# ACADEMIC SENATE

# AGENDA

**Thursday, February 16, 2017 at 1:00 p.m. in the Board room**

**I.      CALL TO ORDER**

**II.     APPROVAL OF AGENDA**

**III.    APPROVAL OF MINUTES**

December 15, 2016 Minutes

**IV.    REPORTS**

**Senate**:

| | |
|---|---|
| President | Paul M. Flor |
| Board Representative and External Liaison | Jerome Evans |
| Vice President | Chris Halligan |

**V.     ACTION ITEMS-UNFINISHED BUSINESS**

1.

**VI.    NEW BUSINESS**

| | | |
|---|---|---|
| 1. | Compton Center Curriculum Update | E. French-Preston |
| 2. | Homeless Student Initiative | Joshua Jackson, ASB President |
| 3. | SLO Update | Hoa Pham |
| 4. | Institutional Effectiveness Committee Update | Jesse Mills |

**VII.   INFORMATION-DISCUSSION ITEMS**

1.  Academic Senate news

**VIII.  Events/Meetings**

1.  Opening of Molina Health Center, ECC Compton Center

**IX.    FUTURE AGENDA ITEMS**

1. Strong Workforce
2. Staffing Master plan

**X.     ADJOURNMENT**

**BP 2520 Academic Senate**                                    Issued:   May 19, 2015

Reference:
   Education Code Section 70902(b)(7);
   Title 5, Sections 53200 et seq
   Accreditation Standard IV.A
   Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures.  The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1.   Curriculum, including establishing prerequisites and placing courses within disciplines;

2.   Degree and certificate requirements;

3.   Grading policies;

4.   Educational program development;

5.   Standards and policies regarding student preparation and success;

6.   District and College governance structures as related to faculty roles;

7.   Faculty roles and involvement in accreditation process, including self-study and annual reports;

8.   Policies for faculty professional development activities;

9.   Processes for program review;

10.   Processes for institutional planning and budget development, and

11.   Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

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

\* This is a special meeting scheduled to coincide with ACCJC Accreditation visit the week of March 6-9th. This is a Tuesday. We are switching days with El Camino College.

| FALL 2015 | | SPRING 2016 | |
|---|---|---|---|
| ~~September 8~~ | Board Room | February 16 | Board Room |
| ~~September 22~~ | Board Room | March 7* | Board Room |
| ~~October 6~~ | Board Room | March 16 | Board Room |
| ~~October 20~~ | Board Room | April 6 | Board Room |
| ~~November 3~~ | Board Room | April 20 | Board Room |
| ~~November 17~~ | Board Room | May 4 | Board Room |
| ~~December 1~~ | Board Room | May 18 | Board Room |
| ~~December 15~~ | Board Room | | |

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

| FALL 2015 | | SPRING 2016 | |
|---|---|---|---|
| ~~September 6~~ | Dist. Ed. room 166 | February 21 | Dist. Ed. room 166 |
| ~~September 20~~ | Dist. Ed. room 166 | March 9* | Dist. Ed. room 166 |
| ~~October 4~~ | Dist. Ed. room 166 | March 21 | Dist. Ed. room 166 |
| ~~October 18~~ | Dist. Ed. room 166 | April 4 | Dist. Ed. room 166 |
| ~~November 1~~ | Dist. Ed. room 166 | April 18 | Dist. Ed. room 166 |
| ~~November 15~~ | Dist. Ed. room 166 | May 2 | Dist. Ed. room 166 |
| ~~December 6~~ | Dist. Ed. room 166 | May 16 | Dist. Ed. room 166 |

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

**Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.**

## ACADEMIC SENATE MINUTES
## Thursday, December 15th, 2016 1:00 p.m.  Board Room

## ATTENDANCE

| Senators | Visitors |
|---|---|
| Eyob Wallano | Theresa Barragan- Echeverria |
| Jerome Evans | Jessie Mills |
| Andree Valdry | Roza Ekimyan |
| Mandeda Uch | Carlos Maruri |
| David McPatchell | Dr. Silvia Arroyo |
| Nikki Williams | Vanessa Madrid |
| Paul Flor | David Simmons |
| Kent Schwitkis | Eckko Blake |
| Christopher Halligan | Jennifer Hill |
| Annaruth Garcia | Amber Gillis |
| Mahbub Khan | Aurora Cortez-Perez |
| Vanessa Haynes | Judy Crozier |
| Essie French-Preston | |

XI.    **CALL TO ORDER –**  Paul Flor 1:10 p.m.

XII.    **APPROVAL OF AGENDA –** Halligan/Evans- Approved

XIII.    **APPROVAL OF MINUTES** –  Schwitkis/French-Preston- Approved


XIV.    **REPORTS**

**President's Report-** Paul Flor reporting.

- Spoke before we approved minutes and agenda- the Chair of the site visit committee - gave a few words about the meeting that she had with Keith Curry, Paul Flor, Amber Gillis, and Jennifer Hill.  She stated that the committee is not a policing role.  They are here in a collegial role and they are here to help us ensure that we are ready for our accreditation.  The work that we have done in the past few years is to be admired.  She feels honored to be part of the team that will help put us where we need to be to get our accreditation.
- Flor stated that this senate meeting is an important meeting because of the presentation of the Technology Plan
- The Comprehensive Master Plan is available online.  The feedback was due on November 18th but Dr. Peju stated that he would still be interested in hearing feedback.
- Reminder that there is a new mission statement and it should be used in your syllabi.
- Included in the packet- Enrollment Goals Plan- It appears that we are on track to meeting our winter enrollment goals.

