, 125, 126, 132, 133, 134, 136, 140, 15, 150, 155, 170, 190, 48, 49, 60, 62, 63, 67, 70

**ARCH** 104, 120abcd, 121, 125, 150A, 150B, 158, 170, 171, 172, 180abcd, 199abcd

**ATEC** 1, 11, 14, 16, 21, 22A, 22B, 223, 24, 25, 26, 33, 34, 35, 41, 42, 43, 45, 80, 81

**CADD** 10abcd, 28abcd, 32abcd, 33abcd, 37abcd, 45, 47, 49, 5

**COSM** 10, 103, 11, 12, 13, 14abcd, 16abcd, 2abcd, 3, 4

**CTEC** 105, 121, 122, 131, 132, 141, 142, 150, 160, 172, 180

**ECHT** 112, 120, 122, 124, 130, 191, 192

**ET** 110, 120, 130, 140, 150, 160, 200, 210

**ETEC** 10A, 10B, 12, 12A, 12B, 14, 14A, 14B, 16, 16A, 16B, 18, 18A, 18B

**FASH** 1, 14, 15ab, 16ab, 17ab, 2, 20, 23, 24abc, 26A, 26B, 27, 28, 29ab, 3, 31, 35, 36, 41, 42abc

**FCS** 3

**FTEC** 11, 115A, 115B, 128, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 14, 140, 141, 142abcd, 150, 152, 50HH, 60A, 60B, 60C, 60D, 60F, 60G,

**IDES** 3

**IT** 15

**MTEC** 2, 70, 75, 75A, 75B

**MTT** 10A, 10B, 10J, 10K, 11abcd, 16ab, 2, 40, 46, 47abcd, 48abcd

**NFOO** 11, 15, 3

**TMAT** 1

**Math, 18 courses**

**CSCI** 10, 3, 30, 4, 40, 60

**ENGR** 9

**MATH** 10A, 10B, 111, 116, 12, 220, 25, 33, 43, 73, 80

**Natural Sciences, 22 courses**

**ANAT** 34A, 34B

**ASTR** 12, 13abc

**BIOL** 103, 15, 17

**GEOG** 20abcd, 8, 9

**GEOL** 30, 32, 34, 36,

**HORT** 42, 46, 53

**HSCI** 11

**PHYS** 13, 1B, 2B, 3B

**From:** Simon, Jenny  
**Sent:** Tuesday, September 29, 2009 3:27 PM  
**To:** ECC Faculty; ECC Staff; ECC Deans Council  
**Cc:** Subramaniam, Chelvi  
**Subject:** Upcoming SLO Workshops

Dear Colleagues: You are invited to attend the SLO workshops that I will be holding next Monday, Oct. 5, 2:30-4:00pm and on Tues., Oct. 13, 1:00-2:30pm, in the West basement of the library. At the workshop, we will be discussing the nuts and bolts of ECC's SLO assessment program, the upcoming deadlines for SLO proposals and assessments, and guidelines for determining whether your SLO and assessment plan are "good enough." So, grab a colleague, bring your questions and any SLOs or assessments you're currently working on.

Those participating in their area's SLO committee are particularly urged to come, but all are welcome. I hope to see you there!

Jenny Simon, Ed.D.  
ESL Instructor  
SLO Assessment Coordinator  
El Camino Community College  
Email: [jsimon@elcamino.edu](mailto:jsimon@elcamino.edu)  
Tel: (310) 660-3593 x 5187

## BP 5500 Academic Honesty & Standards of Conduct

### ACADEMIC HONESTY

El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty. To uphold the academic integrity of the institution, all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty.

It is the responsibility of all members of the academic community to behave in a manner which encourages learning and promotes honesty and to act with fairness toward others. Students should not seek an unfair advantage over other students when completing an assignment, taking an examination, or engaging in any other kind of academic activity.

### STANDARDS OF CONDUCT

Conduct at El Camino College must conform to the laws of the State of California, District policies, and campus rules and regulations. The El Camino College faculty, staff, and administration are dedicated to maintaining a positive learning environment. Optimal standards for behavior are essential to the maintenance of a quality college environment. These standards will apply to all students on campus, other college property or while attending any college-sponsored event. Violation of such laws, policies, rules, and regulations or behavior adversely affecting suitability as a student, will lead to disciplinary action. Disciplinary actions as noted in Administrative Procedure 5520 may be taken against any person who engages in behavior defined as misconduct.

