

ACADEMIC SENATE MINUTES
September 2, 2008

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

Behavioral & Social Sciences

Brown, Maria
Rader, Emily
Widman, Lance X
Wynne, Michael X

Business

Halamka, Dagmar
Saddiqui, Junaid X

Counseling

Beley, Kate X
Gaines, Ken
Raufman, Lisa/V. Ragfold

Fine Arts

Ahmadpour, Ali X
Davidson, Jason X
Wells, Chris X
Crossman, Mark exc

Health Sciences & Athletics

Hazell, Tom X
Orton, Tory/Victoria (sharing)
Stanbury, Corey
Kim Baily (sharing)
McGinley, Pat (sharing) X
Moon, Mary (sharing)

Humanities

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

Industry & Technology

Gebert, Pat X
Hofmann, Ed X
MacPherson, Lee X
Marston, Doug
Rodriguez, George

Learning Resources Unit

Striepe, Claudia X
Robles, Vince (sharing) X
Ichinaga, Moon (sharing) X

Mathematical Sciences

Ghyam, Massoud
Kasabian, Judy
Scott, Greg
Tummers, Susan
Marc Glucksman X

Natural Sciences

Cowell, Chas X
Herzg, Chuck X
Palos, Teresa X
Vakil, David X

Adjunct Faculty

Kate McLaughlin X
Owens, Annette

ECC CEC Members

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

Ex Officio Attendees: Francisco Arce, Jeanie Nashime,
Guests and/Other Officers: Gloria Miranda VPAA Deans Rep. Janet Young (exc), Quajuana Chapman

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 2008 semester was called to order at 12:32pm.

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

PM announced that this would be the first and last meeting in the West Lounge. The Academic Senate will return to meeting in the Alondra Room.

PM had a trivia question for the Academic Senate members. How many faculty (full and part time) are working at El Camino this semester?

Answer: (Some areas are missing)

| | <u>Full</u> | <u>Part</u> |
|----------------------------|-------------|-------------|
| Behavior & Social Sciences | 36 | 71 |
| Business | 20 | 36 |
| Fine Arts | 35 | 111 |
| Health Sciences | | |
| Humanities | 61 | 137 |
| Industry & Technology | 30 | 78 |
| Learning Resources | 9 | 5 |
| Math | 38 | 86 |
| Natural Sciences | 34 | 47 |
| Nursing | 13 | 35 |
| Special Resource Center | 10 | 13 |
| Total | | |

Approval of last Minutes:

Some corrections to the minutes of May 20th 2008 were requested in person and via email. The Minutes were accepted with corrections.

REPORTS OF OFFICERS

President's report – Pete Marcoux (henceforth PM)

Technical Assistance. PM noted Mark Wade Lieu's responses to the issue of Technical Assistance.

- I'm sorry the form is confusing. When there is a request from only one group (only faculty or administration), the presentation ends up being given only by either the ASCCC or the CCLC to its respective group. It is far less effective since there is no buy-in from all concerned. If the request is only from faculty, administration cannot be compelled to participate. We don't call this a technical assistance, reserving that title for the jointly conducted sessions.
- I agree that it is a wasted opportunity. Sadly, quite a few districts do not proactively ask for the technical assistance - largely because there is no recognition of the need to change

or to revisit governance issues. We end up doing the technical assistance only after the commission has cited the lack of governance processes.

[See also pg.7-8 of packet]

The process works best if both “parties” co-apply, and usually Technical Assistance is mandated by the Accrediting Commission. Mr. Widman asked if this issue would come up during accreditation, and PM thought it likely. Dr. Arce said this talk was premature, as he believed that he and PM were still going through a process of investigation. PM thought the process was still ongoing as well, but that the issue was that Dr. Fallo had said he would not bring 2510 to the Board of Trustees. Dr. Arce felt that the internal process should be completed first. Mr. Vakil felt that Technical Assistance would save us from having to go through a long process, and Mr. Wells suggested going ahead both with our own investigation, and requesting Technical Assistance and seeing what progress was made.

College Council would meet today and discuss goals for 2008/09. Mr. Vakil will sit in on this meeting.

Program Review. [see pg 13-20 of packet] PM reported that the process has been re-energized. Program Review has a new format and this has been posted on the Web, along with forms and dates. Dr. Jaffe will be giving an orientation on the new format. Institutional Research will automatically provide the needed data. Mr. Panski asked where Compton Education Center fitted in to the Review process. Were the Compton Divisions to fit in/be included with the El Camino Division Program Reviews? Mr. Panski said that this question also applied to the Education Master Plan. Dr. Arce replied that he would be initiating a Master Plan process

That would focus on the Center. For the most part, Program Reviews were already in progress before the Center joined ECC, so it has not really been decided how to integrate the Center into the Review process – perhaps as an addendum, perhaps as a separate report. Mr. Panski said this needed to be articulated as FCMAT will be looking at this aspect. PM felt that Dr. Jaffe would also be looking into this question.

Irene Graf of Institutional Research is also keeping statistics and information for Compton. Mr. Panski repeated that Compton Center needed direction and that the faculty at Compton wanted to be involved.

Facilities Steering Committee. [See pg23-44 of packet]

SLO's. The role of the Academic Senate in the SLO process is still being worked out. The EBoard will meet with Dr. Jenny Simon and Lars Kjeseth. Ms. Gebert noted that the Cosmetology department wished to meet with their Compton counterparts on SLO's. Mr. Panski said that most of their programs were off-campus, but gave Ms. Gebert a contact.

Rules for Writers Handbook. The Humanities Division has approved this Writers Handbook and recommends its use. The Handbook has been customized for ECC and is available online and in the bookstore. The library also has copies.

Compton Education Center report - Saul Panski (SP)

No report.

Curriculum Committee report – Janet Young (JY)

No report. PM reported that the Curricuware software had crashed, but was now running again

Educational Policies Committee report – Evelyn Uyemura (EU)

The Committee is working on the Student Conduct policy as it pertains to plagiarism.

The title of BP4070 (previously Audit of Courses) was felt to be misleading, and has been changed to Audit Enrollment. The Committee is still getting feedback from Division offices on the Grade Change policy. The procedures to this policy may need to be revisited, and the Committee may need to meet with Mr. Mulrooney to clarify matters.

BP5506 Academic Honesty - the part pertaining to Students Rights and Responsibilities is under discussion. Input is being sought from Mr. Tyler. More mention is needed of the issue of electronic means of cheating.

EU hope to have a final reading of BP4220 Standards of Scholarship at the next Senate meeting. The Committee will be meeting this Thursday 4th September and has two goals: to take and disseminate better minutes, and to find a new Chairperson.

Faculty Development – Dave Vakil (DV)

DV announced that a **pilot Mentorship Program** was in progress in the Humanities Division this semester.[see pg 45, the pg 54-61 of packet]Please send feedback to DV.

DV had met with Dr. Nishime re: **Destinguished Faculty Awards** for part time faculty. He felt that some progress had been made. Mr. Robles put in a word for librarians as faculty to be considered for the awards, and DV said it was up to someone to nominate them.

The **major goal for the semester/year will be to oversee the mentorship program** and have it go campus- wide.

A second goal, which has not yet been discussed by the Committee, is to develop a system whereby **faculty can sit in on each other's classes** in a non- evaluative way, to observe and provide feedback.

