



ACADEMIC SENATE

AGENDA

Thursday, November 20, 2014 at 1:00 p.m. in the Board Room

- I. **CALL TO ORDER**
- II. **APPROVAL OF AGENDA**
- III. **APPROVAL OF MINUTES**
November 6, 2014 Minutes
- IV. **REPORTS**
Senate:
President
Board Representative and External Liaison
Academic Senate Plenary reports

Paul M. Flor
Jerome Evans
Jose Villalobos
Albert Jimenez
Nikki Williams
Michael Odanaka
- V. **ACTION ITEMS-UNFINISHED BUSINESS**
 1. New Academic Senate Board Policy Update
(in discussion with administration)
- VI. **NEW BUSINESS**
 1. Senate Goals: 2014-2015
- VII. **INFORMATION-DISCUSSION ITEMS**
 1. ECC Curriculum Changes for 2015-16
- VIII. **Events/Meetings**
 1. Accreditation Institute, February 20 - 21, 2015, San Mateo Marriott
 2. The Academic Academy, March 12 – 14, 2015, Costa Mesa Westin Hotel
- IX. **FUTURE AGENDA ITEMS**
 1. AB 86 – Community Colleges & Adult School Consortia
 2. CCCD-CEC Planning Model and Consultation Discussion
 3. Making Decision at El Camino
- X. **ADJOURNMENT**

Academic Senate 10 + 1

“Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.” Title 5 Section 532000 (b)

“Academic and Professional matters means the following policy development and implementation matters: “Title 5 Section 532000 (c)

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

Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

1. Rely primarily upon the advice and judgment of the academic senate, OR
2. The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

(From CCCD Board Policy 4.08. For CCCD “Rely primarily” is used for 1-4 and “mutual agreement” is used for 6-10. CCCD policy also has a specific “+1” area that falls under mutual agreement: Selection, evaluation and retention of faculty.)

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

FALL 2014

September 4	Board Room
September 18	Board Room
October 2	Student Lounge
October 16	Board Room
November 6	Board Room
November 20	Board Room
December 4	Board Room

SPRING 2015

January 22 (if needed)	Board Room
February 5	Board Room
February 19	Board Room
March 5	Board Room
April 9	Board Room
April 23	Board Room
May 7	Board Room

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays before ECC Senate, usually)

FALL 2014

September 2	Alondra Room
September 16	Alondra Room
October 7	Alondra Room
October 21	Alondra Room
November 4	Alondra Room
November 18	Alondra Room
December 2	Alondra Room

SPRING 2015

February 3	Alondra Room
February 17	Alondra Room
March 3	Alondra Room
April 7	Alondra Room
April 21	Alondra Room
May 5	Alondra Room

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.



ACADEMIC SENATE MINUTES

Thursday, November 6th, 2014 1:00 p.m. Board Room

ATTENDANCE

Senators

Paul Flor
Michael Odanaka
Estina Pratt
Christopher Halligan
Essie French Preston
Jerome Evans
Annaruth Garcia
Thomas Norton
Nikki Williams
Mandeda Uch
Abigail Tatlilioglu
Jose Villalobos
Michelle Priest
Holly Schumacher
Maria Estrada

Visitors

Jonathan Lightman
Sevana Khodagholian
Jesse Mills
Charles Hobbs
Marcelo Cabral
Cynthia Mosqueda
Dale Ueda
Karla Koti
Roza Ekimyan
Ruth Roach
Shemiran Lazar
Don Roach
Hoa Pham
Aurora Cortez

Andree B. Valdry
Ray Box
David McPatchell
Axa M. Maradiaga
David Maruyama

- X. **CALL TO ORDER** – 1:14 p.m.
- XI. **APPROVAL OF AGENDA** – Halligan/Priest - Approved
- XII. **APPROVAL OF MINUTES** – Priest/Evans - Approved.
- XIII. **REPORTS**

Faculty Association of California Community College's Executive Director Visit

– Jonathan Lightman.

- **Introduction by Michael Odanaka** – FACCC is the main organization that advocates on the behalf of community college faculty here in California, defending our rights to funding, academic freedom, retirement, the 50% law, issues regarding adjunct faculty, among many others. Twenty years ago, over 80% of our faculty were members of FACCC, now it's only 50%. We need to start recruiting new faculty and showing them the benefits of membership. Eight years ago, when we lost our accreditation, AB318 saved us, and Jonathan was on the floor lobbying for us – rallying the troops if you will – and we made it. The Center is now open and well, and a lot of that has to do with Jonathan and FACCC. Jonathan has been the FACCC executive director for over 15 years, and we are very lucky to have him on our side.
- **Presentation/Discussion** – Jonathan Lightman presiding.
We have some important members in attendance today – Michael Odanaka, who was awarded our Outstanding Faculty of the Year award; Cynthia Mesqueta, who serves on our

board of trustees; and Christopher Halligan, who serves as Vice President of our FACCC PAC.