The following misconduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

#### I. DISHONESTY

- a. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty including but not limited to:
  - i. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
  - ii. Copying from another student or former student or allowing another student to copy from one's work.
  - iii. Allowing another individual to assume one's identity or assuming the identity of another individual.
  - iv. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.
  - v. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.

Reference: Education Code Sections 66300, 66301, 76033; Accreditation Standard II.A.7.b

- vi. Obtaining or copying exams or test questions ~~when~~<sup>(CVJ1)</sup> ~~prohibited unless~~ allowed by the instructor.
  - vii. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
  - viii. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor.
  - ix. Handing in the same paper or other assignment in more than one class ~~when~~<sup>(CVJ2)</sup> ~~prohibited unless~~ allowed by the instructor.
  - x. Any other action which is not an honest reflection of a student's own academic work.
- b. Other forms of dishonesty, including but not limited to forgery or attempted forgery of any academic record; alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
  - c. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

## II. DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT AND EXPRESSION

- a. Disruptive behavior, willful disobedience, ~~habitual~~ profanity or vulgarity, or the open ~~and persistent~~ defiance of the authority of, or ~~persistent~~ abuse of, college personnel.
- b. Any acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm.
- c. Lewd, indecent, or obscene conduct on District-owned or -controlled property, or at District-sponsored or -supervised functions.
- d. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, other college property, or while attending any college-sponsored event, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
- e. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including but not limited to its community service functions or to authorized activities held off campus. Obstruction or disruption includes but is not limited to the use of skateboards, bicycles, radios and roller skates
- f. Failure to comply with the directions of a member of the college, certificated personnel, college management or supervisory personnel, college staff member, or campus police acting within the scope of his or her duties.

III. DRUGS, ALCOHOL AND SMOKING

- a. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Sections 11053-11058 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
- b. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or District.

IV. THEFT, ROBBERY AND DAMAGE

- a. Committing or attempting to commit robbery or extortion.
- b. Causing or attempting to cause damage to District property at any location or to private property on campus.
- c. Stealing or attempting to steal District property at any location or private property on campus, or knowingly receiving stolen District property at any location or private property on campus.
- d. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals on campus.

V. HARRASSMENT AND THREATENING/VIOLENT BEHAVIOR

- a. Causing, attempting to cause, or threatening to cause physical injury to another person including but not limited to: assault, battery, sex crimes including sexual assault or rape<sup>(cv)31</sup>.
- b. Committing sexual harassment as defined by law or by District policies and procedures.
- c. Engaging in harassing, hazing, or injurious behavior for any reason or discriminatory behavior based on race, sex, (i.e., gender) religion, age, national origin, disability, or any other status protected by law.
- d. Willful misconduct which results in injury or death to a student or to college personnel.

VI. WEAPONS AND MISUSE OF FACILITIES

- a. Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from the appropriate State agency and a District employee, which is concurred in by the college president.
- b. Unauthorized entry ~~to upon~~ or use of college facilities, equipment or supplies.

VII. MISCELLANEOUS



- a. Persistent or habitual serious misconduct where other means of correction have failed to bring about proper conduct.
- a.b. The commission of any act constituting a crime under California law, on campus or any district-owned property or at any college-sponsored event<sup>[CVJ4]</sup>.

DRAFT

## AP 5520 Student Discipline & Due Process Procedure

### DISCIPLINARY ACTION

Disciplinary action appropriate to the misconduct as defined in BP 5500 may be taken by an instructor (see items C-1 and 5 below), the Director of Student Development or his or her designee (see items C-1, 2, 3, 4, 6, and 7 below), and the Board of Trustees (see item C8 below).

#### A. Consequences for Academic Dishonesty

When an instructor has determined that there is evidence of dishonesty in any academic work, the student may receive a failing grade for that piece of work and disciplinary action may be pursued. Any or all of the following actions may be imposed:

1. The instructor may assign a failing grade (no credit) to an examination or assignment in which ~~cheating or plagiarism~~academic dishonesty occurred.
2. The instructor may remove the student from the class or activity for the day of the incident and one additional class day as stipulated in C.5 of this procedure.
3. The instructor may complete the appropriate reporting forms (Disciplinary Form C – Academic Dishonesty Report Form and/or Disciplinary Form B – Notice of Suspension from Class/Lab/Library) and submit them along with a copy of the evidence to the ~~Director of Student Development~~Director of Student Development or his or her designee. This information will be placed in the student file.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue additional disciplinary action in accordance with the disciplinary measures outlined in this procedure.