**Vice President-** Christopher Halligan

- None

**Board Representative –** Jerome Evans reporting.

- Attended the Board Meeting-
    - The Board Elected new officers.
    - One report given is that the district is in compliance with the 50% law.   We are at 50.71% compliance.
    - 2 financial reports (audits) were given of the district.  According to their findings we are doing well.  There were no negatives.
    - Special Trustee Henry stated that perhaps in January the board of trustees would regain power.
    - The Little Theater was dedicated on December 13th.  It is not open yet but it will be open by the accreditation visit.

**Accreditation:** Amber Gillis reporting.
- None

## XV.      ACTION ITEMS-UNFINISHED BUSINESS

- David Simmons- Technology Master Plan- The plan is for the next 5 years.  The plan will be reviewed yearly and revised as necessary.   Simmons went over the goals and objectives of the plan.  When we become independent we will no longer be part of ECC Datatel System so we will also be adapting for these new changes.  Presented the ITS Department Transitional Organizational Chart.  The Technology Master Plan can be found online.  Simmons opened the floor to questions.

## XVI.      NEW BUSINESS
- Institutional Effectiveness Committee Update- Jesse Mills discussed the Program Review Template.  The timelines for the next 3 years are in place and online.  Every program that has a review that is due this year has been met with and they say that they are all on track.  He is working with Elizabeth Martinez on the website to ensure that all current information is put up.
- Senate Letter of Support for ACCJC- Flor presented the letter that he wrote in response to the letter written by the third party that was sent to the Department of Education. The Classified President asked that his name be removed from the letter since he did not know that the letter was being sent out.  Flor stated that the letter written by the third party was imprudent.  The Senate Executive Board has given its approval to Flor's response letter.  Schwitkis/McPatchell move to support the letter.  Opened the floor for discussion. Halligan praised the letter. Vote- Ayes have it, the letter is supported by the senators.
- Keith Curry spoke- Thank you for allowing Kendra to speak.  She is excited about coming back for the visit and chairing the team.  She made it very clear that this is a peer review process.  She is going to ask for additional information and we should be aware that she is not here to police.  The Self-evaluation report is on the ECC board agenda. A lot of work was put into it and we should be proud of the work that we have done.  This would not have been completed without the help of many individuals.  In 2005 no one thought that we would be at this point.  Now we get to prove how we are providing quality programs for students.   Curry thanked Academic Senate for the letter in support of the ACCJC.  He stated that the only thing that we have is the ACCJC to get our accreditation back.  We are in support of the ACCJC since they already have standards and we have to work with them.  If there is a problem with the commission then we need to work with them to make them a better commission.  Currently there is no other process to get our accreditation back.  Curry will be sending a letter to the ACCJC along with our Senate supported letter to support the ACCJC.  He thanked Roza Ekimyan for the work that she and Peju put into the Comprehensive

Master Plan. Flor asked about where we are with stabilization. Curry stated that his next newsletter will have an update with information on this. Stabilization means that we are funded the same even though we had one year of decline. Then we enter into Restoration where we have 3 years where we can go back up to our higher number to be able to get back to our base. 6060 is an important number so that we can stop borrowing from summer. Crozier asked what we are doing for outreach. Curry stated that enrollment management has a comprehensive plan that is included in the Comprehensive Master Plan. Faculty prioritization committee- he was given the results of the faculty prioritization committee and will be issuing what positions will be going forward. Haynes asked about barber school. Perez stated that the curriculum is being looked at to be able to do this. The Comprehensive Master Plan is available electronically.

## XVII.        Information- Discussion Items
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## XVIII.        Events/Meetings
- Holiday and Self- Evaluation Report Completion Celebration- Don't forget to take your two canned goods.

MOTION TO ADJOURN – Approved Halligan/Evans– 1:38 p.m.

