ACADEMIC SENATE

AGENDA

Thursday, November 6, 2014 at 1:00 p.m. in the Board Room

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES

October 16, 2014 Minutes

IV. REPORTS

Senate:
President	Paul Flor
Board Representative and External Liaison	Jerome Evans
Faculty Association of California Community Colleges (FACCC)	Jonathan Lightman

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. 2014 Fall Plenary Session: November 13-15, 2014, Irvine Marriott
2. Accreditation Institute, February 20 - 21, 2015, San Mateo Marriott
3. 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 Section532000 (b)

"Academic and Professional matters means the following policy development and implementation matters: "Title 5 Section532000 (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		SPRING 2015	
~~September 4~~	~~Board Room~~	January 22 (if needed)	Board Room
~~September 18~~	~~Board Room~~	February 5	Board Room
~~October 2~~	Student Lounge	February 19	Board Room
~~October 16~~	Board Room	March 5	Board Room
November 6	Board Room	April 9	Board Room
November 20	Board Room	April 23	Board Room
December 4	Board Room	May 7	Board Room

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

FALL 2014		SPRING 2015	
~~September 2~~	~~Alondra Room~~	February 3	Alondra Room
~~September 16~~	~~Alondra Room~~	February 17	Alondra Room
~~October 7~~	Alondra Room	March 3	Alondra Room
~~October 21~~	Alondra Room	April 7	Alondra Room
~~November 4~~	Alondra Room	April 21	Alondra Room
November 18	Alondra Room	May 5	Alondra Room
December 2	Alondra Room		

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

ACADEMIC SENATE MINUTES

Thursday, October 16th, 2014   1:00 p.m. Board Room

ATTENDANCE

Senators	Absent	Visitors
Paul Flor	Pamela West	Gerson Valle
Chris Halligan	Holly Schumacher	Billie Jo Moore
Essie French Preston	Leticia Vasquez	Maria Estrada
Jerome Evans		Fasal Aasi
Annaruth Garcia		Joshua Rosales
Dale Ueda		Mattie Robinson
Shirley Thomas		Keith Curry
Nikki Williams		Barbara Perez
Mandeda Uch		Joanne Navarro
Abigail Tatlilioglu		Marci Myers
Jose Villalobos		
Michelle Priest		
Eyob Wallano		
Thomas Norton		
Mahbub Khan		
Michael Odanaka		

X. **CALL TO ORDER –** 1:0 p.m.

XI. **APPROVAL OF AGENDA –** Norton/Halligan - Approved

XII. **APPROVAL OF MINUTES** –Evans/Norton - Approved**.**

XIII. **REPORTS**

President's – Paul Flor reporting.
- **Events –**
  1. **Southern Regional Curriculum Meeting –** Riverside City College – 10/18
  2. **CI D for Diversity Studies** – Ontario Airport Hotel – 10/18
  3. **Academic Senate Plenary –** Irvine Marriott Hotel – October 29th - Please register for this event soon. Program is attached in informational packet emailed to all senators.
  4. **CTE – Curriculum Academy –** Garden Grove – January 15th and 16th.

Resolutions for Fall AS Plenary – Michael Odanaka reporting **–**
- **Area C Meeting –** Saturday, October 25th. This meeting is open to discuss these resolutions (hand-out given at meeting). Important initiatives and statements that you can give input on. Come to this meeting and get informed. Any senator can bring forward a resolution at the Plenary. This is the most serious business Academic Senate does during the academic year.

Flor – If you have an opinion, please let me know so that I can speak for as a voting delegate.

Odanaka – If you need clarification or want changes, let the attendees know.

Board Representative – Jerome Evans reporting.

- **Accreditation Process Informational Item** – The document is in its infant stage. Basically discusses the removal of an amendment by the ACCJC r.e. Title 5: The chancellor shall approve only a regional representative approved by the Federal Secretary of Education. The change deals directly with how regional representatives for ACCJC are chosen.

