



part-time

Faculty Flyer

Please Read!
DO NOT TRASH!

Coast CCA works in the interest of all part-time faculty, so we're sending this newsletter out to all part-timers.

A Newsletter for Coast CCA Part-Time Faculty

Vol. IX • Issue 5 • April 2009

Coast Community College Association

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Message from Your President

This has been a very busy month for your CCA Executive Board. Vice Presidents Rick Boone (Orange Coast) and Tom Chambers (Golden West) and Campus Representatives John Dunham (Coastline), Don-Earle Turnbull (Golden West) and Barbara-Leigh Tonelli (Garden Grove) have met with part-time teachers to bring you current information on parity pay, health benefits, conference opportunities and more. I hope you were able to attend these gatherings. If not, try to make it to the next one scheduled. Meeting times and locations are posted, emails sent, and flyers distributed.

Negotiation Officer Jack Price and I met with Acting Chancellor Ding-Jo Currie, Vice Chancellor of Human Resources Joe Quarles, and Vice Chancellor of Administrative Services C.M. Brahmbhatt about the parity money provided by the State for part-time faculty. The problem is that the District Office made incorrect calculations last year, overpaid last year's faculty, and their solution was to subtract it from money to be paid to part-time faculty this year. Because we explained to them that this solution is simply not acceptable and offered strong encouragement and a terrific PowerPoint demonstration, they now understand. We also had support from our Acting Chancellor who has a strong math background and a clear

understanding of the subject. As a result, the District has agreed to pay all the parity

money provided by the State for the 2008-2009 academic year. Faculty received a portion of their parity pay in the Fall and Spring checks, and the rest will be awarded in a lump sum in June 2009 to all who taught in Fall and Spring. From now on, parity pay will be awarded in a lump sum at the end of the academic year to all part-time faculty and will not be part of the monthly salary. CCA also asked the District for accumulated interest from the money the District held all year. That is to say, interest accumulated on money meant for part-time faculty, and therefore belongs to the teachers, not the district.

Spring Break has now come and gone, and we hope you had a pleasant and restful vacation.

At this time I want to remind you to put May 29 (the last Friday in May) on your calendar as our Spring end-of-year social at the Costa Mesa Country Club. You'll receive a formal invitation and are invited to bring a guest. As always, there's no cost to you or your guest. Once you get your invitation, RSVP early.



Barbara

Exceptional Health Care for Our CCA Part-time Unit Members

At long last, if you are a part-time teacher, counselor or librarian represented by our CCA union, you now have options to secure healthcare. We will have several meetings throughout the district to explain and assist you in registering, so watch for announcements of times and places of these meetings. The health options include: Memorial Prompt Care Corporation, which includes three locations throughout the county. A membership card is available for you and your family, and all the particulars are described. Individual Medical Insurance through Blue Cross is available, the one being most beneficial is Smart-Sense, but there are others as well as Dental Plans for you to consider.

Currently, if you teach at Golden West College, you have the opportunity to receive the same healthcare services afforded to the students through the Student Health Center. If you teach at Orange Coast College, we are working with center Director Rob Bachman to achieve a similar program. Those teaching at Coastline will now be served by PromptCare, as are the Coastline students. Dr. Currie put me in touch with the Executive Director Dr. Jamie Lewis, and after several meetings

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Coast CCA SPOTLIGHT

How to Reduce Your Dues

It is possible to reduce your agency fee if you are paying CTA/NEA dues somewhere else. The only requirement is that you fill out a membership form for Coast CCA. For instance, if you teach full-time in Huntington Beach Union High School District (or any CTA/NEA-affiliated K-12 district) and you pay dues to CTA/NEA there, you should fill out a membership form indicating this, and your monthly dues at Coast CCA are reduced from \$22.47 to \$11.95.

If you pay dues at, say, Mount San Antonio College, or another community college when you begin here, then when you fill out your membership form here, you state your current membership elsewhere, and your monthly dues are reduced from \$22.47 to \$7.00. This is another good reason to fill out the membership form instead of simply paying your agency fee and receiving no benefits at all. If you fit either of these two scenarios, request a membership form from your campus CCA VP or representative. Once the form is received, your dues will be reduced on the next paycheck.