#### **B. Notify Campus Police**

Misconduct as noted in BP 5500 sections II, III, IV, V and VI should be brought to the immediate attention of the Campus Police or local police department/security force (for courses taught off campus). This does not preclude a staff member from calling Campus Police for any other misconduct that warrants such action. Campus Police are to be called immediately and a police report will be written with notice to the Director of Student Development, or his or her designee.

#### **C. Discipline**

The following types of disciplinary action may be taken or pursued by the college:

1. **Warning** - A verbal or written notice, given to the student by a faculty member, the ~~Director of Student Development~~Director of Student Development, or his or her designee, or any college manager or delegated authority that continuation or repetition of the specified conduct may be cause for other disciplinary action. A copy of such action shall be sent to the ~~Director of Student Development~~Director of Student Development, or his or her designee and placed in the student file.
2. **Reprimand** - A written reprimand for violation of specified regulations sent to the student by the Director of Student Development, or his or her designee, noting that continued violations may

result in further disciplinary action. The ~~Director of Student Development~~Director of Student Development, or his or her designee shall place a copy of this reprimand in the student file.

3. Restitution - A letter from the Director of Student Development, or his or her designee, requesting reimbursement for damage or misappropriation of property will be sent to the student. A copy of this letter will be sent to the student file, Dean of Enrollment Services, and the Vice President of Student and Community Advancement. Reimbursement may take the form of appropriate service to repair or otherwise compensate for the damage.

4. Disciplinary Probation - Exclusion from college activities or services set forth in the notice of disciplinary probation. It may include one or all of the following and may be imposed upon an individual or groups of students.

- a. Removal from any or all college organization offices.
- b. Denial of privileges or participation in any or all college or student-sponsored activities or services. Disciplinary probation may be imposed for a period not to exceed one year. Repetition of conduct resulting in disciplinary probation may be cause for suspension or further disciplinary action. A written statement from the Director of Student Development, or his or her designee, will state those activities from which the student will be excluded. A copy of the disciplinary probation letter will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, and Campus Police.
- c. Requirement to complete one or more counseling or behavioral modification programs or classes including but not limited to drug/alcohol diversion program, anger management workshop, interpersonal communication workshop, life-skills class, Special Resources Center program and academic or psychological counseling appointments.

5. Removal by Instructor – In cases of academic dishonesty or disruptive behavior, an instructor may remove (suspend) a student from his or her class for the day of the incident and the next class meeting. During this period of removal, a conference shall be held with the instructor and the student in an attempt to resolve the situation that led to the student's removal.

- a. If a student is suspended for one class meeting, no additional formal disciplinary procedures are necessary. A record of the suspension should be sent to the ~~Director of Student Development~~Director of Student Development, or his or her designee and placed in the student file.
- b. If a student is suspended from class for the day of the incident and the next class meeting, the instructor shall send a written report of the action to his or her dean who shall forward this information to the Director of Student Development, or his or her designee. The Director of Student Development, or his or her designee, shall send copies to the Vice President of Student and Community Advancement and the President. If the student removed by an instructor is a minor, the ~~President's designee~~ [CV15] Director of Student Development, or his or her designee, shall ask a parent or guardian of the student to attend a parent conference with the instructor regarding the removal as soon as possible. A college administrator shall attend the conference if any party (instructor, parent, or guardian) so requests.
- c. The instructor may recommend to his or her dean that a student be suspended for longer than two class meetings. If the dean, instructor, and student cannot resolve the problem, the recommendation for a suspension of more than two class sessions will be referred to

the Director of Student Development, or his or her designee, for possible actions described in Section 6 of this procedure.

- d. During the period following the initial suspension from class for the day of the incident and the following class meeting, the student shall be allowed to return to the class until due process and the disciplinary procedures are completed unless the student is further suspended as a result of actions taken as defined in Section 6 of these procedures.