- **Membership** – If you don't know if you are member, fill out a card. We promise we won't double count you. Check "full-time" if you are full-time, and, if you hand it to me right now, we will send you a \$50 gas card. So, it is like joining for free.
- **Compton's Accreditation Crisis in 2006** – I remember eight years ago, and the climate was so indicative of Sacramento. First, there was a rush of activity, then interminable delays, then they take their votes quickly. If you are not there to tell them what to do, they will do the wrong thing. I was there, and I can tell you that you were going to lose that assembly bill. To get the faculty leadership to understand, there was a lot of negotiation. I told them that they did not need to change the bill because it would change on its own. I told them that we needed to get this bill through now – it was the only way we could save the college. I told them that it was not hard, it was easy. We needed to decide – does education win, or does ignorance? I threw a strategic hissy fit. The board said fine, then the assembly. It was not easy. People, literally, screamed at us, but we were not going to back down, and we were successful. And that is the same story today – we will not back down. You are supported.
- **Two Democratic Parties** – Today, we have two Democratic parties – the moderates and conservatives. The leaders say that their interests and support are around private economy. We tell them that this is just downright offensive. That system – the engines of the state – is dependent upon us, the faculty.
- **Election Score Sheet** – FACCC PAC – We are presently working for the 2016 elections, vetting candidates' perspectives on our issues. The PAC process is unique and considered one of the best in Sacramento. We do not give a list of questions to each new candidate. We require that they meet with us personally or over the phone and we ask them questions that reveal their knowledge of the basics of the California Community College system. We write down their responses and decide which is the best. Here is how we did for the last elections:
 1. **Const. Officers** – 100% success.
 2. **Assembly Members** – 86%
 3. **State Senate** – 79%.
- **Low Voter Turn Out** - There was a low turn-out this year. Communities are first strengthened by community involvement. What we hear from so many faculty is, "I'm not political." However, you are a faculty member in a publically-funded institution. Sooner or later, you will be involved politically, whether you like it or not.
- **Board of Governors Document** – The 2014-2015 budget – a lot of additional funds have been given, but there is frustration about how decide where the money should go.
- **Memo from Chancellor Harris** – Basically outlines the future for CCCs, including a future focus after Student Success on workforce training. The task force looking into this should have its findings in ten months. They have been doing a lot of research on what other states have done. It's all about transfer, but not all students are transfer-bound students. Also, there will be a marked shift to workforce development – this is where the public wants to put its money.

- **Legislation** – Sponsored by FACCC.
 1. **1075** – Deals with tenure process and leave time – you are protected!
 2. **2295** – Part-time or full-time sick leave credit transfer from one district to another – now expanded to three years to make the transfer, not just one.
 3. **Load Reduction** – Regarding Affordable Care Act – load cannot be reduced to meet the criteria of the act.
- **San Francisco City College** – The San Francisco City Attorney is taking this on as a big cause. The issues are so complicated that we aren't even dealing with them until they go to trial. As it happened, the trial was last week and the FACCC twitter site reported it play-by-play. One of the things the bill precluded is that ACCJC's legal fees will not be paid by the California Community College system. The big change is that the board of governors will now select the accreditation teams, not just ACCJC. This has been the big issue. In the past, the U.S. Department of Education with NACIQ met every five years to examine the state accreditation process. The problem is with ACCJC, and it makes all students and colleges vulnerable, not just San Francisco.
- **Retirement** – The District contributions to CALSTRS has gone from 8% to 19%. Also, the defined benefits will be defended by FACCC. We want to protect your retirement.
- **Upcoming Events** –
 1. **Veteran's Summit** – Serving active military. San Jose, CA. December 4th, 2015.
 2. **Policy Forum** – El Camino College – January 23rd, 2015.
 3. **Advocacy and Policy Conference** – March 1st and 2nd. Sacramento, CA. Everyone should come! It is a function of professional responsibility. We tell you how to do it. This conference isn't just a career-changer, it's a life-changer. This year, Tyrone Power is our speaker, and he will be speaking on the struggle for equality in California community colleges.

ADJOURNED - 2:10 p.m.

REPORTS:

2014 Fall Plenary Session Program

FIRST GENERAL SESSION

Panel Discussion on the Three Technology Initiatives – Common Assessment, Educational Planning, and Online Education

FIRST BREAKOUT SESSION

1. I'm New – Now What?
2. The Online Education Initiative
3. Professional Development and Student Success
4. Legislation
5. Student Mental Health Program
6. Equity and Accreditation: Using Student Success and Support Program, Equity Plans, Enrollment Management Plans in the Accreditation Process

SECOND BREAKOUT SESSION

1. Adult Basic Education Course Development and new Career Development and College Preparation Funding: Hopes, Dreams, and Concerns
2. Local Senates: You want me to drive where?
3. Messaging to students about the ADT's and C-ID TMC Update
4. Cultural Competency in our Local Senates and On Campus
5. Concurrent Enrollment/Dual Enrollment/Apprenticeship
6. Common Assessment Initiative

SECOND GENERAL SESSION

Presentation: Noncredit Funding Transitions

THIRD BREAKOUT SESSION

1. Exploring New Possibilities for Student Success Follow-up Breakout
2. ASCCC Strategic Planning Process
3. Resolutions Process Nuts and Bolts
4. Educational Planning Initiative
5. Relations with Local Senates
6. Program Review Tools

FOURTH BREAKOUT SESSION

1. Who Are You? Academic Integrity and Student Authentication in Online Courses/ Student Success in Online Education
2. Hiring Diverse Faculty
3. Update on ASCCC Bylaws Revision
4. The ACCJC New Standards
5. Come get your Curriculum - Hot Topics before they are gone
6. 50% law/75/25/FON/Budgetary Restrictions

THIRD GENERAL SESSION

Presentation: System Goals for California Community Colleges

AREA MEETINGS

FOURTH GENERAL SESSION

General Session: Gender Equity

FIFTH BREAKOUT SESSION

1. Roundtable Gender Equity Follow-up
2. Thriving through Sanctions
3. Community College System Goals--a Follow-up Conversation
4. Disciplines List and Equivalency
5. Conversation with the President
6. Chancellor's Office Discussion: Brown Act Compliance

2014 Fall Plenary Session - 43 resolutions and amendments

1.0 ACADEMIC SENATE

- *1.01 F14 Adopt the Resolutions Handbook
- +1.02 F14 Establish a Part-Time Representative Seat on the Executive Committee
- #1.03 F14 The Two Thirds Vote Rule Required To Overturn A Prior Position
@1.03.01 F14 Amend Resolution 1.03 F14

2.0 ACCREDITATION

- 2.01 F14 Student Learning Outcomes and Faculty Evaluations
 - +2.01.01 F14 Amend 2.01 F14
 - #2.01.02 F14 Amend 2.01 F14
 - #2.01.03 F14 Amend 2.01 F14
- 2.02 F14 Accreditation Evaluation Teams and Commission Actions
- **2.03 F14 Faculty Participation on ACCJC External Review Committees
- #2.04 F14 Freedom to Choose