Life Insurance Now Provided

After 14 months of persistence by President Barbara Price, Coast Community College Board of Trustees agreed to provide life insurance for all Coast CCA unit members from 3 LHEs to 7.5 LHEs will receive \$25,000 life insurance through ING Employee Benefits/Reliastar. Slated to begin March 1, 2009, the insurance will be valid both Spring and Fall semesters. Enrollment cards are in your boxes or available from your College CCA vice president or campus representative. They must be filled out and returned to your campus representative or placed in the CCA mailbox in your mailroom. This card will be kept on file by the District and will simply be rolled over each semester you teach.

101 Donations!

The City of Hope Donor Aphaeresis Center awarded Barbara-Leigh Tonelli, our Garden Grove Campus Representative, the distinguished 101-Platelet Donation Milestone for helping cure life-threatening illness.

Why donate platelets? Quite simply, it saves lives. Patients treated for conditions such as leukemia, open-heart surgery, or blood-loss trauma are unable to produce their own platelets (disc-shaped cells, manufactured in bone marrow, essential for normal blood clotting) and require platelet transfusions. Healthy persons constantly replenish the supply of platelets from their bone. Thanks to Aphaeresis (platelet collection) therapy, today's clinicians may treat cancer with chemotherapy and radiation with far more success than ever before.

Hoag Hospital (Newport Beach) is the closest facility for Orange County residents interested in sharing the gift of life. Since platelets have a short lifespan, they may only be stored for five days, creating a constant demand for donations. Hoag's state-of-the-art platelet-collection process is as safe and painless as regular blood donation and takes about two hours (flexible collection times accommodate most schedules). Nurses are professional, caring and committed to keeping donors comfortable. Donors relax with cozy blankets and snacks (cookies, ice cream and beverages) in a heated massaging recliner and enjoy TV, music or a book. Barbara-Leigh likens it to a near-spa experience.

We urge you to share the gift of life and sign on to donate platelets. For more information, please contact Peter Vu at peter.vu@hoaghospital.org or 949-764-5787.

Saving a life: There's no greater gift or reward!

NEA Higher Education Conference

by Dr. Tom Chambers
CCA VP GWC

The 2009 National Education Association Higher Education Conference was held in Portland, Oregon, March 26-29. The conference serves the higher education sector of NEA chapters and was dominated by community colleges from all over the country. This year's theme was The Seamless Web of Higher Education and focused on attempts to improve the flow of learning from preschool through university and beyond.

Conference sessions emphasized reform attempts on how education is delivered and measured. With the prospect of billions of dollars in federal stimulus to aid schools in the next few years, the NEA needs to take the lead in ensuring that

funds are spent wisely, with emphasis on improving access to good schools by underserved populations. New technology, new teacher training paradigms and more flexible delivery systems can transform American education in the next decade. Community colleges, serving the most diverse clientele with the greatest efficiency, will need to transform into more productive, responsive and fluid institutions, the quickest to evolve and adapt. It is a daunting challenge and we need strong leadership in both administration and teaching to succeed. In this time of great challenge and opportunity, Coast CCA is dedicated to providing the District and its part-time faculty with every possible assistance to improve teaching and learning.

Presidential Budget Proposal

With more specifics on the budget proposal coming in late April or early May, Congress will likely use the President's outline as a guideline in putting together the Congressional Budget Resolution. NEA believes the budget should: Build on historic increases for education included in the American Recovery and Reinvestment Act (ARRA), particularly for Title I and IDEA/ special education; Support the Administration's plan to create

more opportunities for students to attend college; Reflect support for education needs that have been neglected in past years, such as Perkins Career and Technical Education, education technology and after-school programs; and Support the Administration's commitment to reform health care that provides access to quality, affordable and comprehensive healthcare coverage for all residents of the United States.

Some people try to turn back their odometers. Not me; I want people to know why I look this way. I've traveled a long way, and some of the roads weren't paved.

— Will Rogers

Teaching Online

by Tom Chambers
VP for GWC, Coast CCA

At most colleges online teaching is dominated by part-time instructors. The reasons are pretty clear: Full-time faculty must be on campus four or five days a week anyway, teaching their courses and doing office hours and institutional service, such as: student advising, committee assignments, curricular development, accreditation preparation, and all the other duties that come with a full-time appointment. Part-time teachers just teach and that makes distance learning a perfect assignment for them. It eliminates the commute to campus (perhaps several campuses) saving a great deal of wasted time flying down freeways. It is also "green" for a college, saving energy in both the human and fossil categories, freeing up campus parking and classroom space. The flexibility to teach your course in your bathrobe in front of your home computer, after the kids have gone to bed, can be pretty pleasant. After all, that's why so many students fill online sections first during registration; you do the work when it is convenient to your schedule.