6. Suspension - The ~~President or the President's designee~~ [CVJ6] Director of Student Development, or his or her designee, may suspend a student as follows:

- a. From one or more classes for a period of up to ten days of instruction; or
- b. From one or more classes for the remainder of the term; or
- c. From one or more classes and activities of the community college for one or more terms not to exceed a period of two years. The Director of Student Development, or his or her designee, shall send the notice of suspension to the student, the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. Whenever a minor is suspended from the College, the parent or guardian shall be notified in writing by the Director of Student Development, or his or her designee.

7. Immediate Suspension - Any college manager or college delegated authority during non-school hours, may immediately suspend a student from the campus in an emergency action to protect lives or property and to insure the maintenance of order. Such action may only be taken when the student's conduct, not his or her mere presence on campus, creates a threat to the safety and well being of the campus. Within twenty-four (24) hours or the next regular work day of the suspension, the college manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, shall send a written notice to the suspended student, informing the student of his or her right to a hearing within ten (10) days of the suspension. A copy of this notice will be sent to the student file, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police.

Immediate suspension will be enforced for the following types of student misconduct:

- Possession or use of any weapon, firearms, or explosives.
- Willful misconduct which results in injury or death to a student or college personnel.
- Assault, battery, sex crimes, including sexual assault, or rape.

When there is probable cause to believe that a student has committed any of the above actions, that student will be immediately suspended from the campus by any college manager or college delegated authority. Within twenty-four (24) hours of, or the next regular work day after the suspension, the manager or college delegated authority shall send to the Director of Student Development, or his or her designee, a written report of the suspension. The Director of Student Development, or his or her designee, will then send a written notice to the suspended student, informing the student that he or she has been suspended for the remainder of the semester at a minimum and/or up to two years at a maximum and that he or she has the right to a hearing within ten (10) days of the suspension.

8. Expulsion - The termination of student status for an indefinite period of time. The Board of Trustees is authorized to expel a student for good cause when other means of correction fail to bring about proper conduct, or when the ~~presence~~ conduct of the student causes a continuing danger to the physical safety of the student or others. The notice of expulsion will be sent to the student with copies to the student file, Director of Student Development, Dean of Enrollment Services, Vice President of Student and Community Advancement, President, and Campus Police. The expulsion of a student shall be accompanied by a hearing if requested by the student.

## DUE PROCESS DISCIPLINARY PROCEDURES

### A. LODGING OF CHARGES

1. Charges of misconduct against a student, as defined in Sections I through VII of Board Policy 5500, may be lodged by any person who has personal knowledge of facts indicating that the student participated in the alleged misconduct. Such a witness shall hereinafter be referred to as the "complainant" and the person being charged as the "accused."
2. The complainant must first lodge his or her charge(s) with a responsible manager at the level of director or above.
3. The responsible manager will review the charge(s). The manager ~~will~~ then either:
  - a. attempt to informally resolve the issue(s) or
  - b. recommend disciplinary action.
4. If the responsible manager recommends disciplinary action, he or she will forward the charge(s) to the ~~Director of Student Development~~ Director of Student Development, or his or her designee. The ~~Director of Student Development~~ Director of Student Development, or his or her designee shall review the charge(s) and make an independent determination as to whether or not the conduct charged amounts to misconduct as defined in Items I through VII of Board Policy 5500 and whether disciplinary action should be brought against the accused.
5. If disciplinary action is appropriate, the ~~Director of Student Development~~ Director of Student Development, or his or her designee or appropriate administrator shall give the accused a written notice of the lodging of charges, the specified acts of misconduct and the proposed disciplinary action. The accused will be notified of his or her right to request a hearing within five (5) working days. A copy of this policy will be included with the notice. If the student does not request a hearing, the proposed disciplinary action will be taken.

### B. HEARING OF CHARGES

1. Scheduling of Hearing
  - a. Students who are placed on immediate suspension - If the student has been suspended prior to a hearing, the hearing shall be commenced within ~~ten (10) days~~ fifteen (15) days of the ordered suspension.
  - b. Students who have not been placed on immediate suspension:
    - (1) The accused shall receive written notice of the charge(s) giving rise to the proposed disciplinary action.