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

- 7.01 F14 Restructure the FON to Include Noncredit Faculty
- 7.02 F14 ASCCC Involvement in the California Community College Institutional Effectiveness and Technical Assistance Program
- +*7.03 F14 Aligning State Reporting Deadlines With Academic Calendars
- #*7.04 F14 Student Safety: Sexual Assault
- #7.05 F14 Definition of Basic Skills
@7.05.01 F14 Amend Resolution 7.05 F14
- #*7.06 F14 Broaden the Definitions of Success and Completion (moved-See 8.02 F14)
- #*7.07 F14 Re-enrollment Information for Admissions and Records Staff
@7.07.01 F14 Amend Resolution 7.07 F14
- #*7.08 F14 Alignment of the Title 5 Definition of Distance Education with the Federal Definition of Distance Education
- #*7.09 F14 Remove the Term Remedial from the Student Success Scorecard
@7.09.01 F14 Amend Resolution 7.09 F14

8.0 COUNSELING

- #*8.01 F14 Recognition for Skills-builder Completion
@8.01.01 F14 Amend Resolution 8.01 F14
- #*8.02 F14 Broaden the Definitions of Success and Completion
@#8.02.01 Amend 8.02 F14

9.0 CURRICULUM

- 9.01 F14 Local Degrees for Transfer and General Education Requirements
- *9.02 F14 Reporting Data on Low Unit Certificates
- *9.03 F14 Reinstating Local Approval of Stand-Alone Courses
- 9.04 F14 Faculty Inclusion in Development and Implementation of Community College Baccalaureate Degrees
 - +9.04.01 F14 Amend 9.04 F14
 - @9.04.02 F14 Amend 9.04 F14
 - @9.04.03 F14 Amend 9.04 F14
- 9.05 F14 General Education Patterns for Community College Baccalaureate Degrees
- *9.06 F14 Update the paper The Course Outline of Record: A Curriculum Reference Guide
- 9.07 F14 Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses
- #9.08 F14 Impact of Changes to Course Repeatability
@9.08.01 F14 Amend 9.08 F14

- #*9.09 F14 Development of a Curriculum Platform
- #*9.10 F14 Chancellor's Office Template Protocols
@9.10.01 F14 Amend Resolution 9.10 F14
- #*9.11 F14 Formalizing Model Curriculum
@9.11.01 F14 Amend Resolution 9.11 F14
@9.11.02 F14 Amend Resolution 9.11 F14
- #*9.12 F14 Support for Allowing Exceptions to Senate Bill 440 Degree Creation Mandates
- #*9.13 F14 Future Direction for C-ID
@9.13.01 F14 Amend Resolution 9.13 F14
- 10.0 DISCIPLINES LIST
- *10.01 F14 Revise the Paper Equivalence to the Minimum Qualifications
- 11.0 TECHNOLOGY
- #11.01 F14 Common System Student Database
@11.01.01 F14 Amend Resolution 11.01 F14
- 12.0 FACULTY DEVELOPMENT
- *12.01 F14 Professional Development and the Academic Senate
- 12.02 F14 Professional Development and Part-Time Faculty
#12.02.01 F14 Amend 12.02 F14
- *12.03 F14 Faculty Professional Development
- 12.04 F14 Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs
- 13.0 GENERAL CONCERNS
- 13.01 F14 Improving Student Success Through Compliance with the 75/25 Ratio
+13.01.01 F14 Amend 13.01 F14
+13.01.02 F14 Amend 13.01 F14
- #*13.02 F14 Resolution on Dual and Concurrent Enrollment
- #13.03 F14 Faculty Primacy and Support for Faculty-Created Assessment Instruments in the Common Assessment Initiative Project
- 17.0 LOCAL SENATES
- 17.01 F14 Consulting Collegially with Local Senates on Participation in Statewide Initiatives
- 17.02 F14 Faculty Primacy in Distance Education Instructional Programs and Student Services
- 18.0 MATRICULATION
- #*18.01 F14 Defining Writing Assessment Practices for California Community Colleges
@18.01.01 F14 Amend Resolution 18.01F14
- 20.0 STUDENTS
- 20.01 F14 Developing a System Plan for Serving Disenfranchised Students
#20.01.01 F14 Amend 12.01 F14



Common Assessment Initiative

Guidance for Filling Out the CAI Assessment Competency Feedback Survey

Some English, ESL, and Math faculty may recall an email send out requesting for feedback on the CAI assessment competency maps, which will be used to develop the common assessment test. CAI is reaching out to discipline-based groups, colleges, and academic senates, and all of the statewide listservs to encourage the broadest possible review of these documents. The feedback survey was open until midnight on Sunday, November 16, 2014.

The Educational Planning Initiative team is gathering input from stakeholders for the Education Planning, Degree Audit, and Student Services Portal application. The team is using a tool called "IdeaScale" to gather input. Please forward this email to all faculty, particularly your counseling faculty, asking them to provide feedback. It is very important to provide feedback, as this feedback will be used to inform the RFP and ongoing requirements development activities. Input is sought on broad themes, as well as specific ideas for functionality or tools. The IdeaScale discussion will remain open through November 22, 2014.

Faculty may join the discussion through the "Contribute Your Ideas" link on the EPI home page at <http://cccedplan.org/>.

Thank you for your participation and assistance,
David Shippen, MPA PMP
Director, Statewide Programs - Educational Planning / Student Services

2015 CTE Curriculum Academy

Sponsored by Doing What Matters, Community College Association for Occupational Educators (CCCAOE) and the Academic Senate

Event Date: January 15, 2015 (All day) to January 16, 2015 (All day)

Location: Anaheim Marriott Suites - Garden Grove, CA

Sponsored by the Chancellor's Office through Perkins Leadership Funds, CCCAOE and the Academic Senate will host the first CTE Curriculum Academy "Doing What Matters for CTE Students: A Collaboration of CTE Faculty with EWD and Regional Leaders."

The first day of the event, attendees will participate in a Leadership Academy offered by CCCAOE. This training will be an advanced version of CCCAOE's leadership modules covering such topics as the essentials of EWD, managing Perkins, Career Pathways, enrollment management, and strategic planning. Day two will be an intensive CTE Curriculum Academy led by the Academic Senate and geared to help all participants better navigate state and local curriculum processes. Attendees will receive information and training on

topics such as curriculum basics, effective practices for curriculum development, the Program and Course Approval Handbook, C-ID, and other aspects of curriculum development and approval.