DV told the Senate to expect more information on the Teaching Book Club. The book chosen for the next round is "What the Best College Teachers Do" By Ken Bain. DV hopes the same arrangement will apply – that is, the book will be provided free to faculty who sign up for all the meetings. Dr. Arce asked for the title of the book and will try and get funding for 30 copies.

DV asked how we can get faculty from ECC and Compton Educational Center to mix better. Scheduling is acknowledged to be a problem. Some comments included that we should use technology, like virtual conferencing, more and dividing meetings so that they alternate between the campuses. DV felt that this issue could use more discussion.

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

[pp. 62-63 of packet] 5/5/08 PBC Minutes, discussion of 08/09 **Tentative Budget, Student Health Fee** increase update. PBC endorsed the Health Fee and will have a further discussion on the merits of a year-round health fee.

[pp. 64-66 of packet] 7/10/08 PBC Minutes, discussion of **PBC self-evaluation** results.

[pp. 67-70 of packet] 8/14/08 PBC Minutes, IMPORTANT discussion of 08/09 **Final Budget Assumptions**, lead by Pres. Fallo. LW argued the members of Senate to look at these minutes.

[pp. 71-74 of packet] IMPORTANT discussion at 8/28 PBC meeting of 08/09 **Tentative vs. Final Budget** comparisons. The Final Budget was endorsed by the PBC at this meeting, forwarded to the Board of Trustees, to be considered at its 9/2 Board meeting. The comparison lists were compiled by Janice Ely. **Council of Deans** was pretty quiet over the summer.

Legislative Action – Chris Wells (CW)

CW reported on AB 591 Community Colleges: Temporary Employees - part time teaching load has been raised from 60 to 67%.

With reference to AB 906 Community Colleges: 50% Law - 53% of the budget is now earmarked for salaries.

CW reported that CSULB is not accepting applications for Spring 09 except in the areas of Nursing and Engineering.

REPORTS OF SPECIAL COMMITTEES

Accreditation

Dr. Spor gave a powerpoint presentation on Accreditation to date. [See Handout]

Mr. Wells asked whether the culture of accreditation is changing. Dr. Spor was not certain that it was. Mr. Widman asked whether the college would have a chance to respond to any accreditation team findings/comments. Dr. Spor noted that the college President would have an opportunity to look at the team's document, but that otherwise it was a confidential document. Mr. Panski noted that Compton was "totally in the dark" about the process as it concerned faculty. Dr. Spor said that ECC was as well, as we

have received no information from the Accreditation team as yet, but that he would share the information as it came in. Dr. Spor noted that from his reading of our self- study report it was good to note that ECC offers lots of high quality programs and have good staff. This really shows through in the report. CD's of the report are being made and will be distributed. In the meantime, you can find copies of the report at <http://www.elcamino.edu/administration/vpaa/accreditation.asp>

Calendar Committee – Lyman Hong (LH)

The Committee approved a **Three-Year Calendar**.

UNFINISHED BUSINESS

Proposed Distance Education Class Load Policy

This will be discussed at the next meeting..

Public Comment

PM asked for suggestions for discussion at subsequent meetings. Some suggestions : Department chairs, Syllabi, Copy Center, Plagiarism software, Teacher Rights/Concerns, Discipline, Campus Police/Police Chief presentation.

ARC is in decline – this is an area of concern.

Irene Graf will give a presentation on enrollment.

Questions were raised about the presence of religious protelyzers on campus. It was noted that all campus “visitors” need a permit from Harold Tyler.

PM thanked all outgoing Senators for their service and welcomed new Senators Chuck Herzig, Moon Ichinaga, and Vince Robles. Kate McLaughlin will run as Adjunct Faculty representative again.

PM noted that Alice Grigsby and Claudia Striepe would lead preview tours of the new extension to the Learning Resources Building.

The meeting was adjourned at 1:43 pm.

Cs/ecc2008

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 2, 2008

Present: Francisco Arce, Thomas Fallo, Jo Ann Higdon, Meagan Mc Lean, Leo Middleton, Jeanie Nishime, Barbara Perez, Susan Pickens, Gary Robertson, and Arvid Spor.

1. Board Agenda

- a. The budget will be adopted tonight.
- b. Temporary Cash Borrowing from the Los Angeles County Treasurer – There is no interest on this because it is taken out of earnings. Jo Ann verified this with the County on Friday.
- c. New Classification Specification for Academic Administrator Position – we are changing the Athletic Director to a management position.
- d. Reactivate Classification Specifications for Administrator Position – we are reactivating Director of Small Business Services position – it has been a Special Services Professional position.
- e. Change Order – Bromel Industries – Lot H Parking Structure & Athletics – The County is requiring us to make some amendments to the bid documents in relation to the intersection drawings.

2. Parking Structure – will be complete by spring and possibly by mid winter session. We are thinking about providing students with bus passes to encourage public transportation.

3. Accreditation

- a. 2002 Visit – 4 recommendations – in 2007 all recommendations were met.
- b. Student Learning Outcomes (SLO's) – is a key theme. We will have SLO proficiency by 2011.
- c. Accreditation team visit will be October 6 – 9th.
- d. The Accreditation Report is available on both El Camino and Compton websites.
- e. President Fallo would like to do more planning to Commission standards. Jeanie and Francisco will work to see how we do that.

Agenda for the September 8, 2008 Meeting:

1. Minutes of September 2, 2008
2. College Council Evaluation & Goals
3. College Council Schedule

DRAFT

Distance Ed Class Load Policy Proposal (4-17-08) Approved by DEAC 5-15-08

The El Camino College Distance Education Committee (DEAC) supports faculty assignment of more than two sections of Distance Education Courses provided that course standards and quality is maintained:

- To meet student demand for curriculum in non-traditional delivery methods.
- To meet the institutions goal to grow and expand the DE program
- To provide greater flexibility for Division Deans and faculty

Faculty will have the same contractual obligations, including student contact hours and professional obligations, such as committee assignments, flex requirements, and attendance at departmental meetings.

All areas (training, evaluation instruments & procedures, student & faculty support, etc.) will need review and clarification.

Note: The committee solicited and received input from faculty on the policy developed by Chris Wells and presented to the Academic Senate for review. A number of instructors that responded felt that Distance Education course load should be treated the same way as assignment procedures for face to face courses and not have any limitations.

DRAFT

El Camino College

Distance Education Guideline Proposal

Approved by Distance Education Advisory Committee: 3-20-08

"Instructor-student contact is at the very heart of all college courses." (*Guidelines for Good Practice: Effective Instructor- Student Contact in Distance Learning*, The Academic Senate for the California Community Colleges, p3, 1999)

To ensure a quality educational experience for students enrolled in Distance Education courses and to meet the requirements of Title 5 guidelines for "Instructor Contact", the following standards will apply:

1. The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses.
2. All approved courses offered as distance education shall include regular effective contact between instructor and students.
3. Regular effective contact shall be defined as weekly communication/interaction between student and teacher through group or individual meetings, orientation and review sessions, threaded discussion forums, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. The number of instructor contact hours per week that would be available for face to face students, will also be available to students in DE courses.
4. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Following are some examples of how this contact may occur using current technology:
 - Real-Time Chat: Real-time interactive discussions between teacher and students.
 - Email: Individual conferences, questions, clarification of assignments, submission of assignments and other communications.
 - Listserve: Online discussions between students and faculty.
 - Telephone: Arrange regularly scheduled hours convenient for students to contact faculty to ask questions and clarify assignments.
5. A policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or

other course documents that are made available for students when the course officially begins. A copy of this information shall be submitted to the Division and Distance Education office.