- (2) The accused has ~~five (5)~~ <sup>(CVJ7)</sup> ten (10) working days after receipt of written notice of the charge(s) to request a hearing before the Disciplinary Hearing Committee. Failure to request such a hearing in writing within this ~~five-day~~ ten day period, or failure to appear at such hearing will constitute a waiver of his or her right to a hearing pursuant to these procedures. Unless the hearing may result in expulsion, the accused is not entitled to representation by counsel. If the accused wishes to be represented by counsel at an expulsion hearing, the accused shall provide written notice in the request for hearing of the intention to be represented. If the accused is a minor, he or she shall be entitled to be accompanied by his or her parent or guardian at any hearing before the Disciplinary Hearing Committee.
- (3) The Disciplinary Hearing Committee shall be chaired by the ~~Director of Student Development~~ Director of Student Development, or his or her designee who will serve as the hearing officer and have as members one representative from each of the following groups: the Academic Senate, the Classified Employees, the Student Senate, and College Management.
- (4) If the accused requests a hearing, the ~~Director of Student Development~~ Director of Student Development, or his or her designee shall schedule a disciplinary hearing to take place within ~~five (5)~~ fifteen (15) working days of the receipt by him or her of the written request for a hearing.
- (5) The ~~Director of Student Development~~ Director of Student Development, or his or her designee shall give the accused and members of the Disciplinary Hearing Committee written notice of the time, place and date set for the hearing.
- (6) If the accused does not request a hearing, the ~~Director of Student Development~~ Director of Student Development, or his or her designee may finalize the disciplinary action with the exception of expulsion, which must be recommended to the Vice President of Student and Community Advancement. If the Vice President determines that expulsion is appropriate, he or she will recommend expulsion to the Board of Trustees for final approval.

2. How Hearing is to be Conducted

- a. The public shall be excluded from this hearing.
- b. The hearing officer may conduct the hearing in any manner he or she deems appropriate, provided the accused is given the opportunity to confront the witnesses testifying against him or her and to offer the statements of any supporting witnesses.
- c. If the Disciplinary Hearing Committee finds adequate support for the charge(s), it shall take appropriate disciplinary action pursuant to Section I.C of this procedure.
- d. When the Disciplinary Hearing Committee reaches a decision, the accused shall be given written notice of the decision, the disciplinary action, if any, to be taken, and the right to appeal the decision to the Vice President of Student and Community Advancement.

C. REVIEW BY THE VICE PRESIDENT OF STUDENT AND COMMUNITY ADVANCEMENT

1. The accused may seek review of the decision of the Disciplinary Hearing Committee by delivering to the Vice President of Student and Community Advancement, no later than ~~five (5)~~ ten (10) working days after notice to the accused of the Disciplinary Hearing Committee's decision, a signed statement containing:
  - a. A statement that the accused appeals the decision; and
  - b. A brief statement of why the accused considers the decision to be in error.
2. The Vice President of Student and Community Advancement shall examine all documents received and shall grant review of the matter only if he or she determines from these documents that the decision of the Disciplinary Hearing Committee was in error or the sanctions imposed were excessive in light of the seriousness of the charge(s).
3. If the Vice President of Student and Community Advancement determines that review is not appropriate, he or she shall, within ~~five (5)~~ ten (10) working days after receipt of the accused's request for review, send written notice to the accused denying review and affirming the decision of the Disciplinary Hearing Committee.
4. If the Vice President of Student and Community Advancement determines that review is appropriate, he or she shall, within ~~five (5)~~ ten (10) working days after receipt of the request for review, schedule a meeting giving the accused at least ~~three (3)~~ five (5) working days written notice thereof with the accused and the hearing officer, at which time the accused will be allowed to present his or her objections to the Disciplinary Hearing Committee's decision, and the hearing officer will be allowed to respond thereto.
5. After such a meeting, the Vice President of Student and Community Advancement may reverse, revise or modify the decision and the disciplinary sanctions therein imposed on the accused, or the Vice President may let the decision and disciplinary sanctions stand.