Registration Deadline: December 29, 2014

Registration is free for those selected to attend and includes breakfast and lunch on Thursday and Friday. Please note the specifics for each registrant classification.

- CTE Faculty Member Registration: CTE faculty interested in leadership positions in their senate, on their campus, or in their discipline are encouraged to apply to attend this event but per college membership will be limited to one or two members per college.
- Curriculum Chair Registration: Curriculum chairs interested in understanding the challenges of CTE faculty in the curriculum process, searching for ways to improve the curriculum processes in responding to industry, or are willing to help improve local curriculum processes are encouraged to attend.

Registration is limited to the 100 attendees so please register now so that accommodations can be made.

CANCELLATIONS

While this event is free to those who register and are accepted, a cancellation fee of \$50 will be charged for those who register but do not cancel before the cancellation date. The cancellation deadline is Monday December 29, 2014. For questions, please contact Linda Schlager-Butler, ASCCC - Senior Administrative Assistant, at (916) 445-4753 x 107 or linda@asccc.org.

The Academic Senate is pleased to announce the call for nominations for the **Hayward Award for "Excellence in Education."** Sponsored annually by the Foundation for California Community Colleges, this award was established in 1989 to honor community college faculty members who are selected by their peers for demonstrating the highest level of commitment to their students, college, and profession. Award recipients, nominated by their college academic senate and selected by representatives of the Academic Senate, must have a record of outstanding performance of professional activities, as well as a record of active participation on campus.

While the Senate continuously encourages colleges to nominate both full- and part-time faculty to receive this prestigious honor, many colleges have nominated only full-time faculty. In Fall 2010, the delegates passed resolution 1.02 requesting that an annual award with similar criteria to the Hayward be developed to specifically recognize part-time faculty. In response to this resolution, the Executive Committee determined that modifying the Hayward Award application process would be the best solution given current budget constraints and investment of time necessary to complete the award application.

As a result, this year the annual Hayward application process has been modified. As with past practice, each college may nominate a faculty member to receive this award. However, in **Area B and C**, the nominations **must** be **part-time faculty** members **ONLY** and **Area A and D**, the nominations **must** be from **full-time faculty** members **ONLY**. Applications not fitting within these parameters will be disqualified. Next year the process will be reversed to allow all areas a similar opportunity to recognize both part- and full-time faculty.

El Camino College, Compton Center is in Area C

All faculty, classroom and non-classroom, are eligible for consideration including previous nominees who did not receive the award. Four recipients, one from each Academic Senate area of the state, will be chosen and honored at the Board of Governors' meeting in Sacramento.

Enclosed is the application and criteria. Please note that the applicant's name or college cannot be listed in the application unless noted. Any applications that include the candidate's name or college will be disqualified. **The completed application must be received in the Academic Senate Office by 5:00 p.m.**

on Friday, January 2, 2015. A minimum of three nominations per area must be received for the selection process to proceed.

Please submit one original and one copy of your entire application via email or snail mail. FAX applications will not be accepted. Submit mail applications to One Capitol Mall, Suite 340, Sacramento, CA 95814. Scanned applications must have the appropriate signatures and be emailed to awards@asccc.org. The Senate Office will notify you that your application has been received.

The selection process will be completed by January 23, 2015. Winners will be honored at the Tuesday, March 16, 2015, Board of Governors meeting in Sacramento. Please note that the recipients of this award will be asked to submit a current photo. Although only four faculty recipients will be honored by the Board of Governors, we hope each college will honor its individual nominee.



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

CALL FOR PRESENTATIONS Academic Academy - March 13-14, 2015

The Academic Senate for California Community Colleges is seeking proposals for presentations at the Academic Academy, scheduled for March 13-14, 2015 at the Westin South Coast Plaza in Costa Mesa.

The theme for the 2015 Academic Academy is “Student Success and Equity,” and the sessions will focus on effective student support and student equity interventions and programs. This collaborative, engaging conference will bring together instructional and student services *faculty* and *administrators* in order to discuss and learn about positive, ongoing and innovative practices that meet the recent legislative mandates for Student Success & Support Program (SSSP) planning and Student Equity engagement.

Proposals: We need your participation to make this a dynamic event! Specific directions on how to apply are at the end of this document. Proposal submissions must be one of the following:

Presentations: Group or individual proposals accepted. Each session block will run 75-90 minutes, allowing for more in-depth presentations and Q&A. Successful group presentation sessions will preferably be organized and submitted by a presentation coordinator. Successful individual proposals (15-30 minutes), once accepted, will be thoughtfully grouped with similar proposals to form a session.

Panels: Entire panel discussions sessions will be considered, and they will preferably be organized and submitted as a group by a panel coordinator. Additionally, an individual may suggest a panel, submit their particular area of emphasis, and the committee may be able to form panels from the proposals received.

Poster Session: This Academy will have a poster session, which will provide attendees with an opportunity to tour and discuss topics on effective practices in an informal setting. Successful proposals will present useful information and stimulate discussion.

Presentation Rules:

Content: The Academic Academy seeks to educate its audience and *not promote any specific products*. Only presentations that are product-neutral and related to the event theme will be accepted.

Program timeline: The event organizers will set the day and time for each presentation, in order to optimize the sequencing and flow of content and tracks.

Presentation review and acceptance: Presentation selections will be made based upon desired topics, flow of content, and educational value.

Intended Audience: Faculty or administrators may submit proposals. Proposal submissions must be intended for at least one of the intended audience groups: Instructional Faculty, Counseling Faculty, Academic Senate Presidents, Student Support and Success Coordinators, Chief Student Services Officers, Chief Instructional Officers, and Educational Researchers.

Speaker Benefits: Speakers and presenters will be featured in the program and on the Academic Senate website. The Academic Senate does not provide an honorarium or travel expenses to event speakers or

presenters. However, a limited amount of discounted rates, based on need, may be available for presenters to attend the Academic Academy. If awarded, these discounted rates do not extend to support staff or colleagues who may accompany the speaker.