6. The same attendance policies in place for traditional classroom courses at El Camino College will be applied to online courses.

Appendix

“Regular Effective Contact”

Traditional Course

Regular contact is defined for the instructor by the meeting schedule (days, hours, etc.):

(Three examples taken from the ECC Spring 2008 Schedule)

History 1A – 3 Units

| # of Days | Section # | Meeting Days | Times | Instructor |
|-----------|-----------|--------------|-------------|------------|
| 3 days | 2260 | M W Lecture | 915-1016a | M.Brown |
| | | F Lecture | 915-1016a | |
| 2 days | 2270 | TTh Lecture | 1115a-1240p | A. Verge |
| 1 day | 2286 | T Lecture | 6p-910p | M.Eula |

Title 5

Guideline for Sections 55207 and 55209

These two sections emphasize the extent to which course quality depends upon the full involvement of faculty in DE design and application.

55211. Instructor Contact.

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

(a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

(b) All distance education courses are delivered consistent with guidelines issued by the Chancellor pursuant to section 409 of the

Procedures and Standing Orders of the Board of Governors. Regular effective contact is an academic and professional matter pursuant to title 5, section 53200.

Note: Authority cited: Sections 70901 and 66700, Education Code.
Reference: Sections 70901 and 70902, Education Code.

Guideline for Section 55211

This section defines what contact must be maintained between instructor and student: Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term "regular effective contact" in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record.

Subsection (b) honors the principle that for DE courses, there are a number of acceptable interactions between instructor and student, not all of which may require in-person contact. Thus, districts will need to define "effective contact," including how often, and in what manner instructor-student interaction is achieved. It is important that districts document how regular effective contact is achieved. Since regular effective contact was declared an academic and professional matter, this documentation must include demonstration of collegial consultation with the academic senate, for example through its delegation to the local curriculum committee. A natural place for this to occur is during the separate course approval process (see section 55213). Documentation should consist of the inclusion of information in applicable outlines of record on the type and frequency of interaction appropriate to each DE course/section or session. As indicated in the *Guideline to Section 55219*, districts need to describe the type and quantity of student-faculty interaction in their annual reports to their local governing boards and the State Chancellor's Office.

Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning

The Academic Senate for the California Community Colleges

Adopted Spring 1999 (pp 7, 8 & 9)

GOOD PRACTICES IN TECHNOLOGY MEDIATED INSTRUCTION

Much of the background to effective technology mediated instruction has already been described in detail in the Fall 1997 Academic Senate paper *Guidelines for Good Practice: Technology Mediated Instruction* and the works it references.

In the many specific techniques suggested in that paper, the principal purpose is to provide the most effective learning experience for the student. This purpose, of course, should be the goal of all instruction, no matter the mode of instruction, and most good practices apply to all courses. Effective instructor-student contact is a universal requirement for instruction. However, since the determination of effective instruction is not an easy task in the planning and discussion of any course, it is important that technology mediated courses should not be held to a higher or different standard than other courses.

Two quotations from the 1993 Academic Senate position paper *Distance Learning in California Community Colleges* are particularly appropriate:

- innovation should always serve the best interests of students, and
- § innovation should be initiated by faculty when it enhances student success.

The use of innovative technology offers an opportunity to simultaneously encourage progress for the comfortable majority of students while at the same time concentrating on the variety of individual and specific difficulties encountered by smaller groups of students. Just as one lecture style is not effective for every student, so one mode of technology is not universally effective. The goal should be to make a variety of options available for different students with different learning styles.

Traditional ideas of good teaching practices are important, regardless of methodology: they simply need to be extended to new situations. Chickering and Ehrmann in *Implementing the Seven Principles: Technology as Lever* (1996), point out that instructor-student contact is a key component in the teaching and learning process. Pure content can, for example, be conveyed by a lecture, a text, a computer, a video or a CD-ROM. But it is the instructor who conveys the relevance of information and sets the context. Making the information come alive takes a dynamic interaction between teacher and learner. A large lecture format is not necessarily the best way to accomplish this dynamic interaction. By using more technology for content delivery, the instructor may be made available for more meaningful interactions with the student. The course approval process for distance learning courses should seek to demonstrate these possibilities, for example by asking about the nature of individual interactions.

This distinction is particularly the case with the use of "off the shelf" courses such as the traditional television course. The college has both the opportunity and the obligation to add value to the content material rather than to simply transmit it. Most obviously, value can be added by the provision of services to students, such as the dynamic instructor-student interaction mentioned above, or

library and counseling services. The course approval process should document how these services will be provided.

Another feature for consideration in course design and review is accessibility. A course designed to use technology or distance learning should make provisions to accommodate disabled students in a comparable manner to regular courses. One well known example is ensuring that websites used for courses are accessible to screen readers for the visually impaired. Current information on accessibility and the world wide web can be obtained from the Web Accessibility Initiative at:

<http://www.w3.org/WAI/>

In addition, the Center for Applied Special Technology maintains a website at:

<http://www.cast.org/bobby/>

which provides a means of checking individual pages or sites for accessibility.

EFFECTIVE CONTACT FOR DISTANCE LEARNING

The design for a distance learning course should show attention to both parts of the learning experience: the information transfer portion of the course and also the individual instructor-student contact portion.

In *Guidelines for Good Practice: Technology Mediated Instruction*, the following ideas are listed for possible consideration during design and implementation of the information transfer portion of the course.

The video, multimedia, or web-based instruction can:

- § relate the new material to previous student knowledge,
- § place new material properly in relationship to the rest of the course content,
- § create logical sequences for each element presented,
- § integrate introductory statements, detailed content, examples and illustrations, colorful asides designed to spur interest, and summative statements into a well-paced, attention-holding package,
- § intersperse instructional methodologies using different learning styles such as:
 - logical/deductive style with text-based material,
 - verbal-visual style with well-explained pictures and diagrams,
 - visual-kinesthetic style with interactive exercises, and
- anticipate areas of questions, and supply appropriate and timely replies.

This paper is mainly interested in the instructor-student interaction portion of the course. Students need timely help with understanding course material and with skills that are relevant to their goals; they need timely access to college support services; they need timely access to faculty; and they need to be engaged. Creatively used technology can significantly enhance the individual experience for the student, and can improve the services provided by the college and the instructor. For example, students who correspond with the instructor once a week, or more, by e-mail may in fact receive considerably more useful personal attention than those who sit quietly in the back of a lecture all semester. A student who participates electronically in a guided, threaded online discussion will almost certainly experience a richer interaction than that provided by a single question and answer in a traditional classroom.

Guidelines for Good Practice: Technology Mediated Instruction also lists the following possible examples of individual instructor-student interactions:

- § Technology can foster contact, providing additional vehicles for instructor-student interactions and for placing the information in an appropriate context.
- § Technology has given us additional tools to foster interaction in a student-driven manner adapted to the technology used, for example:
 - Web based: frequently-asked-questions that can be kept current ("FAQs"),
 - Interactive: question-and-answer ("Q&A") areas or chat rooms,
 - Phone based: phone-in office hours or voice mail,
 - Video based: video conferencing with "smart" cameras which can focus on students asking questions,
 - Internet based: e-mail distribution lists, chatrooms or bulletin boards where threaded conversations or guided discussions could be held, and
 - FAX and e-mail based: exchange of ideas and comments or communication of documents over distance.