Curriculum – Dr. French-Preston reporting.
- **Handout** – Department representatives for Curriculum Committee. We need to replace thre of these for Health Sciences, Humanities, and Industry and Technology.
- **Six-Year Course Review** – Several courses are to be evaluated in areas that we cover. Representatives need to be in the loop. A total of 118 courses will be evaluated in all areas, including:
1. Social and Behavioral Sciences – 14
2. Business Administration – 11
3. Fine Arts – 19
4. Health Science and Athletics – 16
5. Humanities – 14
6. Industry and Technology – 24
7. Math/Science – 3
8. Natural Sciences - 17

Odanaka – We need to figure out our representatives based on the ECC structure.

ASB Report – Joanne Navarro reporting.

- **Latino Heritage Month** – Please participate on the many events outline on the sheet, including the Book Drive, Health Fair, and the Visiting Lecturers.

CCSSE – Marci Myers reporting. Full report on the Institutional Resources website.

- **Highlights –** 55 sections selected, 776 completed surveys – 78% completed.
- **Respondents –** 50% take all their classes at ECC-Compton, the rest take classes elsewhere.
- **Demographics –** 4% Asian, 29% African American, 47% Latino, 3% White.
- **Languages Spoken –** 63% English as a first language, 37% Non-English as a first language**.**
- **Generational Education** – 52% were 1st-generation college students.
- **Dependants –** 24% said "Yes."
- **Barriers to Persistence –**
1. **52% -** Lack of Finances
2. **45% -** Full Time Work
3. **34% -** Dependants
4. **24% -** Unprepared for College
- **Student Support Sources –**
1. **35% - Counseling**
2. **27% - Instructor**
3. **20% - Friends and Family**
4. **12% - No Counseling**
- **BOGFW – Cannot Receive –** 45% did not enroll; 32%W – PIT; 24% are full-time.

Priest – Did they think they could go to another school?

Myers – How much they willing to pay out of pocket.

Priest – The question (on the survey) seems a little misleading.

Myers – The question on the screen is not the question on the survey.

- **Surveys Coming Soon** –
    1. Faculty Survey of Student Engagement Report (CCFSSE)
    2. 2008 and 2014 CCSSE Comparison Report.
    3. Hispanic Student Success Consortium
    4. Survey of Entering Student Engagement (SENSE)

Campus Climate Survey – Joshua Rosales reporting.

- **2013 Employee Climate Survey –** Last time administered was in 2010.
- **Administration –** Four weeks in spring 2013. 95 surveys completed (25% response rate).   Entire report on Institutional Research website

Bond Measure Plans – Dr. Keith Curry reporting.   Curry prefaced his report by stating that he was in no way advocating one way or the other on this measure. Simply presenting information. First of all, most of our buildings are over 60 years old, and Measure C will provide new funding for new buildings. We need to look at our facilities compared to other schools. We are falling behind.

- **Two New Instructional Buildings** – The measure, if passed, will provide two new buildings and several new facilities. The key to this will be $100M leveraged in conjunction with state moneys that are yet to be. The bond resolution is not on the website, but can be found at election websites for our area. The campaign is being run by the Friends of Compton Community College District. The following are the proposed buildings/facilities updates:

    1. **Building 2** which will replace the other half of the row buildings;
    2. **Building 3**, which will be near the gym;
    3. **New Student Services Building**, where all the student services needs will be in one building – a one-stop shop where C-32 is presently;
    4. **New Physical Education Facility**, which will include a new gym, locker rooms, weight room, pool , and a the second half of bleachers and athletic department offices next to the football field.
    5. **Refurbishment of VoTech and Math/Sciences Buildings**
    6. **Renovation of MIS/Copy Center Building**

ADJOURNED – Evans/Halligan – Approved - 2:00 p.m.

The October Rostrum is now available on the ASCCC website and printed copies will be shipped to here next week. The printed copy will be delivered by campus mail like last time. All college constituents – faculty, administrators, and staff and boards of trustees are encouraged to review the publication.

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Although no one from our campus went to the Area C meeting in Santa Barbara on October 25, here are the meeting notes. For next time, interested individuals who can attend in person can join the meeting through CCC Confer by calling a toll free number and entering a passcode.