Possible Proposal Categories: The following are possible categories or ideas for presentations. This list is not exhaustive, and we welcome proposals that may or may not fit to the possibilities below.

- Assessment:** Effective Practices of Pre-Assessment Processes. Bridge Programs. Test Preparation.
- Basic Skills:** Sustaining Learning Communities. Start to Finish Models of Basic Skills and Student Services. Panel Review of the E-Resource on Basic Skills Completion. The Use of Supplemental Instruction, Tutoring, and Instructional Aides.
- Educational Planning:** Effective Practices of Workshops, Groups, Classroom, Instructional Courses, Basic Skills, or Other Contexts to Assist with the Delivery of Academic Advising. Defining the Continuum of the Roles of Counselors and Paraprofessionals (student mentors, success coaches, peer advisors, faculty advisors, etc.).
- Equity and Intervention:** Scaling up the First-Year Experience or First Time in College Course. Going from Boutique Program to Institution-Wide Program (How to Scale Up Successful Programs). Growing and Using Your Learning Center: From Tutoring to Supplemental Instruction. Cultural Competency on Your Campus: Understanding Student and Faculty Culture. Using Disproportionate Impact to Think about Curriculum and Instruction. Planning for Equity: Institutional Effectiveness and Accreditation.
- Follow up Activities:** Intervention Practices: Showcasing Successful Results of Working with Student Services (e.g., effective communication with students in promoting intervention practices, coordinating student services and wrap around services as an intervention [food, shelter, and health], faculty assistance in helping students with their career choices).
- Institutional transformation:** Building Equity into Your Program Review. Shifting Your Campus Culture to an Equity Mindset. Closing the “Silo” Gap: Bringing Student Services and Instruction. Coordinating with Categorical Programs. Building Professional Development for Equity.
- Noncredit:** Equity and the Noncredit Question. Effective Practices in Transitioning Noncredit Students into Credits and Plans.
- Orientation:** Effective Practices of Online and In Person Orientation.

How to submit a proposal for the 2015 ASCCC Academic Academy

To submit your proposal for the 2015 ASCCC Academic Academy, please construct a document with the following information:

- Name of presenter(s), including college and job title, and contact information
- Proposal type:
 - Individual Presentation (15-30 minutes)
 - Group Presentation (75-90 minutes)
 - Individual Panelist Proposal (15-30 minutes)
 - Group Panel (75-90 minutes)
 - Poster Presentation
- Title of Presentation(s) (if group presentation, include individual presentation titles)
- Description and goals of the presentation(s) (In 100-500 words, describe your presentation, including which aforementioned category it meets, or how it meets the theme of the Academy. If it is a group panel or presentation, be sure to describe each all individual presentations or perspectives/roles of participants.)

Please electronically submit your completed document with the above information to

CallForProposals@asccc.org by November 21, 2014.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

September 23, 2014

Approved Curriculum Changes for 2015-2016

BEHAVIORAL AND SOCIAL SCIENCES

INACTIVATE COURSES

1. Anthropology 50 – Special Topics in Anthropology
2. Child Development 50 – Special Topics in Child Development
3. Economics 50 – Special Topics in Economics
4. History 50 – Special Topics in History
5. Philosophy 50 – Special Topics in Philosophy
6. Political Science 50 – Special Topic in Political Science
7. Psychology 50 – Special Topics in Psychology
8. Psychology 99abc – Independent Study
9. Sociology 50 – Special Topics in Sociology

BUSINESS

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Business 28 – Written Business Communications

FINE ARTS

COURSE REVIEW; CHANGE IN COURSE NUMBER

Current Status/Proposed Changes

1. Dance 287abcd 287ab – Concert Dance Ensemble

Recommendation

Dance 287ab – Concert Dance Ensemble

Current Status/Proposed Changes

2. Dance 289abcd 289ab – Advanced Dance Theatre

Recommendation

Dance 289ab – Advanced Dance Theatre

COURSE REVIEW; CHANGE IN DESCRIPTIVE TITLE

Current Status/Proposed Changes

1. Dance 230A – Intermediate Modern Dance Technique II A

Recommendation

Dance 230A – Intermediate Modern Dance A

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Dance 230B – Intermediate Modern Dance Technique II B

Prerequisite: Dance 230A with a minimum grade of C

Recommended Preparation: English A

Recommendation

Dance 230B – Intermediate Modern Dance B

Prerequisite: Dance 230A with a minimum grade of C

Recommended Preparation: English A

COURSE REVIEW; CHANGES IN COURSE NUMBER, CATALOG DESCRIPTION, LAB HOURS

Current Status/Proposed Changes

1. Dance 183abcd 183ab – Dance Workshop Ensemble

Units: 1.0 Lecture hours: 0 Lab hours: 4 hours per week to be arranged

This course is an introduction to dance performance of works in progress. Students will participate in one or more formal or informal performances as dancers, choreographers, or crew.

Recommendation

Dance 183ab – Dance Workshop Ensemble

Units: 1.0 Lecture hours: 0 Lab hours: 4 hours per week to be arranged

This course is an introduction to dance performance of works in progress. Students will participate in one or more formal or informal performances as dancers.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION, UNITS, LECTURE/LAB HOURS, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Music 266abcd – Big Band Jazz Studio Jazz Band

Units: 1.5 1.0 Lecture hours: 3 0 Lab hours: 0 4 hours per week to be arranged

Enrollment Limitation: audition at the first class meeting (ability to perform music of moderate difficulty on a standard jazz instrument) audition

This intermediate ensemble rehearses and performs commercial big band music from the swing era. The literature includes works by composers such as Ellington, Basie, and Kenton, as well as opportunities for vocal jazz soloists. Emphasis is placed on section development, extended solos, and improvisation. Performances are held on campus and in the community.