In order for effective instructor-student contact to occur in technology mediated courses, faculty development must include adequate training for both full-time and part-time instructors. Furthermore, ongoing responsive technical support must be provided to both faculty and students. If course delivery depends on technology, then all aspects of that technology must function properly whenever faculty and students require them. Colleges that offer distance learning courses must plan, prepare, budget and implement ongoing faculty development and technical support in a timely, systematic manner.

University of Phoenix Course syllabus 2008

Attendance in Online Courses

A learner will be considered *in attendance* for a given week of online instruction if he or she posts at least once in any newsgroup on two different days during the online week of Tuesday through Monday. Deadlines for attendance are based on Mountain Standard Time. Working privately with the instructor via email does not count toward the attendance required by the University. Any learner who fails to make these weekly postings will be required to withdraw from that course without a grade and will subsequently be required to retake the course in directed study format. The Online Campus processes these withdrawals automatically. There is a maximum of three directed studies allowed for a student during the entire program. Directed studies are not an entirely favorable substitute for online classes, as learners miss the valuable interaction of their cohort members.

Participation for Online Courses

Learners are expected to participate, on at least 5 days out of each 7-day week, in several conference discussions relating to the subject matter for the week. Discussions will take place in the main classroom newsgroup as assigned by the faculty member in the course syllabus. Learners will read, analyze, and respond to questions and comments from the faculty member and fellow learners.

POLICIES FOR UNIVERSITY OF PHOENIX, ONLINE CAMPUS COURSES

Dear University of Phoenix, Online Campus students,

The policies described in this message apply to University of Phoenix, Online Campus classes. Instructors and staff members cannot make exceptions to these policies. If an instruction in your class seems to contradict these policies, please seek clarification directly from your instructor.

Please be sure to read this message carefully and refer to the University of Phoenix Catalog as well as your specific Program Handbook for additional policies.

CLASS START

In most cases, your instructor will post course materials the day before the course begins. However, there may be instances when the instructor does not have access until the day of the scheduled course start. If you do not see posts from your instructor by the day after the scheduled course start, please contact your counselor or tech support.

ATTENDANCE REQUIREMENTS

In University of Phoenix, Online Campus classes, attendance and participation are not the same.

As explained below, the minimum requirements are different for each. In addition, please note that attendance is tracked by University of Phoenix, Online Campus administration, whereas participation is tracked by your instructor.

Attendance is taken automatically week-by-week. Remember that the University of Phoenix, Online Campus week begins on Tuesday and ends on the following Monday. To be in attendance during a week, you must meet two requirements:

(1) You must post at least one message to any of the class forums on two different days during each week. Deadlines for attendance are based on Arizona time. Arizona is on Mountain Standard Time (MST). Please note, Arizona does not observe daylight savings time.

(2) If your course is 1-4 weeks long and you miss ONE week of attendance, you will automatically be withdrawn and will not be eligible to earn a grade. If your course is 5-8 weeks long and you miss TWO weeks of attendance--consecutively or non-consecutively--you will automatically be withdrawn and will not be eligible to earn a grade.

Important points to remember about attendance: Any message you post in any course forum will count towards the attendance requirement, regardless of its content or quality. Any message you email to your instructor or classmates but do not post to a forum will not count towards the attendance requirement. Attendance is not a graded activity, unlike participation. Meeting the attendance requirements does not ensure a good participation grade.

If you fail to meet the attendance requirements by posting messages in the forums, you will not be eligible for a course grade, even if you have finished assignments and have attempted to complete the course through private email or other methods. Sending assignments to your instructor privately does not make up for missed attendance. Faculty and administrative staff cannot excuse absences. If you have any questions about these policies, please contact your admissions counselor or academic counselor.

PARTICIPATION REQUIREMENTS

Class participation is a graded part of your course work. You must participate four days per week in class discussions, and quality and content will be taken into account in the grading.

SEE YOUR INSTRUCTOR'S COURSE SYLLABUS FOR THE SPECIFIC PARTICIPATION REQUIREMENTS FOR YOUR COURSE.

PLEASE NOTE: Doctoral courses in the School for Advanced Studies (SAS) have different student participation requirements. See your instructor's syllabus for details.

POSTING ASSIGNMENTS

Your instructor may require that you post some assignments to the Individual forum in your class - the forum you see with your name in the title. It is your responsibility to check the Individual forum to confirm that your assignments are correctly posted. Checking includes making sure you attached not only the assignment but the correct version of your assignment to your post.

Online Course Standards, Cerritos Distance Education Division

1. There must be regular personal contact between instructor and student, pursuant to Title 5 Section 55376. "Regular personal contact" shall be defined as weekly communication between student and teacher through office visit, telephone conversation, e-mail exchange, "virtual office hours", auditing of traditional course lectures, group or individual meetings, orientation and review sessions, supplemental seminars or study sessions, video conferences, and/or field trips.
2. The same attendance policies in place for traditional classroom courses at Cerritos College will be applied to online courses.

COLLEGE CURRICULUM COMMITTEE BYLAWS

1. CCC STRUCTURE

1.1 Voting Representatives

Voting Representatives shall be one full-time faculty member from each academic division, one full-time faculty counselor, one full-time faculty librarian, one full-time faculty member from the Compton Community Education Center, and one full-time faculty counselor from the Compton Community Educational Center. The Vice President of Academic Affairs (VPAA) shall be a voting representative and the Council of Academic Deans and Directors shall also have a voting representative.

1.2 Term of Faculty Representatives

The term of a faculty CCC representative shall be three years. The elections will be staggered so that one third of the representatives are elected each year.

1.3 Election of Faculty Representatives

The election process shall be initiated in each Academic Division, the Counseling Division, the Library, and the Compton Community Education Center in compliance with the Academic Senate Constitution. CCC elections for full terms shall take place in the fall semester of the last year of a term. Only full-time faculty are eligible to vote for a faculty representative.

1.3.1 Should a CCC representative not complete his or her term, the replacement shall be elected for the remainder of the term.

1.3.2 Should a CCC representative be required to take a leave exceeding one month, an interim representative must be appointed by the division dean, or if appropriate, the area director, and the senior Academic Senate representative for the period of the leave.

1.4 Vice President of Academic Affairs Representative

If for any reason the VPAA is unable to meet the attendant responsibilities of a CCC representative, then he or she shall appoint a designee from the Council of Academic Deans and Directors to fulfill the responsibilities on an interim basis.

1.5 Council of Academic Deans and Directors Representative

The Council of Academic Deans and Directors CCC representative will be appointed for a three-year term by the VPAA or the designee.

1.5.1 Should a Council of Deans and Directors CCC representative not complete his or her term, the VPAA or the designee shall appoint a replacement for the remainder of the term.

1.5.2 Should the Council of Deans and Directors CCC representative be required to take a leave exceeding one month, an interim representative shall be appointed by the VPAA or the designee.

1.6 Ex-Officio Representatives

The Ex-Officio representatives of the CCC, who are non-voting members, shall include but are not limited to:

1. Articulation Officer
2. Chair-Elect (when not serving as a division representative)
3. Curriculum Advisor
4. Dean, Compton Community Educational Center – Academic Affairs
5. Director of Workforce and Community Education
6. Immediate Past Chair (when not serving as a division representative) shall serve for one year following completion of his or her term as CCC Chair
7. Matriculation Officer
8. Member of the Associated Students (selected by President of Associated Students)
9. Student Services Advisor, Evaluations Unit

1.7 Responsibilities of All Representatives

These shall include:

1. Regular and punctual attendance at all meetings
2. Attend at least one in-service training session each academic year
3. Knowledge of current curriculum procedures and policies
4. Careful study and review of all curriculum proposals in advance of meetings
5. Assistance to faculty with curriculum issues and proposal preparation

2. CCC CHAIR

2.1 Term of Office for CCC Chair

The term of office is two years.