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
Meeting Notes
AREA C
721 Cliff Drive, Santa Barbara 93109
http://asccc.org/content/area-c-meeting

Attendees: Laurie Vasquez (Santa Barbara City College), Kimberly Monda (Santa Barbara City College), Alfie Swan (Citrus College), Adrienne Foster (West Los Angeles College), Eve Adler (Santa Monica College), Don Gauthier (Los Angeles Community College District), Michelle Lewellen (Cerritos College), John Vaughan (Citrus College), Louise MacKenzie (Santa Barbara City College), April Pavlik (Los Angeles City College), Arnita Porter (West Los Angeles College), Susan McMurray (Los Angeles Harbor College), Kathy O'Connor (Santa Barbara City College), John Frala (Rio Hondo College), Chris Wells (El Camino College), Fran Chandler (Santa Monica College), Leslie Milke (Los Angeles Mission College), Kathy Oborn (Los Angeles Pierce College), Paul Wickline (College of the Canyons), Dan Smith (Mt. San Antonio College), Michelle Sampat (Mt. San Antonio College), Michelle Grimes-Hillman (Mt. San Antonio College/ASCCC South Representative), Alex Immerblum (East Los Angeles College), Julie Adams (ASCCC Executive Director), Holly Bailey-Hoffman (West Los Angeles College), John Freitas (Los Angeles City College/ASCCC Area C Representative), Luisa Howell (Mt. San Antonio College), David Morse (Long Beach City College/ASCCC President)

Start time: 10:03AM
I.   Welcome and Introductions
     Professor John Freitas welcomed David Morse, ASCCC President and Julie Adams, ASCCC Executive Director, and thanked SBCC for hosting. John also thanked SBCC President, Lori Gaskin for providing breakfast and lunch for the meeting. Area C attendees introduced themselves.

II. Approval of the agenda
     Attendees approved the agenda.

III. Area C meetings in the Spring (2015) and Fall (2015) – Need locations/volunteers
     Cerritos College will host college for the Spring 2015
     LA Valley College will host for Fall 2015

IV. Reports
     A. ASCCC Update - David Morse, President, ASCCC
        Professor David Morse thanked those that were serving committees

David discussed the theme of the Plenary, "Calling All Voices" A commitment of the system to equity as well as a commitment to inclusion of all

Patrick Perry will complete a presentation on the system goals at Plenary.

David outlined the new management at the Chancellor's Office: Vice-Chancellors Tena and Walker

Technology Initiatives
- Student Planning, Online Education, Common Assessment
- Members of the ASCCC executive committee are chairs or co-chairs for each initiative and we have around 50 faculty serving on various work groups.
- There will be a general session and breakouts on the initiatives at Plenary

AB 86 Survey – 80% return rate
- 33% of faculty have no involvement with AB 86 consortia
- 67% have varying degrees of involvement
- Preliminary plans were posted on the AB86 website in July. Faculty are encouraged to go to the website and review local districts plan.
- There will be an AB 86 general session at plenary

Chancellor's Office is putting together a task force on Work Force Development (WFD)
- By the end of Fall, all SSTF recommendations will have been addressed
- Next spring, the task force will begin meeting and produce a set of recommendations on curriculum and other CTE issues
- Will be co-chaired by Von Ton Quinlan and Pam Walker

Strategic Planning cycle
- Developed a draft set of goals and objectives
- The Plan needs to come from the body for vetting so it will be presented at plenary and through electronic venues so that the entire field will have the opportunity to provide feedback.
- The Plan will then be brought back to spring plenary for adoption

SB 850 – Bachelor's degree
- Maintained opposition position but now that it law, ASCCC needs to be included in the discussion
- There is an expectation that around 50 applications
- Senate president signature is required on the application
- Numerous questions need to be answered, upper and lower division coursework and general education, Min Quals
- Discussions about faculty involvement and opportunity to have appropriate discussion about state initiatives and new degrees

Executive Committee meetings and communication
- Meetings are being held at local colleges
- November 12 will be at Irvine Valley College
- Faculty encouraged to join us
- Going to as many parts of the state as possible through local senate visits
- A request for video recording of meetings and plenary (especially for general sessions)
- Facebook page was created
- Anyone can sign up for the president listserv to receive the information like the ASCCC President's Update

B. Budget
  - ASCCC representatives and union members participated in the budget requests formation. Requests for funding include:
  - Request was to restore categorical funding
  - Increases for implementation of SSSP and equity plans
  - Increased funding COLA
  - Increase money for hiring full-time credit faculty (Noncredit full-time faculty hiring has not yet been discussed but ASCCC is asking for it)
  - Increases in professional development funding
  - Equalized funding for CDCP is in the budget for next year