## Proposed 2016-2017 Goals

The Academic Senate's annual goals reflect a commitment to "an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2520)
   Measures:
   - Arrange faculty representation on campus committees and periodic updates,
   - Recruit faculty co-chairs for Institutional Standing Committees
   - Ensure divisions have required number of senators
   - Review and begin revising Academic Senate By-laws to reflect curriculum reforms
   - Ensure Academic Senate office is relocated in swing space

2. Strengthen faculty involvement in the activities of the Academic Senate
   Measures:
   - Provide an orientation at the start of the academic year
   - Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and committees
   - Encourage greater participation of senators in meetings and other activities of Senate
   - Establish initiatives to recognize faculty achievements

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.
   Measures:
   - Support Enrollment Management initiatives through ongoing communication and faculty involvement
   - Support accreditation efforts through regular Senate/Faculty Council communication and collaboration
   - Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion

# SHARING THE INFORMATION

*Effective faculty leadership is best achieved through teams not heroes.*

Reminder: For faculty preparing syllabi for Spring courses

This is the new mission statement for Compton Center and the future Compton College. Be sure to include this on upcoming syllabi:

El Camino College Compton Center and the future Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton Center promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

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### Curriculum and the California Community College Curriculum Committee (5C)

The 5C (formerly SACC) continues to work with the Chancellor's Office to streamline curriculum approval processes at both the state and local levels.  A white paper outlining the changes will be distributed in the coming months.  The committee is also examining Title 5 to determine if revisions are warranted to ensure efficient processes. The 5C leadership presented at the January Board of Governors meeting regarding the efforts of the group and its subgroups.  The committee is also reviewing low unit certificates, catalog rights, and other issues with the goal of allowing for greater completion rates and student success. Regional workshops will be held in spring to disseminate information and provide professional development on local and state level curriculum approval processes. Information may be found on the ASCCC website as it becomes available.

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IEPI – Institutional Effectiveness Partnership Initiative is sponsoring workshops on the Strong Workforce Program. Under the Strong Workforce Program, many colleges are striving to increase enrollments in CTE. But in order to support this growth, colleges need to establish pathways that work for diverse student populations and help them progress up their career ladders.

This session will outline common barriers to student progress and describe ways that colleges can support students in overcoming those challenges. For example, you'll learn:

- Why students do and don't major in CTE
- The highest-leverage actions that can change enrollment patterns
- How CTE pathways work fits into statewide priorities and guided pathway models
- Hands-on activities will enable you to explore:
- New tools that can help support career exploration and educational planning
- How to access information on progress within a pathway and employment outcomes
- Specific steps you can take to strengthen enrollments and progress in CTE

Registration is required through Eventbrite. There is a $50 per-person registration fee for attending. Registration includes lunch. Participants are responsible for travel and any parking costs. Workshops are scheduled from 10:00 am - 3:00 pm.

Date: Friday, March 24, 2017 Location: Sheraton Cerritos Hotel

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**Compton Curriculum Committee Proposal**

# El Camino College Compton Center
## Curriculum Handbook

The handbook provides College Curriculum Committee representatives with information which will assist them in understanding and fulfilling their responsibilities. It also serves to guide Curriculum Committee members so that they can review and approve curriculum in accordance with state regulations as well as local policies and procedures.

Adherence to the guidelines and procedures contained in this handbook will Compton College to continually develop curriculum which is consistent with its mission to meet the educational needs of its diverse community and ensure student success by offering quality, comprehensive educational opportunities.

## Compton Community College Mission

"Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for transfer, completion, and lifelong learning."

## Vision

El Camino College Compton Center and the future Compton College will be the leading institution of student learning and success in higher education.

## Values

El Camino College Compton Center and the future Compton College values are grounded on the following principles:

- Student Centeredness in the focus of providing students the opportunities for success.
- Excellence as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- Support and Nurture in providing guidance in a professional and caring environment.
- Dedication in our commitment to our diverse community through partnerships with local K-12 schools, universities, and businesses.
- Innovation in adapting new ideas, methods, and techniques to further student learning and achievement.
- Fiscal Integrity in the transparent and efficient use of financial resources to support student success.

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## Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, El Camino College Compton Center and the future Compton College will focus on the following Strategic Initiatives:

**GOAL 1:** Improve recruitment, enrollment, retention, and completion rates for our students' environment that leads to student success.

**GOAL 2:** Support the success of all students to meet their education and career goals students to meet their goals.

**GOAL 3:** Support the success of students through the use of technology and learning through professional development.

**GOAL 4:** Offer excellent programs that lead to degrees and certificates in allied health and technical fields.

**GOAL 5:** Establish partnerships in the community and with the K-12 schools.

**Institutional Learning Outcomes (ILOs)** Upon transfer or graduation, ECC Compton Center
students will have the following skills:

### Critical Thinking

Students apply critical, creative and analytical skills   to identify and solve problems, analyze information,
synthesize and evaluate ideas, and transform existing ideas into new forms.

### Communication

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and
artistic forms.

### Community and Personal Development

Students are productive and engaged members of society, demonstrating personal responsibility, and
community and social awareness through their engagement in campus programs and services.

### Information Literacy

Students determine an information need and use various media and formats to develop a research strategy
and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate
an understanding of the legal, social, and ethical aspects related to information use.