Instructors used to campus assignments worry that they may have to make too many changes in their course when they go online and there is some truth to this. You can't expect a campus course to transfer online without some changes. But most disciplines now have textbooks adapted for distance learning with test banks, outlines, media content, and creative ways to stop your more larcenous students from cheating on exams. You will find that classroom management activities that now eat up so much time are virtually eliminated online and that you are much freer in

content organization without the 75-minute or 3-hour time straightjacket. There are also banks of media content (some of them free, others purchased by the department for a minimal sum) that students can download as they go along, something too unwieldy for classroom use.

Instructors also worry that they would miss the face-to-face interaction they now enjoy in the classroom, one of the greatest satisfactions of teaching. There is some validity to this, but you keep in touch with your students by e-mail and bulletin boards and you will find that, instead of the couple of aggressive students who dominate in class, there will be much broader participation online. The computer frees-up the tongues of many shy students and I have had terrific online discussions and debates involving almost every one of the 80 students in my online American Government course. Wikis (think *Wikipedia*) are now commonly used for group projects: You create a webpage and students log-on to build its content. I've used it for a lesson on what makes a good and bad president. Students build lists with their commentary, adding and deleting as they go along. They love it and often have side debates with each other on the bulletin board.

The Coast District has many training opportunities through Staff Development that range from getting started online to how to produce and market your own original distance learning materials. Much of this training is available in online tutorials. I attended a one-day "bootcamp" sponsored by the District that gave me everything I needed for that first semester online. There is also a Help Desk, staffed with wonderfully knowledgeable and friendly

people, that provides assistance to both you and your students when the computer is being particularly intractable. And of course, your textbook sales representative will be glad to give you everything they have to organize your course, and they have a lot!

If teaching online seems attractive to you and appropriate for your discipline contact the people who give you your teaching assignments and let them know of your interest. And talk to other part-time instructors who are already teaching online. The chance to do something different, learn some new teaching skills, and save some wear and tear on your body, your family, and your car, awaits. Why not give it a try?

CCA Spring Conference San Diego–April 24-26

This year's CCA Spring Conference is at the Hilton San Diego Resort & Spa, April 24-26. Register online on the CCA homepage. If you want to be a delegate, contact Barbara Price at barbara@coastcca.com. We have some delegate spaces available but they're going fast, so please hurry. Delegate expenses are paid by CCA.

*Some succeed
because they are
destined to, but
most succeed
because they are
determined to.*

– Confucius

Yoga Journal Conference

by Millie Sweesy-Barger

I teach Hatha Yoga at Orange Coast College and like to stay current with modern instruction and increase my knowledge of the history and philosophy of yoga for presentation in classes. I attend yoga workshops each year and have been to fitness conventions to hone skills, but haven't attended a conference solely comprised of instructional workshops by master yogis. The annual Yoga Journal Conference is a fabulous experience for all levels of instructors, and I was fortunate to attend this year.

I registered for workshops in areas of practice that I could immediately apply in the classroom. The instruction provided me many techniques that I am already putting to use.

One workshop taught the eight limbs of yoga for everyday living and was an open forum for all participants. I enjoyed instructor David Swenson's theory and the ideas provided by attendees, and I plan to share what I learned in interactive discussion in class. I also enjoyed another workshop, led by New York yogi David Life, who travels the world teaching his style of yoga. The workshop called *Twist All Night* included a variety of twisting postures. David explained benefits of each pose on the mind and body, instructed us on how to get into each posture, and had five assistants in the room helping with alignment. By the end, my spine felt adjusted and relaxed. I now have several new techniques in my repertoire for teaching twists.

The final posture was a twisting movement followed by a sudden shift in mood with Chuck Berry's *Let's Do the Twist*. The entire room burst into laughter and danced – a great way to end the weekend!