C. Legislation
  - There is a discussion about working with other faculty groups getting together to develop a unified proposals for legislation on accreditation
  - Professional development bill (1858?) originally changed the names, and the PD is for everyone, and for funding. The funding was removed from the bill reducing the impact of the bill.
  - The Chancellor's Office has a legislative advisory group that includes all system partners to discuss possible legislations. Revised language for auditing is moving forward by CCLC.
  - Legislation on concurrent enrollment, Cal Grants, and public safety will be coming
  - Concerns relative to SB 440 (transfer degrees) was discussed

D. ASCCC Foundation – Michelle Grimes-Hillman, Treasurer, ASCCC Foundation
   http://asfccc.com/

E. Disciplines List (http://asccc.org/disciplines-list)
   Professor Adrienne Foster and Michelle Grimes-Hillman presented on the discipline list process
   1. Review of Process
   2. Review of Proposals
   3. Hearing Date and Time – Friday, November 14 at 4:00, Irvine Marriott. Faculty who are attending just to go to the hearing must check in at the registration table.
   4. Hearing Information

V. Resolutions
   A. Resolutions process overview – Michelle Sampat, ASCCC Resolutions Committee
      Representatives were asked to consider waiting until session to submit amendments so that the contact person can participate in the discussion.

   B. Review of pre-session resolutions
      Resolutions that were pulled at Friday meetings:
      2.01
      2.02
      9.01
      9.04
      9.07
      12.04
      17.01

20.01
Area C attendees discussed the resolutions.
7.01 was removed from consent

VI. Development and discussion of Area C resolutions
One resolution was brought forward from the field.

VII. Announcements
   A. Meetings/Institutes
      1. Fall Plenary Session, November 13-15, Irvine Marriott Hotel,
         http://asccc.org/events/2014/11/2014-fall-plenary-session
      2. CTE Curriculum Academy, January 15-16, 2015,
      3. Accreditation Institute, February 20-22, San Mateo Marriott Hotel,
         http://asccc.org/events/2015-02-20-180000-2015-02-21-200000/2015-
         accreditation-institute
      4. Academic Academy, March 13-14, Westin South Coast Plaza,
         http://asccc.org/events/2015-03-13-070000-2015-03-14-070000/2015-academic-
         academy
      5. Spring Area C Meeting, Saturday, March 28, 2015, Location TBD
      6. Vocational Leadership Institute, May 7-9, 2015, Location TBD
      7. Faculty Leadership Institute, June 11-13, 2015, San Jose Marriott
      8. Curriculum Institute, July 9-11, 2015, Anaheim-Orange County (Orange) Doubletree
   B. Executive Committee Meetings on Campus
      http://asccc.org/executive_committee/meetings
   C. 2015 Exemplary Program Award – Applications are Due November 11, 2014. For more
      information go to http://asccc.org/events/exemplary-program-award-0
   D. Hayward Award – Application deadline is January 2, 2015. Application readers are needed.
      http://asccc.org/events/hayward-award-0

VIII. Volunteering for Statewide Service
    http://asccc.org/content/application-statewide-service

IX. Report on important issues from colleges
   A. Kim Monda from Santa Barbara City College asked how colleges are handling learning
      outcomes assessments. A discussion ensued and local practices were shared.

X. Adjournment – 2:00

This is more information purposes primarily. The Chancellor's Office is soliciting interest in participating in the Baccalaureate Degree Pilot Program. This program would meet local unmet workforce needs as long as it does not duplicate a Baccalaureate degree program already offered by the California State University or the University of California systems. Participation is limited to one degree per community college district. These programs will commence no later than the 2017-18 academic year with a completion date by 2022-23. Certification of Interest forms to confirm interest in participating in the Baccalaureate Degree Pilot Program are due by Wednesday, November 12, 2014 at the Chancellor's office.

To ESL faculty (both credit and noncredit): ESL faculty can participate in the development of the common assessment test for California community colleges. Participation is critical in providing feedback on the assessment competency maps.

Work on the Common Assessment Initiative (CAI) continues and faculty from all colleges are invited to provide feedback on these CAI assessment competency maps, which will be used to develop the common assessment test after a broad vetting across the system. CAI is reaching out to discipline-based groups, colleges, and academic senates, and all of the associated statewide listservs to encourage the broadest possible review of these documents. The feedback survey will be open until midnight on Sunday, November 16, 2014.