Recommendation

Music 266abcd – Studio Jazz Band

Units: 1.0 Lecture hours: 0 Lab hours: 4 hours per week to be arranged

Enrollment Limitation: audition

This intermediate ensemble rehearses and performs commercial big band music from the swing era. The literature includes works by composers such as Ellington, Basie, and Kenton, as well as opportunities for vocal jazz soloists. Emphasis is placed on

section development, extended solos, and improvisation. Performances are held on campus and in the community.

Current Status/Proposed Changes

2. Music 267abcd – Concert Jazz Band

Units: 1.5 1.0 Lecture hours: 3 0 Lab hours: 0 4 hours per week to be arranged

Enrollment Limitation: audition at the first class meeting (ability to perform music of moderate difficulty on a standard jazz instrument) audition

This advanced ensemble rehearses and performs a variety of music from the swing era to contemporary jazz written for the large standard jazz band instrumentation. Emphasis is placed on section development, improvisation, extended solos, and literature that is original and of increasing difficulty. Performances include campus concerts, as well as at local schools and in jazz festivals.

Recommendation

Music 267abcd – Concert Jazz Band

Units: 1.0 Lecture hours: 0 Lab hours: 4 hours per week to be arranged

Enrollment Limitation: audition

This advanced ensemble rehearses and performs a variety of music from the swing era to contemporary jazz written for the large standard jazz band instrumentation. Emphasis is placed on section development, improvisation, extended solos, and literature that is original and of increasing difficulty. Performances include campus concerts, as well as at local schools and in jazz festivals.

HUMANITIES

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

1. English 31 – Mythology and Folklore

Current Status/Proposed Changes

Recommended Preparation: eligibility for English 1A

Prerequisite: eligibility for English 1A

This course is a survey of Babylonian, Egyptian, Hebrew, Greek, Hispanic, Germanic, Indian, Aboriginal, and other mythologies. Through readings of essays and literature, students explore the similarities and differences of folklore and mythology and identify cultural patterns in the literature.

Recommendation

Prerequisite: eligibility for English 1A

This course is a survey of Babylonian, Egyptian, Hebrew, Greek, Hispanic, Germanic, Indian, and other mythologies. Through readings of essays and literature, students explore the similarities and differences of folklore and mythology and identify cultural patterns in the literature.

INACTIVATE COURSE

1. English 26 – The Literature of Science Fiction

INDUSTRY AND TECHNOLOGY

CTE TWO-YEAR COURSE REVIEW

1. Administration of Justice 103 – Concepts of Criminal Law I
2. Construction Technology 150 – Contract Estimating

3. Construction Technology 160 – Business and Legal Aspects of Contracting
4. Construction Technology 180 – Residential Plumbing

CTE TWO-YEAR COURSE REVIEW; CHANGE IN TRANSFER STATUS

1. Administration of Justice 10 – Introduction to Homeland Security

Current Status/Proposed Changes

CSU Transfer

Recommendation

CSU Transfer

CTE TWO-YEAR COURSE REVIEW; CHANGES IN TRANSFER STATUS, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Administration of Justice 11 – Intelligence and Security Management

Current Status/Proposed Changes

CSU Transfer

Recommended Preparation: Administration of Justice 10 and English A

Recommendation

CSU Transfer

Recommended Preparation: Administration of Justice 10 and English A

NEW DISTANCE EDUCATION COURSES

1. Administration of Justice 10 – Introduction to Homeland Security
2. Administration of Justice 11 – Intelligence and Security Management
3. Administration of Justice 103 – Concepts of Criminal Law I

NATURAL SCIENCES

INACTIVATE COURSES

1. Astronomy 50 – Special Topics in Astronomy
2. Biology 50 – Special Topics in Biology
3. Chemistry 50 – Special Topics in Chemistry

EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE

October 14, 2014

Approved Curriculum Changes for 2015-2016
BEHAVIORAL AND SOCIAL SCIENCES

COURSE REVIEW; DISTANCE EDUCATION UPDATE

1. Psychology 2 – Psychology for Effective Living

BUSINESS

COURSE REVIEW; DISTANCE EDUCATION UPDATE, CHANGES IN CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Computer Information Systems 13 – Computer Information Systems

Current Status/Proposed Changes

Prerequisite: eligibility for English 84 and Business 15 or Mathematics 23 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment

Recommended Preparation: Mathematics 23 or Business 15

Recommendation

Prerequisite: eligibility for English 84

Recommended Preparation: Mathematics 23 or Business 15

FINE ARTS

CTE TWO-YEAR COURSE REVIEW

1. Art 130 – Two-Dimensional Design I

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Art 132 – Advertising Design I

Current Status/Proposed Changes

Prerequisite: Art 131 or Art 141 with a minimum grade of C

Recommended Preparation: Art 131 or Art 141

Recommendation

Recommended Preparation: Art 131 or Art 141

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE

Current Status/Proposed Changes

1. Dance 130A – Beginning Modern Dance Technique I A

Recommendation

Dance 130A – Beginning Modern Dance A

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Changes

1. Dance 130B – Beginning Modern Dance Technique I B

This course is the second in a sequence of two four levels of modern dance I. This course focuses on the continued development of dance skills through modern dance movement, emphasizing combinations on the floor and standing or traveling through space. Technique skills are reinforced through creative expression of more complex movement. Attendance is required at dance events sponsored by the Center for the Arts.

Note: This course is required of all dance majors.

Note: Letter grade or pass/no pass option.

Recommendation

Dance 130B – Beginning Modern Dance B

This course is the second in a sequence of four levels of modern dance. This course focuses on the continued development of dance skills through modern dance movement, emphasizing combinations on the floor and standing or traveling through space. Technique skills are reinforced through creative expression of more complex movement. Attendance is required at dance events sponsored by the Center for the Arts.

Note: This course is required of all dance majors.

Note: Letter grade or pass/no pass option.

CTE TWO-YEAR COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Art 133 – Graphic Design

Current Status/Proposed Changes

Prerequisite: Art 131 or Art 141 with a minimum grade of C in prerequisite or equivalent

Recommended Preparation: Art 131 or Art 141

This course is an introduction to the concepts and processes of graphic design. Emphasis is placed on the study of graphic design, students' work with computers in application of raster, vector graphics, and page layout software, as well as with traditional art and design media. Problem-solving skills and the creative design process are emphasized through digital imaging, typography, identity design and page layout.