2.2 Qualifications of CCC Chair

A candidate for Chair must have two years of CCC experience and either be a current CCC faculty representative or present Chair or immediate past Chair.

2.3 Election of CCC Chair

2.3.1 Election Process

The election will be coordinated by the Curriculum Advisor and an Election Committee appointed by the CCC Chair.

The Election Committee will consist of two voting CCC members.

2.3.2 Election Timeline

- 2.3.2.1 Regular Election: The election will occur no later than the 12th week of the spring semester during the seated Chair's first year of office.

2.3.2.2 Special Election: In the event that a vacancy will exceed a period of six months, a special election will be held to fill the position for the remainder of the term. The CCC will determine the special election timeline.

2.3.3 Chair Elect

2.3.3.1 If the seated Chair is not re-elected, the person elected will serve as Chair-Elect for one academic year before taking office. The Chair-Elect may attend the weekly meetings with the Chair, VPAA or designee, and Curriculum Advisor throughout the year prior to taking office. The Chair-Elect shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair. The Chair-Elect will also serve as either the division representative or as an ex-officio representative.

2.3.3.2 If the seated Chair cannot serve, then the Chair-Elect assumes the office of Chair for an interim period not to exceed 6 months.

2.3.4 Chair Pro Tempore

A Chair Pro Tempore shall be designated by the CCC Chair at the beginning of an academic year when there is no Chair-Elect. The Chair Pro Tempore shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair.

2.4 Appointment of CCC Chair

In the event that neither the Chair nor Chair-Elect can serve, then the Academic Senate President shall appoint, in mutual agreement with the CCC, a Chair who shall serve for an interim period not to exceed 6 months.

2.5 Duties of CCC Chair

The Chair shall:

1. Preside at CCC meetings
2. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues
3. Attend weekly meetings with the VPAA or designee and the Curriculum Advisor and others as appropriate
4. Function as a liaison with the Distance Education Advisory Committee and other committees as appropriate
5. Attend the State Academic Senate meetings and appropriate breakout sessions
6. Attend curriculum workshops at the local, regional, and state levels
7. Participate in developing the annual curriculum calendar
8. Serve as CCC liaison with the Academic Senate, Council of Academic Deans and Directors, Division Curriculum Committees, Faculty, Cabinet, and Board of Trustees as

appropriate

9. Notify division deans, or if appropriate, the area director, and senior Academic Senate representatives of CCC vacancies and timeline for elections of division representatives
10. Consult with the CCC prior to seeking action from non-CCC bodies
11. Share with the CCC copies of all written communication in a timely manner
12. Perform additional duties as mutually agreed upon by the CCC and VPAA or designee

- 2.6 Reassigned Time for CCC Chair
The reassigned time for the CCC Chair shall be no less than 30%.

3. OPERATIONAL PROCEDURES

- 3.1 Quorum for Meetings
The quorum for conducting business at CCC meetings shall be 50% of the faculty representatives.

- 3.2 Attendance Requirements
Members unable to attend a meeting should notify the Curriculum Office for an excused absence. When a CCC faculty representative has more than two consecutive, unexcused absences, the Chair shall notify the division's dean, or if appropriate, the area director, Academic Senate representatives, and faculty that the division's and/or the College's interests and concerns are not being adequately represented. In order to ensure the participation of ex-officio members of the CCC, when any of those members have more than two consecutive unexcused absences, the Chair and VPAA or the designee shall notify the appropriate administrator that the College's curriculum may be compromised by the ex-officio member's lack of involvement and representation.

- 3.3 Meeting Times
The regular meetings of the CCC shall take place during the Fall and Spring semesters on the second and fourth Tuesdays of the month from 2:30 p.m. to 4:30 p.m. Adjustments to the regularly scheduled meeting dates may be made by a majority vote of the CCC. Adjustments to the meeting times may be requested by the CCC Chair. Meeting times may be extended as long as a quorum exists. Special meetings may be called by the CCC Chair as necessary.

4. RESPONSIBILITIES OF FACULTY REPRESENTATIVES

- 4.1 CCC Division Representative
The Division's/Compton Community Education Center's CCC Representative serves as a liaison and resource person for the Division/Compton Community Education Center faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures.

The representative is responsible for thorough study and review of all curriculum proposals.

4.2 CCC Librarian Representative

The CCC Librarian Representative serves as a liaison between the CCC and the Library. The library representative also serves as a resource person for divisions and faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals. In addition, the librarian serves as a liaison between the CCC and Learning Resources regarding curriculum-related matters.

**5. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC)
COMPOSITION AND RESPONSIBILITIES**

5.1 Division Dean

The Dean is responsible for coordinating the development of all division curriculum and informing the Council of Academic Deans and Directors of curriculum developments that may affect other divisions. The Dean is a resource person for regulatory guidelines, faculty load, WSCH, lecture/lab ratios, fiscal implications, and related matters regarding curriculum proposals.

5.2 CCC Division Representative

The Division's CCC representative serves as a liaison and resource person for the division.

5.3 Division Representatives

Division representation will include a minimum of four faculty members who provide appropriate discipline expertise. Division representatives are responsible for the thorough review and approval of all division curriculum proposals.

5.4 Division Counselor

The Division Counselor(s) serves as a resource person(s) for the division in such matters as transfer, articulation, associate degrees, certificates, and student needs.

5.5 Clerical Support

A member of the division's clerical staff, under the direction of the Division Dean and with the assistance of the CCC representative, is responsible for providing to the CCC, clean, error-free proposals prepared on proper forms.

5.6 The DCC conducts technical review for all proposals. Technical review ensures that Title 5 regulations have been met, that local procedures are adhered to, and that course specifications have been appropriately addressed. The DCC should refer to the guidelines for curriculum preparation/review found in the Curriculum Handbook for El Camino College.

6. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE PROCEDURES

- 6.1 **DCC Meetings**
At least two regularly scheduled DCC meetings will be held in each division per semester. Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester. All division faculty members and the Counseling Division are to be notified of DCC meeting dates. Minutes of the meetings are to be kept on file in the division office. Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year.
- 6.2 **In-Service Training**
All DCC members will attend at least one in-service training session each academic year. These in-service training sessions will be presented by members of the CCC and, when appropriate, by DCC members.
- 6.3 **Curriculum Review**
DCC members will review curriculum in accordance with the Curriculum Handbook for El Camino College, the California Community Colleges Program and Course Approval Handbook, Title 5 of the California Code of Regulations, and District policies.

7. REVIEW OF CURRICULUM DECISIONS

- 7.1 Refer to the current Curriculum Appeals Process Flow Charts which are located in the Curriculum Handbook for El Camino College.

8. OTHER CONSIDERATIONS

- 8.1 **CCC Subcommittees**
The Chair shall form subcommittees to address curricular issues. All CCC representatives are expected to serve on subcommittee assignments, and faculty at large may be appointed to serve.