Student Learning Outcomes
Chapter One: Policies
   1. Board Policies
   2. Academic Senate Policy

Chapter Two: Role and Responsibilities of Committee Members
A. Faculty:
Curriculum development is faculty driven within their area of expertise and teaching discipline.  With guidelines from Title 5 and local standards,  faculty develop a Course Outline of Record (COR) which includes many items i.e. course title and description, course objectives, outline of subject matter, and provides representative textbooks, assignments and modes of assessment.  The COR provides the community, students, and faculty information of the course thus providing continuity regarding content and rigor for the course. Although course development is originated by faculty, the approval process goes through the Division and College Curriculum Committees with final approval from the Board.  Title 5 mandates that course review is every six years and every two years for CTE courses.
Faculty who desire to propose a distance education version of an existing course or a new distance education course should consult with the Distance Education Advisory Committee.  Consultation with program directors and deans is necessary for faculty selection and course scheduling.
Faculty responsibilities for new course or program proposals must:
❖ Proposed course or program revisions
❖ Courses or programs proposed for inactive status.
❖ Selected Topics Courses (88, 298, 398)
❖ Ensure that course outlines (and the conditions on enrollment, if they apply) are updated at least once every 6 years.
❖ Ensure that the division review and verify the accuracy of all course and program information listed in the catalog and in CurricUNET prior to the Spring catalog publication date.
❖ Archive courses that the division has not been able to offer at least once every two years.
❖ Ensure appropriate discipline assignations for every proposal.
❖ Review all proposals for accuracy

B. Division Dean:
Each division dean is responsible for coordinating the development of all division curriculum with its department chairs. They serve as a technical review committee and is responsible for the thorough review and approval of all division curriculum. The division dean submits the proposed course or program to the Chief Instructional Officer.

C. Curriculum Chair
The faculty chair is recommended by the curriculum committee and academic senate and approved by the Chief instructional officer. The faculty chair receives reassigned time and secretarial support to complete the following duties and responsibilities:
   ❖ Serves as a resource person to assist faculty in the development of curriculum proposals.
   ❖  Reviews all curriculum proposals for technical accuracy, discipline assignment, and works with department chairs and course authors to make necessary corrections.
   ❖ Develops a recommended curriculum committee schedule for the year.
   ❖ Schedules and conducts the pre-curriculum review meetings.
   ❖ Prepares curriculum committee agendas and conducts committee meetings.

❖ Works with the Curriculum Specialist

## E. Curriculum Specialist
❖ - Maintain all curriculum files.
❖ Submit curriculum materials for local and state approval.
❖ Maintain the curriculum database and forms in CurricUnet
❖ Facilitates CurricUnet and related technology training for all committee members and faculty authors.
❖ Provides advice and guidance to the Vice President of Instruction and to the Curriculum Committee on curriculum related issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations. •
❖ Maintains curriculum committee handbook and develops recommended procedures and forms for the processing of curriculum materials.
❖ Prepares and submits curriculum materials for review and approval of the Academic Senate.
❖ Prepares and submits an annual report of committee activities for the Academic Senate

## F. Chief Instructional Officer's responsibility
❖ Provides leadership in developing and maintaining curriculum
❖ Reviews all curriculum proposals to ensure congruence with the mission, need, quality, feasibility and compliance requirements of Title 5.
❖ Approves all changes in academic courses and curricula.
❖ Authorizes courses and/or programs to be offered.
❖ Approves all Selected Topics (88, 298, 398) courses.
❖ Works with Department Chair to carry out college curriculum committee responsibilities

## G. College Curriculum Committee (CCC):
The CCC is responsible for the development and review of the College's curriculum and for ensuring that all curriculum meets local and state standards. The CCC is a standing committee of the Academic Senate as provided by the California Code of Regulations, Title 5, Section 55002. Review of curriculum proposals is based upon state regulations, local requirements, and the mission and objectives of the College.
The CCC will operate under its bylaws, relevant board policies, and the Academic Senate Constitution. The Chair of the CCC will regularly report the committee's activities to the Senate. The chair may convene ad hoc committees to formulate specific curriculum procedures or address specific curriculum concerns. Ad hoc committees will report their findings to the CCC. If a report to the Senate is deemed advisable, the chair shall provide a report and any recommendations. The Senate may also recommend that the chair form ad hoc committees to address Senate curricular issues. (Please see Appendix E for the CCC bylaws governing the CCC and the CCC membership.)
G. Curriculum Chair
The Curriculum Chair is a faculty member who's responsible for overseeing all curriculum proposals, including curriculum review, new courses, review of programs, and new programs. The curriculum chair also acts as the liaison between the College Curriculum Committee and the Academic Senate (both at the college and statewide), the DCCs, the Deans council, and the division. The Chair works closely with the curriculum advisor and the articulation officer to make sure curriculum complies with all Title V regulations, and is appropriate for the community college mission as well as for transfer (where appropriate). (See appendix E for CCC bylaws governing the election and duties of the CCC chair).