John D. Renley and CCCD Foundation Faculty Scholarship

by Thomas A. Chambers

My scholarship project was to attend the eLearning 2009 conference in Portland, Oregon, February 21-24. The conference was sponsored by The Instructional Technology Council, an affiliated council of the American Association of Community Colleges; the host institution was Chemeketa Community College and the host organization was the Oregon Community College Distance Learning Association.

This was the first distance learning conference I have seen that was specifically by and for community colleges, which is why I was eager to attend. I was not disappointed, as online community college instructors and administrators from all over the country (and Canada) were in attendance. There were a huge variety of presentations and I was able to find something of direct relevance to my own online teaching at Golden West College during every session.

I won't try to summarize the sessions I attended, but I brought back these specific initiatives that I will put into practice in order to improve retention, accessibility, and quality for my PS180, American Government, online course:

- Use of wikis and blogs to improve student interaction and engagement
- Student group projects to connect students to a learning community and improve retention
- Use of a digital resource depository to provide better visual stimulation online
- Learn how to use political simulations, available with some textbooks, to better stimulate student analytical skills
- Identify at-risk students and offer online tutoring activities ("SmartThinking")

- Set-up civic engagement and service learning opportunities for online students, including internships
- Try Soft-Chalk Lesson Builder to see if flash content and different lesson formatting might help students with learning disabilities
- Sample multi-media electronic textbooks to see if they serve student learning objectives while cutting the costs of textbooks to students by at least half
- Check all of my course materials to make sure they meet Section 508 requirements of the Rehabilitation Act (hearing and sight disabilities)
- Reduce the "cheatability" of my course for tech-savvy student scammers
- Connect with an online faculty network to shop new ideas and problem-solving

This is obviously an extremely ambitious agenda and as I try things I will establish priorities based on what provides the greatest benefit to students. As the online community grows, and it is going to grow tremendously in the years ahead, I would like to be one of those people who can contribute to a body of practical knowledge that reinvigorates and re-engineers distance learning. We all began by transferring our on-campus classes to online, but by now we know that distance learning requires different tools and strategies to be successful. Attendance at eLearning 2009 gave me a big head start in improving my online class and as I discover things that work I will share them with anyone who will listen. I am very grateful to the Foundation for providing the seed money for this effort and to CCA for picking up the difference.

CTA's Position on Reform – May 19, 2009 Special Election

reprinted from the CTA website

California public schools and community colleges have lost more than \$11 billion in state funding over the past two years due to the budget crisis. Our schools are currently ranked 47th in per-pupil spending. We have some of the largest classes in the country, and more than 27,000 teachers and education support professionals received layoff notices in March. Art, music, PE and career technical education programs are being eliminated all over the state. We can't let things get worse.

Where We Stand:

What Happens Without Props 1A-1F?

Passing Propositions 1A-1F in the May 19 Special Election will begin repaying some of the funding cut from public education, will help protect our schools and colleges from even deeper cuts, and will establish long-term budget reforms to stabilize state spending. Failing to pass these measures will cost California \$23 billion over the next four years and will result in even deeper cuts to education, children's health care, public safety, and programs for seniors and the disabled.

Prop. 1A – Reform and Stabilize State Budget (Budget Stabilization Fund)

Stabilizes state spending and creates a long-term reserve fund to help protect against more devastating funding cuts to education, health care and other vital services in bad economic years. A portion of the reserve fund money will repay some of the cuts made to education as the economy improves.

CTA has taken a SUPPORT position on Prop. 1A.

Prop. 1B – Protect Education Funding (Prop. 98 Restoration)

Starts to reverse some of the damage made to public schools by the recent budget cuts. Sets

up a repayment plan to restore \$9.3 billion owed to schools and community colleges as the state's economic conditions improve. Helps local schools rehire teachers, reduce class sizes, buy up-to-date textbooks and restore critical student programs. Prop. 1B is directly tied to Prop. 1A. Both initiatives must pass in order for schools to get repaid.

CTA has taken a SUPPORT position on Prop. 1B.

Prop. 1C – Lottery Modernization Act

Provides \$5 billion in new revenues - without raising taxes - to help close the budget deficit. Guarantees that public schools will continue to receive the same amount of funding from the lottery they get now.

CTA has taken a SUPPORT position on Prop. 1C.

Prop. 1D – Children's Services Funding

Temporarily redirects unspent money from tobacco taxes to pay for children's health and social services.