Recommendation

Recommended Preparation: Art 131 or Art 141

This course is an introduction to the concepts and processes of graphic design. Emphasis is placed on the application of raster, vector graphics, and page layout software, as well as traditional art and design media. Problem-solving skills and the creative design process are emphasized through digital imaging, typography, identity design and page layout.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

Current Status/Proposed Changes

1. Dance 120A – Beginning Ballet I A

Recommended Preparation: Dance 110 or equivalent

Recommendation

Dance 120A – Beginning Ballet A

Recommended Preparation: Dance 110

Current Status/Proposed Changes

2. Dance 120B – Beginning Ballet Technique I B

Prerequisite: Dance 120A with a minimum grade of C

Recommendation

Dance 120B – Beginning Ballet B

Prerequisite: Dance 120A with a minimum grade of C

Current Status/Proposed Changes

3. Dance 220A – Intermediate Ballet II A

Prerequisite: One semester of Dance 120A 120B with a minimum grade of C or equivalent

Recommendation

Dance 220A – Intermediate Ballet A

Prerequisite: Dance 120B with a minimum grade of C or equivalent

CHANGE IN CERTIFICATE; COURSE REQUIREMENTS, UNITS

1. Jewelry Design and Fabrication Certificate of Achievement

Current Status/Proposed Changes

A Certificate of Achievement will be granted upon completion of the courses listed below all program requirements. At least 50% of the units for the certificate must be completed at El Camino College.

Certificate Requirements Units

ART 101 Art and Visual Culture in Modern Life 3

ART 110 Drawing Fundamentals I 3

ART 130 Two-Dimensional Design I 3

ART 173 Introduction to Jewelry and Metalsmithing 3

ART 274 Jewelry Fabrication 3

ART 275 Jewelry Casting 3

BUS 24 Introduction to Small Business Entrepreneurship 3

9 units from:

ART 101 Art and Visual Culture in Modern Life 3

ART 110 Drawing Fundamentals I 3

ART 130 Two-Dimensional Design I 3

ART 141 Digital Art 3

ART 160 Three-Dimensional Design 3

BUS 24 Small Business Entrepreneurship 3

Total Units: 21 18

Recommendation

A Certificate of Achievement will be granted upon completion of all program requirements. At least 50% of the units for the certificate must be completed at El Camino College.

Certificate Requirements Units

ART 173 Introduction to Jewelry and Metalsmithing 3

ART 274 Jewelry Fabrication 3

ART 275 Jewelry Casting 3

9 units from:

ART 101 Art and Visual Culture in Modern Life 3

ART 110 Drawing Fundamentals I 3

ART 130 Two-Dimensional Design I 3

ART 141 Digital Art 3

ART 160 Three-Dimensional Design 3

BUS 24 Small Business Entrepreneurship 3

Total Units: 18

HUMANITIES

COURSE REVIEW; CHANGE IN DESCRIPTIVE TITLE

Current Status/Proposed Changes

1. English 15A – Survey of British Literature I

Recommendation

English 15A – Survey of British Literature I

Current Status/Proposed Changes

2. English 15B – Survey of British Literature II

Recommendation

English 15B – Survey of British Literature II

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. English 36 – World Literature: 1650 CE to Present

Current Status/Proposed Changes

This course examines masterpieces of world literature from the mid-17th through 20th 21st centuries as both reflections and progenitors of their cultures and nations of origin. Students explore the universal concerns of humankind as exemplified through the themes, forms, and trends of the literary works.

Recommendation

This course examines masterpieces of world literature from the mid-17th through 21st centuries as both reflections and progenitors of their cultures and nations of origin. Students explore the universal concerns of humankind as exemplified through the themes, forms, and trends of the literary works.

INDUSTRY AND TECHNOLOGY

CTE TWO-YEAR COURSE REVIEW

1. Electronics and Computer Hardware Technology 130 – Digital Systems and Computer Logic I
2. Electronics and Computer Hardware Technology 191 – Introduction to Microprocessors and Interfacing
3. Fire and Emergency Technology 137 – Emergency Medical Services (EMS) / Legal Aspects/Documentation

MATHEMATICAL SCIENCES

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION

1. Mathematics 170 – Trigonometry

Current Status/Proposed Changes

This course includes a study of trigonometric functions, their inverses, trigonometric identities, equations, complex numbers, graphs of trigonometric functions, and applications.

Note: One year of high school geometry is equivalent to Mathematics 60.

Recommendation

This course includes a study of trigonometric functions, their inverses, identities, equations, complex numbers, graphs, and applications.

Note: One year of high school geometry is equivalent to Mathematics 60.

2. Mathematics 180 – Precalculus

Current Status/Proposed Changes

This course is a preparation for calculus. Topics of study include polynomial, rational, exponential, logarithmic and trigonometric functions as well as their inverses. Matrices and analytic geometry are introduced, as well as sequences and series. The application of these topics is stressed to enhance conceptual understanding of the material.

Recommendation

This course is a preparation for calculus. Topics of study include polynomial, rational, exponential, logarithmic and trigonometric functions as well as their inverses. Matrices and analytic geometry are introduced, as well as sequences and series. The application of these topics is stressed to enhance conceptual understanding of the material.