## H. Articulation Officer
❖ Facilitates articulation with public and independent colleges, universities, and other community colleges.
❖ Develops, updates, and maintains all articulation agreements and related materials used to advise students on academic majors, degrees, and transfer requirements.
❖ Serves as a consultant to counselors and instructional faculty on issues related to articulation.
❖ Facilitates participation in the CIA

- ❖ Participates in statewide meetings pertaining to articulation and transfer.
- ❖ Keeps counselors and instructional faculty informed on matters related to articulation. •Serves as a consultant to Admissions and Records staff in evaluating transcripts and certifying students for graduation.
- ❖ Assists the Scheduling Office with editing the transfer and graduation information in the schedule of classes, the college catalog, and the catalog supplements
- ❖ Works with the appropriate college personnel to maintain an accurate Master Course File database. • Maintains and regularly updates the ASSIST database
- ❖ Ensures that required ASSIST reports are filed accurately and on time.

## I. Learning Resource Specialist

- ❖ Reviews proposals to assess stated course needs for textbooks, periodicals, or new library resources or acquisitions.
- ❖ Recommends additional information resources to faculty authors.

## J. Distance Education Coordinator

- ❖ Reviews all curriculum proposals with proposed Distance Education components and conducts DE subcommittee review.
- ❖ Reviews all curriculum proposals with Form D for technical accuracy and compliance with current regulatory, writing, and content standards related to Distance Education.
- ❖ Functions as a liaison between the curriculum committee and the distance education faculty workgroup.

## K. Student Learning Outcomes and Assessment Coordinator

- ❖ Conducts SLO review to ensure compliance with program and institutional SLOs for every course and program reviewed in the Curriculum Committee.
- ❖ Acts as a liaison between the Curriculum Committee and the SLO and Assessment Committee • Provides input and expertise on all issues related to SLOs.

## Chapter Three: The Curriculum Processes

### COMPTON COLLEGE
### COURSE REVIEW GUIDELINES & CHECKLIST
This worksheet assists faculty in course review and is not submitted for approval.
Instead this document should be filed in course file in the Division Office.

**Division/Department:**_____ **Date:**_____

**Date Course Submitted to DCC**

**Course:**_____

       Subject & Number         Descriptive Title

**Originator:**_____

       Faculty in Charge of Course Review

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

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

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

☐ Examine recent course **offerings** and **delivery methods.**  Consider inactivating any course that has not been offered in two or more years.  If a *distance education* version exists, it must be *updated*.  If a distance education version is appropriate, it should be *developed*.

☐ Estimate the **independent work hours outside of class[1]** and ask if there are sufficient **contact hours[1]** (lecture and laboratory) to ensure that the **course units[1]** *accurately reflect the hours of work the average successful student requires to succeed*. Changes here may affect **faculty load[1].**

☐ Contact the articulation officer for recommendations regarding the **general education** and **transfer status** of the course.  Contact the curriculum advisor with questions about the **discipline** or **credit status** of the course (degree-applicable credit, non-degree-applicable credit, or noncredit).  *Credit status rarely changes.*

☐ Reconsider the justification for any **conditions of enrollment[2]** the course may have, in order to ensure that these conditions are *justified in accordance with Title 5 regulations.*

In the current course outline of record:
☐ Reconsider the **descriptive title** and **catalog description**, in order to ensure *that the descriptive title is current and appropriate and that the catalog description reflects the content and purpose of the course*. ***In most cases changes are not necessary.***

☐ Reexamine the **course objectives[3]**, in order to ensure that *the outcomes and objectives are appropriate and attainable,* and that *a representative assessment type has been identified for each one*.

☐ Revisit the **outline of subject matter**, in order to ensure *that the content is current and appropriate; that each course topic is given sufficient time, and that sufficient detail is provided for each*.  When the course has both lecture and laboratory hours, *major topics in the outline of subject matter must be broken out by lecture and laboratory.*

☐ Review the **methods of evaluation[4], typical assignment[4]**, **critical thinking assignments[5]**, **work outside of class[6]**, and **instructional methods[6],** in order to ensure that these are *current and appropriate*.

☐ Update the **materials[7]** for the course, including textbooks, in order to ensure *that all materials are current as possible and appropriate*. For courses that satisfy CSU Breadth GE or IGETC, a textbook with a publication date within 5 years is necessary.  However, this does not mean that the textbook listed must be used for the course.

**Step 2:  Decide on necessary modifications**  Create a list of proposed changes. Based on the type and extent of the changes proposed, the review will be classified as either Standard Review or a Full Review, in order to streamline the approval process.  The only substantive difference between a standard and a full review is the number of members of the CCC who will examine the proposed changes.  Use your expertise and best judgment to check the nature of the changes needed in each area. If any of the changes fall in the Full Review column, the course review will undergo Full Review in the CCC; otherwise it will undergo Standard Review.  *The Curriculum Advisor and the College Curriculum Committee Chair make the final decision of the review type.* In each row of the table below, if nothing is checked, then no changes are being proposed.