#### D. GENERAL PROVISIONS

1. If students or other persons are suspended or expelled from the campus, they shall not appear on the campus without permission from the Vice President of Student and Community Advancement [CVJ8] and must have a Campus Police escort.
2. The time limits specified in the Due Process and Disciplinary Procedures may be shortened or extended if there is a mutual written concurrence between the parties.
3. Failure of the accused to appeal any determination at any step to another step within the specified time limits shall be deemed acceptance by the accused of the last determination rendered.
4. Written notice to an accused pursuant to these procedures shall be sufficient if sent by first class mail to the last known address of the accused currently on file with the college. Notice shall be deemed given on the day of said mailing. Notice shall be in the English language.
5. In the absence of the Director of Student Development, a designee may be appointed by the Vice President of Student and Community Advancement.

6. No student shall be removed, suspended or expelled unless the conduct for which the student is disciplined is related to college activity or college attendance. In addition, no student may be removed, suspended, or expelled for parking violations.
7. The President or the President's designee (Campus Police) shall, upon the suspension or expulsion of any student, notify the appropriate law enforcement authorities of Los Angeles County or the City of Torrance of any acts of the student which may be in violation of Section 245 of the California Penal Code - Assault with a deadly weapon or force likely to produce great bodily injury.



<b>Major Indicated</b>	<b>Total in 2005-2006</b>	<b>Total in 2006-2007</b>	<b>Total in 2007-2008</b>
Administration of Justice	-	4	3
Anthropology	2	2	-
Art-Art History	4	3	2
Art-Studio Art	30	32	20
Childhood Education	41	39	34
Dance	3	2	1
Economics	22	12	7
English	21	16	14
Film/Video	9	2	1
French	3	3	2
General Science	13	1	-
<b>General Studies</b>	<b>165</b>	<b>152</b>	<b>191</b>
General Studies- Anthropology	2	-	-
General Studies- English	215	29	14
General Studies –Film	1	-	-
General Studies- Journalism	15	2	-
General Studies- Psychology	2	-	-
General Studies – Sociology	12	2	-
General Studies – Speech	6	-	-
History	20	15	12
Japanese	1	6	1
Journalism	4	1	1
Liberal Studies	46	19	18
Math – General	7	3	1
Music	5	4	5
Philosophy	2	1	2
Physical Education	5	6	2
Physical Science	2	-	-
Political Science	8	5	6
Psychology	23	15	11
Sign Lang. /Interpreter Training	-	-	3
Sociology	38	28	22
Spanish	-	4	2
Speech Communication	9	4	6
Recreation	-	1	2
Real Estate	-	-	3
Theatre	8	4	1
<b>Transfer Studies</b>	<b>-</b>	<b>179</b>	<b>227</b>

Analysis of Graduates for **Associate of Science** Degrees

<b>Major Indicated</b>	<b>Total in 2005-2006</b>	<b>Total in 2006-2007</b>	<b>Total in 2007-2008</b>
Accounting	13	10	10
Administration of Justice	34	29	29
Air Conditioning & Refrigeration	2	3	3
Architecture	19	8	8
Astronomy	1	-	-
Automotive Collision/Repair Painting	2	1	1
Automotive Technology	3	6	6
Biology	14	16	16
Business Administration	109	100	100
Business Management	22	20	20
Chemistry	3	3	3
Computer Aided Design/Drafting	7	3	3
Computer Information Systems	21	15	15
Computer Science	5	6	6
Construction Technology	5	4	4
Cosmetology	4	2	2
E&CMT – Computer Tech	4	2	2
E&CMT – Electronics Tech	6	5	5
Environmental Horticultural Science	4	1	1
Environmental Horticulture	-	1	1
Fashion Design & Production	7	3	3
Fashion Merchandising	2	1	1
Fire & Emergency Technology	24	29	29
Fire & Emergency Tech-Paramedic	8	3	3
General Studies	1	2	2
General Science	-	4	4
General Studies – Administration of Justice	7	-	-
General Studies – Geography	1	-	-
Geography	4	-	-
Geology	1	-	-
Laboratory Technician	2	-	-

(Medical)			
Machine Tool Tech-Machinist	4	1	1
Machine Tool Tech-Numerical Control	2	1	1
Manufacturing Technology	1	-	-
Marketing	2	10	10
Mathematics	6	7	7
Nursing	92	97	97
Office Admin-Office Systems	7	2	2
Office Administration-Management	2	-	-
Paralegal Studies	19	12	12
Photography	3	3	3
Physical Science	-	1	1
Physics	-	2	2
Pre-Engineering	6	16	16
Pre-Medicine	2	-	-
Pre-Nursing	9	12	12
Pre-Pharmacy	-	1	1
Radiologic Technology	19	20	20
Real Estate	3	4	4
Real Estate-Appraisal	1	-	-
Respiratory Care	13	15	15
Sign Language/Interpreter Training	20	19	19
Transfer Studies	-	35	35
Welding	3	4	4

## Board Policy 3430 Prohibition of Sexual and Other Forms of Harassment

The District is committed to providing an academic and work environment that respects the dignity of individuals and groups.