To get started with the feedback process, please review the attached document "Guidance for Filling Out the CAI Assessment Competency Feedback Survey", which includes information on accessing the Continuum of Competencies, FAQs, and the Survey itself.

Success of the CAI is incumbent on creating a tool that is usable and useful for all California Community Colleges, and your input into the process will assist with that process. Further information on the project can be found at **www.cccassess.org**. You may also contact Jennifer Coleman, EdD, CAI Statewide Program Manager, directly with any questions you may have.

Guidance for Filling Out the CAI Assessment Competency Feedback Survey

Thank you for providing 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 will be open until midnight on Sunday, November 16, 2014.

What to read first

Before you begin the survey, please review several documents available here: [www.cccassess.org] These documents include:
- An FAQ explaining the proposed testing and local placement processes
- Assessment competency maps that will guide test development
- A recommended process for comparing the assessment competency maps against local course outlines
- A full list of the questions included in the survey

The FAQ will provide important contextual information. The proposed test will follow a very different model than existing exams, so understanding how the test will function will make it easier to provide targeted feedback.

The assessment competency maps are the documents that are being vetted at this stage in test development. These maps describe essential prerequisite skills for success in developmental courses in math, reading, English, and ESL, as well as both conventional and ESL English 1A (the math competencies will be expanded at a later point to support placement into transfer-level math courses).

Preparing to take the survey

As noted in the list of survey questions, information is being gathered on several items including:

- Whether the range of competencies go sufficiently low and high enough to support placement into the full range of California community college credit and noncredit coursework.
- Whether the specific competencies capture the appropriate skills to inform local placement decisions at your college.

In addition, the math portion of the survey gathers information on which transfer-level pathways should be included in the test. The English and ESL portion includes a few questions on using a writing sample for placement assessment. Finally, there will be space to provide general feedback.
To answer these questions, we recommend that you:
1. review the course outlines for the basic skills courses at your college
2. determine essential prerequisite skills for each course
3. examine the assessment competency maps and determine whether those prerequisite skills appear (where they appear on the spectrum is not as important as whether they appear at all)

This process of examination can be done individually, by a small group of faculty, or with an entire department.

A few key pointers:

- Colleges do not have to use all of the assessment competencies listed to place students
- Colleges can weight some assessment competencies more heavily than others to inform local placement
- Colleges do not have to teach content that represents the full range of what is in the competency maps
- The assessment competencies are not intended to drive instruction or curriculum, so 1) do not include content that may be specific to particular pedagogies and 2) do not attempt to cover all content that might be taught in a course
- The assessment competencies capture only testable essential skills, knowledge, and abilities that would inform whether students had the prerequisite competencies necessary to succeed in a particular course

Contact Jennifer Coleman, CAI Project Director, at colemanje@cccnext.net or 530-879-4165 with any questions.

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 inform 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

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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 calling for nominations for the Exemplary Program Award, sponsored annually by the Foundation for California Community Colleges. The Board of Governors established the Exemplary Program Award to recognize outstanding community college programs. As many as two California community college programs will receive cash awards of $4,000 and up to four programs will receive honorable mention plaques.

The Academic Senate selects annual themes related to the award's traditions and statewide trends. Recognizing the importance of assisting students as they conclude high school and begin college, the theme for 2014 – 15 is "Transitions from High School to College: Assisting Students in Meeting Their Educational Goals". Programs designed to improve student success and retention by assisting students with their transition to college will be considered. Possible emphases of eligible programs include enhanced counseling and mentorship programs, early college and bridge programs, and curriculum alignment programs.

This award offers an excellent opportunity for California community colleges to showcase exceptional programs. The Senate selected this theme to highlight the innovative ways that colleges are supporting students in the beginning of their college coursework to increase achievement of educational goals like transfer and certificate/degree completion.

The Board of Governors will present the 2014-2015 Exemplary Program Award to as many as six programs from across the state at its January 2015 meeting. Each college may nominate one program to receive this prestigious honor.

Completed applications must be received by 5:00 p.m. on November 11, 2014. A minimum of three nominations statewide must be received for the selection process to proceed.