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

## Step 3:  Modify course documents (in CurricUNET)

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

## Step 4:  Obtain DCC and CCC approval

After a final review of the material, the *Originator* launches the course review proposal approval process.  The *Originator* must be available for consultation throughout the approval process and will make requested changes in CurricUNET, contacting fellow faculty about any requested changes, if appropriate.

## Additional Information:

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

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

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

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

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

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

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

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

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

| Example: | PE 80ab | |
|---|---|---|
| Regular Semester Course Weeks: | 18 weeks | |
| Course Units: | 2 units | x 54 hours = 108        total hours |
| Weekly Lecture Hours: | 0 hours | x 18 weeks = 0        total lecture hours |
| Weekly Laboratory Hours: | 10 hours | x 18 weeks = 180        total lab hours |

| Weekly Independent Work Hours: | 0 hours | x 18 weeks = 0 | total independent work hours |
|---|---|---|---|

Problem: As described, this course is out of compliance with Title 5 regulations. Dividing the 180 total student work hours by 54 hours/unit suggests the course should be assigned 3.33 course units. Title 5 requires that units be awarded in half-unit increments, but allows local standards to determine rounding rules. This course should be a 3-unit course.

Changes to weekly lecture and lab hours can affect *faculty load,* which is based on total contact hours. In general, any increase in total contact hours increases faculty load. In order to determine faculty load, use the following formula:

$$\text{faculty load} = \frac{\text{lecture hours/week}}{15} + \frac{\text{laboratory hours/week}}{20} + \frac{\text{activity lab hours/week}}{22}$$

For example, a course with 2 lecture hours and 2 laboratory hours per week yields a faculty load of 0.2333, or 23.33% of a full load. A course with 4 lecture hours per week class yields a faculty load of 0.2667 or 26.67% of a full load. If the faculty load is increased, *written* approval from the Vice President of Academic Affairs is required before the course review approval process begins. Faculty and deans should consider the possibly far-reaching effects of making changes to lecture and laboratory hours for a course. Even decreases in faculty load could be inadvisable from a scheduling perspective.

2. **Conditions of Enrollment:**

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

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

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

CATEGORIES: **Sequential –** Any course in the same department as the target course

**Other Knowledge or Skills** – Any course not in the department of the target course

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

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

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

A. Faculty members with appropriate expertise participate in the entire content review process.
B. The course student learning outcomes and course objectives of the target course are established according to accreditation standards, Title 5, and local standards.
C. Course review resources and other data are considered in establishing the body of required or recommended knowledge or skills for student success in the target course.
   - **For a prerequisite or co-requisite:** The knowledge or skills required *prior to* enrollment in (or developed *concurrent with* the progress of) the target course are entered in the **entry skills** page of the target course's CurricUNET file as **required skills**. Write a short paragraph explaining why a student would be *highly unlikely to succeed* (minimum grade of "C" or "Pass") without this set of knowledge or skills.
   - **For a recommended preparation:** The knowledge or skills recommended *prior to* enrollment in (or developed *concurrent with* the progress of) the target course have been entered in the **entry skills** page of the target course's CurricUNET file as **recommended skills**. Write a short paragraph explaining why a student's chances of success (minimum grade of "C" or "Pass") would be *greatly enhanced* with this set of knowledge or skills.
D. For a prerequisite, co-requisite, or recommended preparation **course**, the knowledge and skills listed in the **entry skills** page of target course's CurricUNET file are matched to the course student learning outcomes and course objectives of the prerequisite, co-requisite or recommended **course**. This may be done on the CurricUNET **entry skills** page.
E. CurricUNET will automatically include the matching skills and content review information in the Course Outline of Record.

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

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

CATEGORY: **Health and Safety**

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

CATEGORIES: **Statute or Regulation**
**Program Requirement**

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

CATEGORY: **Standard Requisite**

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

**Enrollment Limitations:** Title 5 allows enrollment limitations in nine categories: Band/Orchestra, Theatre, Speech, Chorus, Journalism, Dance, Intercollegiate Athletics, Honors Courses, and Blocks of Courses. In CurricUNET, provide details about how the enrollment limitation can be met. For example, an audition may be required, in which a student performs a solo on an instrument at an intermediate difficulty level. Consult the *curriculum advisor* for guidance writing these conditions. In addition, describe any degree or certificate

requirements the target course satisfies. If they exist, alternate courses that satisfy the same requirements, but do not have enrollment limitations, should be listed in CurricUNET.

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

    Enter *course student learning outcomes and their assessment methods* in the CurricUNET SLOs & Assessments Module. This information will be incorporated <u>automatically </u>into the Complete Course Outline of Record, the Brief Course Outline of Record, and the Course Syllabus Information Report. *Course student learning outcomes* are NOT subject to CCC approval and can be changed at any time. *Student learning outcomes* should meet minimum standards for quality and must be assessable. All courses submitted for course review **must** have a complete set of *student learning outcomes.*

    Enter *course objectives and their assessment methods* in the CurricUNET Curriculum Module. *Course objectives* are subject to CCC approval and can only be changed through the process of course review. *Course objectives* must be behaviorally measurable and some *course objectives* must expect students to conduct critical thinking.