Adopted: 10-13-98
Revised/Approved by Academic Senate: 1-26-99
Revised/Approved by Academic Senate: 9-14-99
Revised/Approved by Academic Senate: 9-25-01
Revised/Approved by Academic Senate: 3-25-03
Revised/Approved by Academic Senate: 9-23-03
Revised/Approved by Academic Senate: 11-15-05
Revised/Approved by Academic Senate: 9-19-06

BOARD POLICY 4220

Standards of Scholarship

SEMESTER UNIT OF CREDIT

College work at El Camino College is measured in terms of semester units.

In lecture courses, one unit of credit is assigned for a minimum of 16 hours of class time and a minimum of 32 hours of study and preparation time. In laboratory or shop-based classes, one unit of credit is assigned for a minimum of 48 hours of in-class work.

GRADES, GRADE POINTS, AND GRADE POINT AVERAGE

Grade points are numerical values which indicate the scholarship level of letter grades. Grade point average equals total grade points divided by total units attempted for credit courses in which letter grades have been assigned. Grade points are assigned according to the following scale:

| | |
|--|------------------------|
| A-Excellent | 4 points for each unit |
| B-Good | 3 points for each unit |
| C-Satisfactory | 2 points for each unit |
| D-Passing, less than satisfactory | 1 point for each unit |
| F-Failing | 0 points for each unit |
| P – Pass (at least satisfactory – units awarded not counted in grade point average) | See Note 1 |
| NP – No Pass (less than satisfactory, or failing – units not counted in grade point average) | See Note 1 |
| I-Incomplete | See Note 2 |
| IP-In Progress | See Note 3 |
| W-Withdrawal | See Note 4 |
| MW-Military Withdrawal | See Note 5 |

Notes:

1. Pass-No Pass (formerly Cr/NC for Credit/No Credit) A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or

25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to probation or dismissal regulations.

2.I-Incomplete

A student may receive a notation of “I” (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The written record containing the conditions for removal of the “I” will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the “I” will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP-In Progress

The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade-A through F, P or NP) to be recorded on the student’s permanent record for the course.

4. W-Withdrawal

It is the student’s responsibility to process a withdrawal. A student may also be dropped by the instructor if the student has excessive absences. Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade-A through F, P or NP) or an “I” (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a “W.” Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation (“W” or other) shall be made on the academic record of the student who withdraws prior to the close of the fourth week of a 16-week class, or 30% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a “W” on the student’s record.

The “W” shall not be used in calculating grade point averages, but excessive “W’s” shall be used as factors in probation and dismissal procedures.

5. MW –Military Withdrawal

Military Withdrawal" occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

Previous Board Policy Number: 6130

El Camino College

Adopted: 4/11/83

Amended: 5/14/84, 1/27/86, 1/26/87, 11/23/87, 3/13/89, 4/10/89, 5/9/91, 6/22/98

Renumbered: 4/18/05

Note:

The Grade Change procedure is now covered by BP 4231.

The Probation and Dismissal portion of this policy is now covered by BP 4250.

The Course Repetition portion of this policy is now covered by BP 4225.

The Academic Renewal portion of this policy is now covered by BP 4240.

Reviewed by Educational Policies Committee 20 March 2008.

Board Policy 4300

Field Trips and Excursions

1. It shall be the policy of El Camino College to conduct field trips or designate alternate class sites to extend the educational value of the instructional program under procedures established for that purpose.
2. Definitions
 - a. An Instructional Field Trip, referred to as Field Trip, shall be defined as a trip away from the El Camino College campus for a specified period of time that provides for registered students to attend a designated program that is in conjunction with a course of instruction and for which the instructor arranges transportation that is provided by the District.
 - b. An Alternate Class Site Meeting shall be defined as one in which the regularly scheduled class location is changed and for which students arrange their transportation. The class shall be conducted entirely at the specified site (the class may not be moved during the class period between several sites). It is intended to replace a regularly scheduled class. An alternate class site meeting must be located within a 50-mile radius of the District and last no more than seven hours.
4. All field trips shall require the approval of the Division Dean, the V.P. of Academic Affairs and the Board of Trustees. Alternate class site meetings require the approval of the Division Dean.
5. For field trips the District shall provide transportation by use of District equipment or contracted transportation. When District equipment is used, the Board of Trustees, through its designated representatives, shall secure liability insurance as appropriate.
6. The following activities do not come under the scope of this policy and must be coordinated with the Area of Student and Community Advancement: athletic activities, field trips in the Counseling Division, activities in which student organizations, clubs, etc. participate and all non-District sponsored events.
7. A certificated employee, who is the representative of the District, shall supervise each field trip or alternate class site meeting. This instructor shall

be responsible for directing the trip while in transit and for the enforcement of administrative rules and regulations.

8. The District shall have liability insurance to protect itself and its employees in the performance of their approved, legitimate duties as described in the relevant procedures. In addition, the District shall provide or make available medical, hospital service or accident insurance for students participating in field trips or alternate site class meetings.
9. Field trips and alternate class site meetings are intended to serve as extensions of the classroom whereby authorized faculty and students are provided with opportunities to “travel to locations where materials of instruction may be observed and studied directly in their functional settings.”
10. All persons attending field trips or alternate class site meetings “shall be deemed to have waived all claims against the District or the State of California for injury, accident, illness, or death during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.” (Title 5 §55450)
11. “No group shall be authorized to take a field trip or excursion authorized by this section if any student who is a member of such an identifiable group will be excluded from participation in the field trip or excursion because of lack of sufficient funds.” (Title 5 §55450) All students shall be given an equal opportunity to participate.
12. Every effort shall be made to allow students with disabilities to participate in field trips and alternate class site meetings. In the event that a student with a disability is unable to participate, an alternate activity shall be provided.

Reference:

Title 5, Section 55450

Replaces Board Policy #6132

El Camino College

Adopted: 3/10/03

(from BP 5138)**Academic Honesty**

El Camino College is dedicated to maintaining an optimal learning environment and does not tolerate academic dishonesty. To uphold the academic integrity of the institution, all members of the academic community, faculty 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 each student to behave in a manner which encourages learning and promotes honesty and to act with fairness toward other students. 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.

Academic dishonesty includes but is not limited to:

1. 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;
2. Copying from another student or former student or allowing another student to copy from one's work;
3. Allowing another individual to assume one's identity or assuming the identity of another individual;
4. Changing answers on a previously scored test, assignment or experiment with the intent to defraud;
5. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud;
6. Obtaining or copying exams or test questions by any means ;
7. 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;
8. Using aids such as notes, calculators, or electronic devices unless this use has been specifically authorized by the instructor;
9. Handing in the same paper or other assignment in more than one class without the knowledge and permission of both instructors;
10. Falsifying or attempting to falsify any academic records;
11. Furnishing false information to the college;
12. Any other action which is not an honest reflection of a student's own academic work.

Consequences for Academic Dishonesty

When 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 occurred. The instructor should document the evidence used to determine that cheating or plagiarism occurred.
2. The instructor may remove the student from the class or activity for the day of the incident as stipulated in section IIB5: Removal by Instructor.
3. In any case in which an instructor removes a student from a class and/or assigns a failing grade based on academic dishonesty, the instructor should complete the Academic Dishonesty Report Form and submit it to the Division Office for distribution.
4. If there is evidence of serious or repeated violations of academic honesty, the college may pursue suspension or expulsion of the student, in accordance with disciplinary procedures.
5. The student has due process rights as outlined in the student grievance policy.

EL CAMINO COLLEGE COMPTON CENTER ASKS...