Winners will be honored at the January 20-21, 2015 Board of Governors' meeting.

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 – <u>Intermediate</u> 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 – <u>Intermediate</u> Modern Dance Technique II B

Prerequisite: Dance 230A with a minimum grade of C
<u>Recommended Preparation: English A</u>
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 <u>to be arranged</u>

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 <u>Studio Jazz Band</u>

Units: 1.5 <u>1.0</u> Lecture hours: 3 0 Lab hours: 0 <u>4 hours per week to be arranged</u>
Enrollment Limitation: audition at the first class meeting (ability to perform music of moderate difficulty on a standard jazz instrument) <u>audition</u>
This <u>intermediate</u> 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 – <u>Concert</u> Jazz Band

Units: 1.5 <u>1.0</u> Lecture hours: 3 0 Lab hours: 0 <u>4 hours per week to be arranged</u>
Enrollment Limitation: audition at the first class meeting (ability to perform music of moderate difficulty on a standard jazz instrument) <u>audition</u>
This <u>advanced</u> 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
<u>Prerequisite: eligibility for English 1A</u>
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
<u>CSU Transfer</u>
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
<u>CSU Transfer</u>
Recommended Preparation: Administration of Justice 10 <u>and English A</u>
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 – <u>Beginning </u>Modern Dance Technique I B

This course is the second in <u>a </u>sequence of two <u>four </u>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.
<u>Note: Letter grade or pass/no pass option.</u>

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
<u>Recommended Preparation: Art 131 or Art 141</u>
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 <u>application </u>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 – <u>Beginning </u>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 – <u>Beginning </u>Ballet Technique I B

Prerequisite: Dance 120A <u>with a minimum grade of C</u>
Recommendation
Dance 120B – Beginning Ballet B
Prerequisite: Dance 120A with a minimum grade of C
Current Status/Proposed Changes
3. Dance 220A – <u>Intermediate </u>Ballet II A

Prerequisite: One semester of Dance 120A <u>120B </u>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 <u>all</u>
<u>program requirements</u>. 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
<u>9 units from:</u>

<u>ART 101 Art and Visual Culture in Modern Life </u>3
<u>ART 110 Drawing Fundamentals I </u>3
<u>ART 130 Two-Dimensional Design I </u>3
<u>ART 141 Digital Art </u>3
<u>ART 160 Three-Dimensional Design </u>3
<u>BUS 24 Small Business Entrepreneurship </u>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 <u>II</u>

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 <u>21st</u> 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 6, 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**
       October 2, 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
Compton Center	Keith Curry. President/CEO
Early College High School Initiative	Lieutenant Ramund Box

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**
     1. ASCCC Curriculum Regional Meeting Southern Saturday, October 18, 2014
        Riverside Community College, 9:30am-3:30pm

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/*Chairperson*	Paul Flor (15-16)
Past President/*Past Chairperson*	Michael Odanaka (14-15, ex-officio)
President-Elect/*Chairperson-Elect*	(vacant, elect spring 2015)
Vice President/*Vice Chairperson*	Estina Pratt (14-15)
Secretary/*Secretary*	Chris Halligan (14-15)
Curriculum/*Curriculum Representative*	Essie French-Preston (14-15)
Adjunct Representative	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 Rep*resentative

FACULTY COUNCIL MEETING
Thursday, October 16th, 2014   BOARD ROOM
Minutes

ATTENDANCE

Senators	Absent	Visitors
Paul Flor	Pamela West	Gerson Valle
Chris Halligan	Holly Schumacher	Billie Jo Moore
Essie French Preston	Leticia Vasquez	Maria Estrada
Jerome Evans		Fasal Aasi
Annaruth Garcia		Joshua Rosales
Dale Ueda		Mattie Robinson
Shirley Thomas		Keith Curry
Nikki Williams		Barbara Perez
Mandeda Uch		Joanne Navarro
Abigail Tatlilioglu		Marci Myers
Jose Villalobos		
Michelle Priest		
Eyob Wallano		
Thomas Norton		
Mahbub Khan		
Michael Odanaka		

Call to Order – 2:00 p.m.
Agenda – Approved
Minutes – Approved.
Reports -

Vice President's Report - Estina Pratt reporting.
- **Board Policies –** We have been working quite a bit on these. A lot more for this semester are going to the board.
- **Library Policy** – This one is changing as well, and is going to the board.
- **Survey - The** self-evaluation survey results are available online. We will need to soon update our own board policies and procedures soon.
Flor – We need to get some leaders to step up for this job.
- ACCJC Visit – Was October 6th – 9th. We received seven total commendations for our campus, including for our efforts at continuity and the exceptional leadership in student success. We received four total recommendations, including following our fiscal plan, implementing and following it for five years and a bunch regarding institutional improvement.