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

    The *typical assignment* must be evaluated using the *primary method of evaluation* for the course. The *typical assignment* should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. The list of *methods of evaluation* should consist of those methods that are **highly likely** to be used by all instructors of the course. Instructors are not **required** to use the methods listed.

5. **Critical Thinking Assignments**

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


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

    For both of these areas, the lists should include everything that is highly likely to occur in all course offerings. Occasionally, faculty confuse *instructional methods* with *work outside of class*, so double-check these. Finally, only check "Field Trips" under *instructional methods* if these are trips that must receive prior Board of Trustees approval. (For more information about field trips and alternate class sites, contact your dean.)

7. **Textbooks/Materials**

    *Textbooks/Material* should only include items **that students may be asked to purchase**. If there is doubt about a particular item, please contact the curriculum advisor.

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

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

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**State Budget**

On January 10, the governor released his initial proposal for the 2017-2018 budget. As Vice Chancellor of Finance and Facilities Mario Rodriquez noted in his budget summary, "The [governor's] budget summary indicates state revenues, which surged during several years of recovery, are now beginning to lag expectations. Despite this constraint, the budget provides roughly $400 million in new Proposition 98 General Fund spending for CCCs." So, although the budget does not address everything the system requested, it is a good start. The budget proposal for the California Community College System includes a $23.6 million augmentation to the base, $79.3 million for a 1.34% growth in access, $5.4 million for a 1.48% COLA for the Apprenticeship, EOPS, DSPS, CalWORKs, and Child Care Tax Bailout programs, and $3.1 million for enrollment growth in the Full-Time Student Success Grant. The proposal also includes the following one-time fund items: $150 million for implementation of guided pathways, $20 million for the Innovation Awards program, $10 million to the Online Education Initiative to purchase a learning management system that will be free to all colleges, and $6 million for an integrated library system. The proposed budget contained no augmentation for mental health, Veterans Resource Centers, Pathways to Community College Teaching, part-time faculty support, or full-time faculty hiring as requested in the System Budget Request. Of course, this proposal is the beginning of the budget process that will continue until June. The ASCCC will continue to work with our system partners to advocate on behalf of our students and our colleges.

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## Legislation

The legislative cycle has begun with new bills being introduced on a daily basis. A few bills are directed toward supporting and protecting students, including Deferred Action for Childhood Arrival (DACA) students who may face significant risks in being unable to continue or complete their education. Of course, the cycle is just beginning and most bills will go through a number of iterations as the legislative process progresses. The Legislative and Advocacy Committee will continue to monitor the bills and provide updates to the ASCCC Executive Committee and the field as necessary. Monthly legislative updates as well as the newsletter and additional information may be found on the Legislative Update webpage.

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## Spring Plenary Session and Area Meetings

The ASCCC will hold the spring plenary session on April 20-22 at the San Mateo Marriott. The theme for this session is Creating Space for Collective Voice: Dialogue and Discourse. Registration is now open and a preliminary program is posted.

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The Academic Senate for California Community College
Instructional Design and Innovation Institute
March 17-18, 2017| San Jose, CA

Who should attend: faculty chairs, student equity committees, basic skills committees, online education committees, and curriculum committees. Colleges are encouraged support attendance by a team of faculty to return with strategies that your college can use to improve service to our students and communities.

This institute focuses on strategies to improve student success and build more effective college programs. Discussions will include many exciting and timely topics like cultivating partnerships to create new opportunities for students, improving the collaboration between instruction and student services on our campuses, discovering different strategies in curricular design, integrating instructional technology into the classroom to enhance teaching, and institutionalizing innovative programs to ensure they do not disappear.

The institute is focused on four strands to meet the conference goals:

- Faculty Professional Development
- Campus Culture of Innovation and Leadership

- Cultural Competency Across the Curriculum
- Innovations in Teaching and Learning

In addition, general sessions focus on Guided Pathways, Quantitative Reasoning, and Campus and Community Culture Shift.

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Chancellor Oakley will deliver the keynote at the 2017 El Camino College Compton Center commencement ceremony on Thursday, June 8, 2017 at 5:30 p.m.