NATURAL SCIENCES

COURSE REVIEW; DISTANCE EDUCATION UPDATE, CHANGE IN CONDITIONS OF ENROLLMENT (Pre/Corequisite, Recommended Preparation, or Enrollment Limitation)

1. Oceanography 10 – Introduction to Oceanography

Current Status/Proposed Changes

Recommended Preparation: eligibility for English 84 1A

Recommendation

Recommended Preparation: eligibility for English 1A



FACULTY COUNCIL AGENDA

**Thursday, November 20, 2:00 p.m. in the Board Room
(or immediately following the Council meeting)**

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

November 6, 2014 Minutes

IV. REPORTS

Faculty Council:

Chairperson

Paul Flor

Vice Chairperson

Estina Pratt

ECC Curriculum Committee

Essie French-Preston

ECC Education Policies Committee

Vanessa Haynes

Student Learning Outcomes

Michelle Priest

Student Success Committee

Lauren Gras

20 Million Minds Foundation

Mayra Lombera,

OpenStax at El Camino College, Compton Center

Director of Partnerships and Program
Development

Service Learning Opportunities at the Rancho

Alison Bruesehoff,

Museum Executive Director

Dominguez Rancho Adobe Museum

V. ACTION ITEMS-UNFINISHED BUSINESS

VI. NEW BUSINESS

1. Faculty Council Goals: 2014-2015

VII. INFORMATION-DISCUSSION ITEMS

1. Council By-Laws (revised)

VIII. EVENTS/MEETINGS

IX. FUTURE AGENDA ITEMS

1. CEC Institutional Effectiveness Outcomes Strategic Plan 2015-2020 draft
2. CEC Student Success Plan
3. CEC Student Equity Plan
4. Making Decisions at El Camino College
5. CEC Planning Process Model

X. ADJOURNMENT

CCCD Academic Senate and *ECC-CEC Faculty Council Roster*

2014-2015 (19 members)

Officers:

President/ <i>Chairperson</i>	Paul Flor (15-16)
Past President/ <i>Past Chairperson</i>	Michael Odanaka (14-15, ex-officio)
President-Elect/ <i>Chairperson-Elect</i>	(vacant, elect spring 2015)
Vice President/ <i>Vice Chairperson</i>	Estina Pratt (14-15)
Secretary/ <i>Secretary</i>	Chris Halligan (14-15)
Curriculum/ <i>Curriculum Representative</i>	Essie French-Preston (14-15)
<i>Adjunct Representative</i>	Leticia Vasquez (14-15)
Board Representative	Jerome Evans (14-15)

Members:

Career and Technical Education (2)

Annaruth Garcia (16-17)
Dale Ueda (14-15)

Health and Human Services (2)

Shirley Thomas (15-16)
Pamella West (16-17)

Humanities (2)

Chris Halligan (14-15), Secretary/*Secretary*
Nikki Williams (16-17)

Social Sciences and Fine Arts (2)

Billie Moore (14-15)
Mandeda Uch (16-17)

Mathematics (2)

Abigail Tatlilioglu (16-17)
Jose Villalobos (15-16)

Science (2)

Michelle Priest (15-16)
Eyob Wallano (16-17)

Library and Learning Resource Unit (1)

Estina Pratt (14-15), Vice President/*Vice Chairperson*

Counseling (2)

Essie French Preston (14-15) Curriculum/*Curriculum Representative*
Holly Schumacher (15-16)
Michael Odanaka (14-15) Past President/*Past Chairperson*

At-Large (2)

Jerome Evans (14-15), Board Representative
Tom Norton (15-16)

Adjunct Representatives (2)

Mahbub Khan (15-16)
Leticia Vasquez (14-15), *Adjunct Representative*



El Camino College Compton Center

FACULTY COUNCIL MEETING Thursday, November 6th, 2014 BOARD ROOM Minutes

ATTENDANCE

Senators

Paul Flor
Michael Odanaka
Estina Pratt
Christopher Halligan
Essie French Preston
Jerome Evans
Annaruth Garcia
Thomas Norton
Nikki Williams
Mandeda Uch
Abigail Tatlilioglu
Jose Villalobos
Michelle Priest
Holly Schumacher
Maria Estrada

Visitors

Jonathan Lightman
Sevana Khodagholian
Jesse Mills
Charles Hobbs
Marcelo Cabral
Cynthia Mosqueda
Dale Ueda
Karla Koti
Roza Ekimyan
Ruth Roach
Shemiran Lazar
Don Roach
Hoa Pham
Aurora Cortez

Andree B. Valdry
Ray Box
David McPatchell
Axa M. Maradiaga
David Maruyama

Call to Order – 2:10 p.m.

Agenda – Halligan/Pratt - Approved

Minutes – Halligan/ Evans - Approved.

Reports –

President's – Paul Flor reporting.

- **Southern Regional Curriculum Meeting** – There is a PowerPoint on the State Academic Senate website that covers this.
- **Fall Area C Meeting** – In Santa Barbara.
- **Academic Senate Plenary** – Next week at Irvine Marriott.

Book Committee - Jerome Evans reporting.

- **Thank You!** – Special thanks to Telemenudo, the campus bookstore, the Board, faculty, administrators, and students for their generosity and dedication.
- **Book Distributions** – These occur October 28th, November 4th (evening), and all day November 5th.
- **Student Reactions** – It was like Christmas in November. Students were astounded that we were giving out free books, and the diversity in the books available.
- **Special Thank You** - To the chair, Dr. Cornelia Lyles and the committee. ASB did a great job helping as well.

Campus Safety Update – Lt. Ramund Box reporting.

- **Blue Phones** - There are now 25 fully functioning blue emergency phones located all over campus.
- **Emergency Procedures Posters** - These posters should be in all classrooms and meeting places. These address issues that we could face here at Compton Center. Please make sure you and your

students take some time to read them and become knowledgeable of the procedures in the event of an emergency.

Subramaniam – We should have this presentation at Division Meetings so that this information is disseminated to the faculty.

Pratt – Do we have an evacuation plan for the Student Success Center yet?

Box – We need to work with Owens and Keenan to get a plan for that area. This can be done in a day or so.

- **NIXLE** – This is the emergency alert program that is used through your phone. Get the app – text to 888777 to get it. This will keep you in the loop with regard to any emergencies that may be happening on both campuses.
- **Important Safety Reminders** – Please see sheet.
- **24 Hour Escort Service** – Just call Campus Police at 310-900-1600 x.2999. Please be patient when you call. It could take a few minutes for an officer to respond.
- **Crime Statistics for Compton Center 2011-2013** – 16 total robberies, 17 total aggravated assaults, 38 total car thefts, and 6 total sex offenses. Not too shabby!

ADJOURNED – 3:00 p.m.