CTA has taken a SUPPORT position on Prop. 1D.

Prop. 1E – Mental Health Funding

Temporarily redirects unspent funds to help pay for children's health programs including health care screenings, diagnosis and treatment.

CTA has taken a SUPPORT position on Prop. 1E.

Prop. 1F – Restricts Elected Officials' Salaries

Prohibits state legislators, the governor and other state elected officials from getting pay raises whenever the state budget is running a deficit.

CTA has taken a SUPPORT position on Prop. 1F.

Check the **Budget Reform Now** website for more information on Propositions 1A-1F.

CATESOL Regional Conference

by Rosemary Anzai
ESL Instructor, Golden West College
BIOLA University
La Mirada, California
October 2008

One of the highlights of this conference was the presentation by Dr. Samuel K.A. Otoo: Effective Poetry in an ESL Classroom. He demonstrated how poetry can promote critical thinking skills and provide a platform to practice, review and expand language skills. We teachers were able to participate in a few of the activities presented. We did some role-play as well as interpretive poetry reading and writing. Dr. Otoo touched upon the poetry of Whitman, Dickinson and Frost. This was an invigorating seminar that gave me ideas to facilitate language acquisition in both native and non-native English speakers.

Another excellent presentation was Wiki Pages – Forging a New Resource, by Margaret Teske of Mt. San Antonio College. Her demonstration gave me a hands-on approach to the available resources of the internet. Ms. Teske took us step-by-step through the process of creating our very own wiki pages. They can serve as holding areas for games, conversation cards and orientation activities for students on their first day. There are no limits to the potential of this resource for home or school.

I was able to see Grace Lee's Dialogue Journals at the Poster Sessions midday. She gave examples from her collection of student writings and showed how the teacher-student relationship can be enhanced while improving student writing. This parallels my philosophy of writing interaction between professor and student. It was gratifying to see how Ms. Lee carried out her strategies for encouraging student success in composition.

In Biola's technology building, Robyn Shifrin's From Requesting to Webquesting gave me a technical view of teaching ESL. Through the use of webquests, students can more effectively use the internet. We were taken through the steps for designing a hyperlinked six-page webquest template. This could then be published on our own website or a public domain. I found this seminar challenging; nevertheless, it opened up new parameters for me to learn and use in teaching students through the medium of the internet.

Through his Memoir Project, Joel Harris of California State University San Bernardino was generous in sharing many of his pedagogical theories on writing. He illustrated how his students do a responsive writing exercise called Writing Tasks. After reading an assigned book, they write responses to the prompts provided by the teacher. These are done informally with their books closed, after which the Writing Tasks are collected. Then small group and whole class discussions are held. I like this method because it provides students with a springboard to understanding in a positive fashion. They can learn to think on their feet and to process and synthesize concepts.

One of my favorite sessions was Free, Motivating, Quality Internet Resources: No Preparation Needed by David Sconduto of Glendale College. I believe in using strong motivational tools that are exciting and multifaceted. The websites that Mr. Sconduto shared can be used by ESL instructors to accelerate language acquisition. When one goes to sozoexchange.com, one finds that it is a site "where adults learn English and exchange ideas." It has English video lessons and outstanding pronunciation drills and exercises.

Grammargirl.com was launched in 2006 by Mignon Fogarty. She gives info on everything from comma splices to who vs. whom. Her podcasts discuss English grammar, style and usage. Looking online, you may get a glimpse of Ms. Fogarty's notoriety.

Videos can be used in the ESL classroom as well as other subject areas. In ESL, it is a method where students can learn situational English with videos that illustrate real life sequences. Students can learn pronunciation and English usage by practicing independently at home.

These are but a few of the websites that are available to teacher and student. Don't forget to visit English Learning Videos Online for ESL Learners – BBC Audio Video, which is a treasure chest of material.

Finally, I would like to recommend the website foxnews.com.

ESL students have the potential to learn about the American landscape, its culture, politics and people. They will have ample opportunity to exercise two of Bloomfield's learning modalities, the audio as well as visual.

This is summary of the better sessions I attended at CATESOL.