The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation.

Harassment based on any of the following statuses is prohibited and will not be tolerated: race, color, religion, ancestry, national origin, disability, gender, sexual orientation, or any other biases, or the perception that a person has one or more of the foregoing characteristics.

Sexual harassment violates state and federal laws, as well as this policy, and will not be tolerated. It is also illegal to retaliate against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation, and retaliation constitutes a violation of this policy.

Sexual harassment is further defined as unwelcome sexual advances, requests for sexual favors and other conduct of a sexual nature when:

1. submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
2. submission to or rejection of the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. ~~the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or education environment~~the conduct has the effect of having a severe or pervasive impact upon the individual's work or academic performance or of creating an intimidating or hostile work or educational environment; or
4. submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Superintendent/President shall ensure that the institution undertakes education activities to counter discrimination and minimize and eliminate a hostile environment that impairs access to equal education opportunity [E. C. 66252]

The Superintendent/President shall establish procedures that define sexual harassment and other forms of harassment on campus. The Superintendent/President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding sexual harassment and discrimination, and procedures for students to resolve complaints of sexual and other harassment and discrimination. All complainants are protected from retaliatory acts by the District, its employees, students, and agents.

This policy and related written procedures shall be widely published and publicized to administrators, faculty, staff, and students, particularly when they are new to the institution. They shall be available for students and employees in all administrative offices.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

Reference:

Education Code Sections 212.5; 66252; 66281.5

El Camino College

| Adopted: 4/16/01, 10/19/09

Replaces Board Policy # 4274

## **Academic Program Review Committee (APRC)**

### **The Academic Program Review Committee Members:**

Co-Chair: Vice-President of Academic Affairs or designee; Co-Chair: President, Academic Senate; Three Faculty Representatives from Academic Divisions.

### **Academic Program Review Committee Mission:**

The mission of the Academic Program Review Committee is to meaningfully engage, assist, and guide faculty in the analysis and interpretation of qualitative and quantitative program data in order for them to provide recommendations with the goal of strengthening and supporting the efficiency and future of their programs through the college's planning cycle.

### **Academic Program Review Committee Process:**

1. Academic Program Review Committee meetings are scheduled every two weeks throughout each semester.
2. Academic Program Review Committee comes together in the fall to discuss current review cycle of programs under review.
3. Committee reviews any updated Program Review materials for distribution to faculty along with relevant IR data.
4. Program Review orientations on both ECC and CEC campuses are given by the Program Review Committee chair and Director of Institutional Research.
5. Program Review drafts are submitted to Academic Affairs by the end of fall semester and are reviewed by the PR chair and distributed to the Committee for input.
6. Responses are sent to the faculty authors so that they can work on their final drafts in the coming months.
7. Final Drafts of the current Program Review cycle are submitted by April.
8. All Program Reviews are distributed to the Academic Program Review Committee members for review.
9. Faculty members who have authored the Program Reviews and their respective deans meet with the Academic Program Review Committee to discuss their findings and recommendations.
10. If necessary, suggestions to enhance their work are made by the Academic Program Review Committee and revisions are made by the faculty.
11. Approved Program Reviews from both campuses are posted on the web.
12. Program Review prioritized recommendations are placed into the college's planning software (Plan Builder) and will follow the college's master planning model. This model includes feedback to programs regarding follow-up with their recommendations.
13. Annual Updates are submitted to Academic Program Review Committee and to the Division Deans.
14. Faculty who have participated in the Program Review Process participate in a Program Review Evaluation.
15. Academic Program Review Committee analyzes and presents common themes gleaned from cross-discipline program review documents for information and discussion.
16. Academic Program Review Committee takes part in reflective analysis of its own work for the improvement of the overall campus-wide process.