GOT EMAIL?



**HAVE YOU CHECKED YOUR
MY ECC E-MAIL LATELY?**
Find out what you're missing...

El Camino College-Compton Center
1111 E. Artesia Blvd.
Compton, CA. 90221
310-900-1600
outreach@compton.edu
Any Questions?



El Camino College-Compton Center
1111 E. Artesia Blvd.
Compton, CA, 90221
310-900-1600
outreach@compton.edu
Any Questions?

PLEASE
PLACE
STAMP
HERE

El Camino College - MyECC
Get Connected with MyECC

Hello Carrillo, Rosa [\[Sign out\]](#)

Home Email Phone Directory Work Orders Stats & Reports Documents Budget Forms Useful Links Help Student Services

+ Add Content + Change Layout + Pick Colors

WebServices Students

Click one of the links below to view the content:

- **Add Sections to your Shopping Cart by:**
 - [Searching for sections](#)
 - [Section Number](#)
 - [Register for sections in Shopping Cart](#)
 - [Remove waitlist](#)
 - [Search for class](#)
 - [Drop a Class](#)
 - [Current Classes](#)
 - [Registration Appointment Time](#)
 - [Make Payment](#)
 - [Buy parking/ASB sticker](#)
 - [Account Summary](#)
 - [Test Scores](#)
 - [Fin. Aid Status](#)
 - [Fin. Aid Award Letter](#)
 - [My Documents](#)
 - [My Educational Plan](#)
 - [Grades](#)
 - [ECC Online Orientation](#)
 - [Library Databases](#)
 - [Online Bookstore](#)
 - [Scholarship Application](#)
 - [Unofficial Transcript-click screen before printing](#)

Mailing Address Line 1
Mailing Address Line 2
Mailing Address Line 3
Mailing Address Line 4
Mailing Address Line 5

Avoid the Wait Register for classes Check your Grades Check your Financial Aid Status

Check your email on campus at the following locations: Admissions Office, Compton Center Library, Learning Center G-39, Writing Lab F-39, Math Lab MS 203; Welcome Center D-27, Financial Aid Lab E-17, Voc Tech Rm 209

GOT E-MAIL?



How to Check your My ECC e-mail?

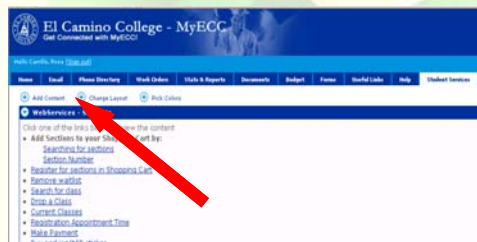
Step 1: go to www.compton.edu

Step 2: Click on MY ECC

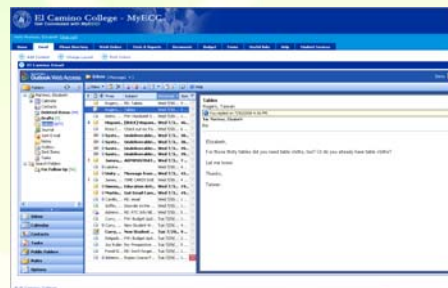
Step 3: Log in with your username and password



Step 4: As soon as Home Screen comes up click on the Email Tab



Step: Check Your Email!



**Check your email on campus at the following locations:
Admissions Office, Compton Center Library, Learning Center G-39,
Voc Tech Rm 209, Writing Lab F-39, Math Lab MS 203;
Welcome Center D-27, Financial Aid Lab E-17**

HAVE YOU CHECKED YOUR MY ECC E-MAIL LATELY?

Find out what you're missing...

The policy of the El Camino Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to, discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation.



Rubric for Assessment of Progress Towards Implementing a Student Learning Outcomes Framework at a Community College

Stage 1 – Awareness Building

Stage 2 – SLO Framework Development

Stage 3 – SLO Framework Complete

Stage 4 – Sustained Change is Occurring

| Themes | | | | |
|---|---|--|--|---|
| Student Learning Outcomes <i>The Complete Cycle-Framework</i> | <ul style="list-style-type: none"> No progress. Recognition of existing practices, such as course objectives & institutional research, & how existing practices relate to SLO framework. “Pilot” projects & efforts may be in progress | <ul style="list-style-type: none"> Complete SLO framework is in development. SLOs are being developed for all courses, programs & degrees. Means of assessment are being developed for SLOs and implemented. | <ul style="list-style-type: none"> SLOs are in place for all three levels. Refinement of SLOs where needed is taking place. Means of assessment for SLOs are fully implemented. Results of assessments are being used for improvement and further alignment of practices. | <ul style="list-style-type: none"> College is evaluating SLO framework & making changes as needed. |
| Dialogue <i>Meaningful Dialogue</i> | <ul style="list-style-type: none"> Preliminary, investigative dialogue includes: “what is this about? How do we do this?” Exploration of models, definitions, issues taking place by a few people. | <ul style="list-style-type: none"> Dialogue is embedded within structural practices, across the college, and is taking place on a routine & widespread basis. Student learning outcomes assessment is the focus. | <ul style="list-style-type: none"> Faculty & staff are fully engaged & aware of SLO framework. Collaboration for student learning improvement & decision making is widespread. | <ul style="list-style-type: none"> Dialogue is ongoing, pervasive & robust. Student learning improvement is featured topic. Dialogue includes topic of strategies to improve SLO framework and components. Part-time faculty are part of dialogue. |
| Organization <i>Alignment of SLOs with Structures</i> | <ul style="list-style-type: none"> No linkage yet exists between existing organizational structures and SLO framework. | <ul style="list-style-type: none"> Existing organizational structures are incorporating and supporting SLO framework within their structured processes. Leadership groups, e.g., Academic Senate and management have accepted responsibility for SLO framework development. | <ul style="list-style-type: none"> Implementation of SLO framework is supported & embedded within new & established organizational structures, such as: <ul style="list-style-type: none"> Assessment Committee program review curriculum processes planning processes staff development A timeline for SLO framework implementation is in evidence & being implemented. | <ul style="list-style-type: none"> Evaluation and fine-tuning of organizational structures for SLO framework is ongoing. Organizational structures routinely address SLO framework & assessment within their responsibilities. |
| Institutional Commitment | <ul style="list-style-type: none"> Vague acknowledgement that “something needs to be done” re SLOs. No resources committed yet. Minimal or uneven “buy-in”. Little established leadership. | <ul style="list-style-type: none"> Appropriate resources are being allocated to implement an SLO framework, including: <ul style="list-style-type: none"> assignment & support of faculty leadership, ongoing staff development, research, technology, & use of institutional structures. Leadership “walks the talk”. | <ul style="list-style-type: none"> Appropriate resources continue to be allocated & fine-tuned, where appropriate. | <ul style="list-style-type: none"> Commitment to student learning improvement is a visible priority in all practices & structures, across college, including mission statement. |