Check Your Fall Schedule Now

The Coast CCA/Coast CCCD contract states that if you have taught eight consecutive semesters at one college you are given first consideration to continue teaching your class/es. A full-time faculty member on overload may assume your class only if it is a class that he/she regularly teaches. If your class is needed to complete a full-time faculty member's program, then the class must be one the faculty member is FSA-qualified to teach.

Now is the time to check if you have an assignment for next Fall. Don't wait until Fall as it will be too late then. You have 20 days from the time you learned of the violation or perceived violation of the contract. We can't fix it after classes begin. If you have a grievance, contact Jack Price at jack@coastcca.com with the particulars.

Healthcare (cont. from page 1)

with him, it was determined that he would be more than willing to serve our part-time teachers – from all our colleges. As of now you all (no matter your college of employment), have healthcare through PromptCare Express. Materials describing the services, locations and costs will be available from our Executive Board VPs, Rick Boone, Tom Chambers and John Dunham. Email addresses are on the masthead.

Visit the Coast CCA Website!

Log on for email updates, up-to-the-minute news, contact information and much more.

www.coastcca.com

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Senatorial Response

Below is Senator Boxer's response to the letters many of us wrote.

Dear Friend:

Thank you for writing to me to express your support for the Employee Free Choice Act (EFCA). I appreciate hearing from you, and I agree with you.

I am proud to be an original co-sponsor of EFCA, which Senator Edward Kennedy introduced in the Senate as S.560 on March 10, 2009. This bill would allow workers to decide - either through majority signup or a National Labor Relations Board election - whether to form a union. The bill would also strengthen penalties for violations against workers who are trying to organize or negotiate a first contract, and ensure all parties negotiate a first contract in good faith.

I strongly support the right of working Americans to organize for better wages, benefits, and working conditions. I believe that the Employee Free Choice Act is needed to give workers a level playing field in negotiations with employers.

Again, thank you for writing to me about this important issue. Please feel free to contact me again about this or any other issue of concern to you.

*— Barbara Boxer
United States Senator*

Our Unions Explained

Coast Community College District Unions include:

1. Community College Association/California Teachers Association, (CTA/NEA) for all part-time teachers, counselors and librarians who teach or carry less than 7.5 LHE; this union represents more than 3.2 million K-14 members nationwide including California universities.
2. The California Federation of Educators/American Federation of Teachers (CFE/AFT) for full-time faculty and part-time faculty who teach 7.5 LHE up to 10 LHE; this union represents fewer than a million K-14 members nationwide but not California universities.

Online Beneficiary Registration

Designed to provide life insurance benefits to eligible CTA members, the CTA Death & Dismemberment Plan is:

- provided by the CTA Economic Benefits Trust
- a death benefit of up to \$2,000
- an accidental death and accidental dismemberment benefit of up to \$10,000
- a \$50,000 benefit if the member dies or suffers a dismemberment due to an accident or assault while engaged in activity that was in the expressed or implied terms of his/her occupation or while acting in the capacity of Association Leader
- a life insurance benefit that increases with each year of continuous CTA membership, until the maximum benefit is reached after ten (10) years

You may name anyone as your designated beneficiary. To see if you have a beneficiary on file or to designate or make changes to a beneficiary, simply click on "My Profile" under the "My CTA" tab at <http://www.cta.org> (login required). By doing so, you will not only ensure your designated beneficiary is registered, you will have personal security that comes with your CTA membership.

This is not a complete description of the Plan. For a complete description, please refer to the booklet titled CTA Death & Dismemberment Plan and Summary Plan Description. To make a claim or for more information, contact the CTA Member Benefits Department: member_benefits@cta.org or 650-552-5200.

Coast CCA Membership Form

Please enroll me as a member of the CCA-CTA/NEA at the established deduction of \$22.47 per month for 2008-2009.

First Name _____

Circle your campus(es) CCC GWC OCC

Last Name _____

List the course(s) you are now teaching

SS# _____

Address _____

City _____

State _____ Zip _____

Home Phone _____

Are you employed at another K-12 or Community College District? YES NO

Work Phone _____

If yes, which District? _____

College Phone _____

Email Address _____

I would like to become active in the Coast CCA.

May we contact you via email? YES NO

Signature _____

Please return application in an envelope via interdistrict mail to: **Barbara Price, OCC** or via US Mail to: **Barbara Price, Orange Coast College** 2701 Fairview Road, Costa Mesa, CA 92627