Early College High School Initiative – Mattie Robinson, from Compton USD, reporting.
- **Superintendant Darin Brawley** was tasked by the governing board to this report. 93% of all middle school students say they want to go to college, but only 40% of surveyed high school students said the same.

- **Purpose and Goal** The purpose and role of this program is to ensure that students succeed in HS and go to college
- **Power Point – A power point presentation was given along with a hand out of the presentation.**

Curry – Thank you for this presentation and hope that the faculty body recommends that we support this program

MOTION ON THE FLOOR –
"The Faculty Council so moves to support the collaboration between ECC Compton Center and ECD in the implementation of the Early College High School Initiative at the ECC Compton Center campus."

Priest/Abby – Passed

ADJOURNED – Flor/Pratt – Approved - 2:55 p.m.

In preparation for our meeting on November 6, Lieutenant Box provided the ASR (Annual Security Report) for the Compton Center, the Nixle Emergency Alert info and a link to the Department of Homeland Security. Please review this information and feel free to ask questions during the meeting. This is quality information and training that will certainly benefit our campus community.

http://www.dhs.gov/active-shooter-preparedness

Thank you.

Ramund Box, Lieutenant, El Camino Police Department, Compton Educational Center, 310-900-1600 x2793

Campus Safety Info

Thank You for Contributing to a Safe Campus
Working together as a college community is essential in maintaining a safe environment. Remember: A truly safe campus is achieved through the cooperation of all of us - students and employees. Campus Police continually reminds us: "If you see something, say something." If you see or hear something that does not appear quite right, immediately contact Campus Police by calling 911 from a landline phone; at
310-660-3100 from a cell phone; or use a campus "Code Blue" emergency phone.

NixIe Emergency Alerts
Campus Police has been utilizing a great emergency notification service for over one year. However, in order to receive these emergency notifications you must sign up. NixIe is a free service that keeps you informed with campus and community safety alerts. Through this system, you will receive messages instantly via cell phone text message and/or email. To sign up go to: www.elc3mino.edu/police/ and click on the NixIe link.

OR
Follow these simple instructions to receive NixIe text messages:
1. Compose a text message to: 888777 (no dashes)
2. Text the following message: ECCPD to receive alerts from El Camino College or: CECPD to receive alerts from ECC Compton Center
3. You will receive the following text message: *"Thank you for signing upfor EI Camino College Police Department Alerts. NixIe Local Alerts local police and fire alerts. Info: 877-649-5362. TXT HELP for help. To stop txt STOP."*

All Campus Police advisories and alerts may be accessed online: www.elcamino.edu/police/.

Important Safety Reminders
• Have keys in hand before walking to your car. Walk in well-lit areas at night.
• Always be aware of your surroundings - remember the use of electronic music- listening devices and cell phones may significantly distract you.
• Don't walk alone - use the buddy system. Avoid being in buildings alone.
• Use the ECC Courtesy Shuttle operated by Campus Police from 6:00 p.m. to 10:30 p.m.; on-call 24 hrs. Call Campus Police 310-660-3100 or use a "Code Blue" phone.
• In an emergency, dial 9-1-1 from a landline phone, 310-660-3100 from a cell phone, or use a campus "Code Blue" emergency phone.
• Night students and faculty are encouraged to park in the same general area as other faculty or students with night classes in their building; this provides the opportunity for a group of students and faculty to walk to their cars after dark.
• Immediately report any suspicious activity to campus police.
• If you see something, say something. By working together we all contribute to the safety of our college campus.

The American Psychological Association recently released a publication, www.apa.org/pubs/newsletters/access/2014/10-14/college-mental-health.pdf which focuses on the importance of health and wellness for students.

IF YOU SEE SOMETHING, SAY SOMETHING!   October 21, 2014