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Online Teaching Conference, June 19 – 21, 2017, Hilton Anaheim, Cost: $275 (through April 15th, 2017)

**FACULTY COUNCIL Agenda**
**Thursday, February 16, 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**
       December 15, 2016 Minutes

IV.  **REPORTS**
       **Faculty Council**:

| | |
|---|---|
| Chairperson | Paul Flor |
| Vice Chairperson | Chris Halligan |
| ECC Curriculum Committee | Essie French-Preston |
| ECC Education Policies Committee | Vanessa Haynes |
| Student Learning Outcomes | Hoa Pham |
| Student Success Committee | Amber Gillis |

V.   **ACTION ITEMS-UNFINISHED BUSINESS**

VI.  **NEW BUSINESS**
       1.

VII. **INFORMATION-DISCUSSION ITEMS**

VIII. **EVENTS/MEETINGS**

IX.  **FUTURE AGENDA ITEMS**
       1. Revising By-laws to reflect changes to curriculum
       2. Drafting of Curriculum Handbook

**ADJOURNMENT**

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

## 2016-2017 (19 members)

**Officers:**

| | |
|---|---|
| President/*Chairperson* | Paul M. Flor (17-18) |
| Past President/*Past Chairperson* | Michael Odanaka |
| President-Elect/*Chairperson-Elect* | Vacant |
| Vice President/*Vice Chairperson* | Chris Halligan (16-17) |
| Secretary/*Secretary* | Nikki Williams (16-17) |
| Curriculum/*Curriculum Representative* | Essie French-Preston (16-17) |
| *Adjunct Representative* | Mahbub Khan (16-17) |
| Board Representative | Jerome Evans (16-17) |

**Members:**

**Career and Technical Education (2)**
Annaruth Garcia (16-17)
Phillip Yaghmai (17-18)

**Health and Human Services (2)**
Shirley Thomas (18-19)
Pamela West (16-17)

**Humanities (2)**
Chris Halligan (17-18), Vice President/*Vice Chairperson*
Nikki Williams (16-17) Secretary/*Secretary*

**Social Sciences and Fine Arts (2)**
Kendhal Radcliff (17-18)
Mandeda Uch (16-17)

**Mathematics (2)**
Abigail Tatlilioglu (16-17)
Jose Villalobos (18-19)

**Science (2)**
Kent Schwitkis (18-19)
Eyob Wallano (16-17)

**Library and Learning Resource Unit (1)**
Andree Valdry (17-18)

**Counseling (2)**
Essie French Preston (17-18), Curriculum/*Curriculum* Representative
Vanessa Haynes (18-19)
Michael Odanaka, Past President/*Past Chairperson*

**At-Large (2)**
Jerome Evans (17-18), Board Representative
David McPatchell (18-19)

**Adjunct Representatives (2)**
Mahbub Khan (18-19), *Adjunct Representative*
Elizabeth Craigg Walker (17-18)

**FACULTY COUNCIL MEETING**
**Thursday, December 15th, 2016 2:00 p.m.  Board Room**
**Minutes**
**ATTENDANCE**

| Senators | Visitors |
|---|---|
| Eyob Wallano | Theresa Barragan- Echeverria |
| Jerome Evans | Jessie Mills |
| Andree Valdry | Roza Ekimyan |
| Mandeda Uch | Carlos Maruri |
| David McPatchell | Dr. Silvia Arroyo |
| Nikki Williams | Vanessa Madrid |
| Paul Flor | David Simmons |
| Kent Schwitkis | Eckko Blake |
| Christopher Halligan | Jennifer Hill |
| Annaruth Garcia | Amber Gillis |
| Mahbub Khan | Aurora Cortez-Perez |
| Vanessa Haynes | Judy Crozier |
| Essie French-Preston | |
| Essie French-Preston | |

I. **Call to Order** –  1:39 p.m.
II. **Agenda** – - Evans/McPatchell- Approved

III. **Minutes** –  - no minutes from the last meeting

IV. **Reports:**

**Chairperson –** Paul Flor reporting.
- He stated that he was supported by Amber Gillis and Chris Halligan when the self- evaluation report was presented at the ECC Senate meeting.  It was signed off my Kristie Daniel-DiGregorio.

**Vice Chairperson-** Chris Halligan reporting.
- He wanted to acknowledge David McPatchell for attending all of the College Council meetings at ECC.  McPatchell is very dedicated and does this without being paid or getting acknowledgment.
- Policies and procedures- ECC handed out a sheet with all of the policies and procedures that we should be following.  There are some that need to be worked on.  If ECC needs to work on these then so do we.  Halligan went through some of the policies that are being worked on.  Schwitkis asked if we have a proposal to be creating our own.  Flor stated that we are creating our own in Consultative Council.  Perez stated that initially we will be adopting all of ECCs and adjusting them as necessary.

**ECC Curriculum Committee-** Essie French-Preston reporting.
- Academic Strategies courses will be made inactive and will be listed under English in the new Catalog.

- Curriculum Process- she is available to meet when Paul is ready.  The ECC curriculum chair is willing to meet with us as well.
- Human Resources will be running a new position for a curriculum resources specialist. The deans are now doing the scheduling.  This new person will help get the curriculum this process going.

**Student Learning Outcomes**-

- 

## ECC Education Policies Committee

- Vanessa Haynes- One of things that was worked on was military service credits.

### V. Action Item/Unfinished Business

- 

### VI. New Business

- 

### VII.   Information- Discussion Items

- 
- .

### VIII.   Events/Meeting

- 

**ADJOURNED** –   2:08 p.m.