Stage 1 – Awareness Building

Stage 2 – SLO Framework Development

Stage 3 – SLO Framework Complete

Stage 4 – Sustained Change is Occurring

| Results | | | | |
|---|---|---|---|--|
| <p>Alignment of Practices - with SLOs & Assessment</p> | <ul style="list-style-type: none"> • Little recognition of SLOs in developing college practices & pedagogy except within individual course content & within individual academic departments. | <ul style="list-style-type: none"> • Development of SLO framework includes processes for alignment of practice & pedagogy with SLOs and assessment findings, e.g., SLOs reflected in course syllabi; grading is aligned with SLOs. | <ul style="list-style-type: none"> • Practices, in academic & co-curricular programs, are intentionally aligned & delivered to address SLOs. • Learning is a focus addressed collaboratively across disciplines, departments and services. Coordination is enhanced across the college. | <ul style="list-style-type: none"> • Practices are continually reviewed, reflecting assessment findings & dialogue, and resulting in innovative practices. • A progressive sequence of SLO attainment is recognized within course & co-curricular service delivery. |
| <p>Evidence Artifacts-How Do We Know?</p> | <ul style="list-style-type: none"> • Little organized, cohesive evidence exists related to SLOs & student learning other than student achievement outcomes, i.e., grades, transfer rates. | <ul style="list-style-type: none"> • SLOs for courses, programs & degrees are available and are identified in institutional documents, such as: <ul style="list-style-type: none"> ○ course outlines ○ college catalogue ○ Web site ○ student handbook ○ mission statement • A “tool kit” or other staff development resources, e.g., material re assessment strategies & college SLO framework, is available. • Means of assessment are identified for most course, program, & degree SLOs. | <ul style="list-style-type: none"> • An assessment plan exists, is widely available, & has been implemented. • Assessment findings are compiled and in evidence in published reports. • Multiple assessment strategies are used, indirect & direct, & they are available, meaningful, & reliable. • Meeting minutes routinely reflect dialogue about SLOs and improvement of learning. • Job descriptions, hiring brochures, & other human resources literature include a focus on learning. | <ul style="list-style-type: none"> • Comprehensive college assessment report(s) exists and is completed on a regular basis. • SLOs and student achievement of SLOs are documented. • Course SLOs are reflective of degree SLOs. • SLOs are key effectiveness indicator for college. • Students demonstrate awareness of goals & purposes of courses they are enrolled in. |

Items for future Senate Discussion:

- Department chairs/coordinators
- Syllabi
- Copy Center
- Plagiarism software
- Teacher Rights/Concerns
- Discipline
- Campus Police/Police Chief presentation
- ARC is in decline – this is an area of concern.
- Divisive interlopers on campus

Teaching for Integrity: Steps to Prevent Cheating in Your Classroom

Jason M. Stephens, Ph.D.

David B. Wangaard, Ed.D.

Results from over 100 studies¹ over the past four decades have made two facts very clear:

- 1) most students cheat at some point every school year, and
- 2) teachers can play an important role to reduce student cheating.

The following are research-based strategies for preventing (or at least reducing) academic dishonesty in your classroom. We strongly encourage you to discuss the following strategies within your departments and agree to implement ideas you support. By doing so, you'll be creating the kind of classroom community that helps students achieve academic success with integrity.

Communicate and Care

One of the most important things you can do to reduce cheating in your classroom is to **communicate to students that you are aware that academic dishonesty is a problem and that you take the issue seriously**. Practical steps to communicate your concern include:

- Include your position on academic integrity and consequences in your syllabus.
- Discuss with your students the value of academic honesty during the first few days of school. **Be specific about what behaviors constitute academic dishonesty in your course** (e.g., copying homework, unpermitted collaboration, plagiarizing from a written or Internet source, using unpermitted notes during a quiz, test or exam, etc.) and be specific about the consequences for engaging in these cheating behaviors.
- **Make it clear to students that: 1) academic dishonesty is morally wrong** (i.e., it involves lying to or otherwise deceiving others and creates an un-earned and unfair advantage over others), and **2) that they are personally responsible for not cheating** (i.e., blaming others or the situation are just cheap rationalizations and not acceptable).
- **Reinforce this message and policies throughout the year**

Emphasize Mastery Goals over Performance Goals

Many students today feel tremendous pressure to succeed academically. Getting high grades and test scores (so called "performance goals") have become more important than learning and understanding the subject matter (so called "mastery goals"). **Research shows that students who are more performance oriented than mastery oriented cheat more often**. Strategies for communicating that learning and mastery of the material are more important than high test scores and grades and can include:

- **Engage:** Create learning experiences that tap into students' *interest* and make how and what they learn *useful* or *important* to them. Students work harder (and cheat less) when their perceptions of "task value" are high.
- **Challenge:** Provide students with *optimal challenges* (too easy=boring; too difficult=anxiety) and *scaffold learning experiences* (i.e., provide relevant examples of completed work, encouragement). Students are more motivated to learn and persist longer at a task when it is reasonable challenge and they are supported in their efforts.
- **Empower:** Give students some *voice and choice* in the learning process and the products they create (i.e., select product/project outcomes via classroom decisions).
- **Recognize:** Emphasize and acknowledge students' effort to learn and understand. Make it clear that what is most important is they are learning and *developing competence*.

¹ Visit our project website at <http://www.ethicsed.org/programs/integrity-works/index.htm> and click on resources to find a file of research abstracts related to academic integrity.

- **Individualize:** Provide private individual evaluation of progress and avoid practices that invite social comparisons of performance differences. Make it clear that students' primary goal should be self-improvement (that they are getting more knowledgeable and skilled) and not how they are doing compared to others.
- **Play Fair:** Establish and clearly communicate your learning objectives (what students are expected to learn and why) and assessment practices (the grading requirements and the criteria you will use to evaluate all major assignments).

Specific Strategies for Reducing Different Types of Dishonesty

Reducing Homework Cheating

- **Don't Assign Too Much:** Keep your homework assignments to a reasonable number and of reasonable length.
- **Make it Meaningful:** Nearly all students copy HW and most don't think of it as cheating because it's boring or meaningless to them (unnecessary practice of skill already learned).
- **Create** and use a school assignment calendar to avoid multiple major events/assignments in a narrow time frame.

Reducing In Class Test Cheating

- **Offer multiple** grading opportunities versus only one or two tests per quarter.
- **Space Seating and Monitor:** Space students if possible and actively move about the room during exams with all desk and floor area clear of student resources.
- **Create Multiple Forms:** Don't re-use the same exam every year and/or randomize order of questions and answers.
- **Ban Digital Technologies:** Do not allow students to use cell phones, PDAs, etc. during quizzes, tests and exams.

Preventing Plagiarism²

- Make** Assignments Clear and Manageable
- Provide** List of Specific Topics (and/or required components)
- Require** Process Steps (series of due dates: topic, outline, first draft)
- Meet** with Students to Discuss Their Papers
- Require** Oral Reports (ask process questions)
- Require** Annotated Bibliography (could be a process step)
- Require** Recent References (prevent use of paper from a "paper mill")
- Require** Meta-Learning Essay (complete in-class essay summarizing assignment)

Detecting Plagiarism

- See** the Signs (different voice/style, off topic, mixed citation styles or formatting, lack of references, anomalies in dictions)
- Know** the Online Sources (e.g., [Cheatouse.com](http://cheatouse.com), [School Sucks](http://school.sucks), [Screw School](http://screw.school), [The Paper Store](http://the.paper.store))
- Search** Suspicious Sections of Papers (using free search engines such as Google)
- Use** Plagiarism Detector (e.g., www.turnitin.com)

Confronting Suspected Plagiarism

- Non-Confrontational** (speak privately and inquire about your questions)
- Indirect to Direct** (provide opportunity for student to acknowledge problem first)

² Adapted from Harris, R. (2001). *Anti-Plagiarism Strategies for Research Papers*. Online at: <http://www.virtualsalt.com/antiplag.htm>