



Academic Senate of El Camino College 2022-2023

16007 Crenshaw Blvd., Torrance, CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

November 1, 2022

Agenda & Table of Contents: Tuesday, November 1, 2022 Distance Education 166 and via Zoom (Please see page 2 of the packet for additional teleconference locations)

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D. New Business: a. Updated Title IX Mandated Reporting Syllabus Statement- Anna Brochet (5 minutes)	19
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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicssenate/agenda.asp>. Hard copies of agendas are posted outside the Library.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Darcie McClelland, dmcclelland@elcamino.edu (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

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 a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



November 1, 2022

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Office location: Schauerman Library, Room 273

Zoom information for Academic Senate Meeting 11/1/2022

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96066759172>

Or iPhone one-tap (US Toll): +16699006833,96066759172# or +12532158782,96066759172#

Or Telephone Dial: +1 669 900 6833 (US Toll)

Meeting ID: 960 6675 9172

We ask that everyone please keep in mind the following points of virtual meeting etiquette:

- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions. Each speaker will be limited to 2 minutes of time for comments/questions on a given agenda item.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, November 1. In the subject line, please put Academic Senate Meeting 11/1 comment/question so that I can easily find it. Comments and questions can also be typed into the chat during the meeting.

Teleconference locations for Academic Senate Meeting 11/1/2022

647 Camino De Los Mares San Clemente CA

Digital Humanities Center, San Diego State University Library, 5500 Campanile Dr, San Diego, CA 92182

5428 Vinmar Ave, Alta Loma, CA 91701

2537 Wallace Ave. Fullerton CA 92831-4429 USA

ArtB 340D, 16007 Crenshaw Blvd, Torrance CA 90506

14170 Limonite Ave Eastvale, CA 92880

1121 S. Highland Ave. Los Angeles, CA 90019

6644 Eddinghill Drive, Rancho Palos Verdes, CA 90275

1044 W. 227th St., Torrance, CA 90502

1904 Artesia Blvd, Redondo Beach CA 90278

149 S Clarence St, Los Angeles, CA 9003

4138 Delphi Cir, Huntington Beach, CA 92649

18417 Dalton Ave., Gardena, CA 90248

11670 Chesterton St., Norwalk, CA 90650

16007 Crenshaw Blvd., Torrance, CA 90506

- ArtB 340D
- Natural Sciences 111
- Art 125
- Construction Technology 504
- Chem 122



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Officers & Executive Committee

President	Darcie McClelland	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Stephanie Burnham	VP Instructional Effectiveness	Kevin Degnan
VP Ed. Policies/Pres-Elect	Camila Jenkin	Curriculum Chair	Edwin Ambrosio
VP Faculty Development	Anna Brochet	Secretary	Maria Garcia
VP Equity, Diversity, and Inclusion	Analu Josephides	Sargent at Arms	Analu Josephides

Part-Time (One-year terms)

Ismael de la O

Annette Owens

Behavioral & Social Sciences

Stacey Allen 22/23

Yun Chu 23/24

Kristie Daniel-DiGregorio* 22/23

Orion Teal 23/24

Hong Herrera Thomas 23/24

Business

Kurt Hull 24/25

Philip Lau*^R 24/25

Josh Troesh 24/25

Counseling

Maria Garcia 23/24

Amy Herrschaft 24/25

Rocio Diaz*^R 22/23

Library Learning Resources

Analu Josephides* 24/25

Gary Medina 23/24

Camila Jenkin 23/24

Fine Arts

Larry Leach 24/25

Joseph Hardesty 23/24

Russell McMillin*^R 24/25

Kevin Blickfeldt 24/25

Diana Crossman 24/25

Health Sciences & Athletics/Nursing

Andrew Alguliar 23/24

Dina Mauger 22/23

Shiney Johnson 22/23

Tom Hazell 23/24

Eric Villa 23/24

Humanities

Sean Donnell 24/25

Brent Isaacs 24/25

Erica Brenes 24/25

Stephanie Burnham 23/24

Kevin Degnan 24/25

Industry & Technology

Charlene Brewer-Smith^R 24/25

Ross Durand* 24/25

Dylan Meek^R 24/25

Bruce Tran 24/25

Jack Selph 24/25

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Arturo Martinez 24/25

Greg Fry 23/24

Lars Kjeseth 24/25

Natural Sciences

Troy Moore 24/25

Darcie McClelland* 22/23

Mia Dobbs 23/24

Sanda Oswald 24/25

Jwan Amin^R 22/23

Academic Affairs & Student Services

Carlos Lopez

Ross Miyashiro

Associated Students Organization

Anisah Moutra

President/ Superintendent

Brenda Thames

Ex-officio positions

Edwin Ambrosio CCC Chair
Anna Brochet VP FD
Kelsey Iino ECCFT

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three-year term, for example 22/23 = 2022/2023.

*Denotes longest-serving division senator (i.e., the "senior senator"). ^R Denotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

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 Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – [COLLABORATION](#) - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 1-2:30 p.m., Distance Education Conference Center (DE 166).

FALL 2022: September 6 & 20, October 4 & 18, November 1 & 15, December 6.

SPRING 2023: February 21, March 7 & 21, April 4 & 18, May 2 & 16, June 6.

SENATE COMMITTEES:

Academic Technology. Chairs: Stephanie Burnham & Marlow Lemons. 2nd Thursday, more details TBA.

Assessment of Learning. Chairs: Kevin Degnan & Catherine Shultz-Roman. Dates TBA, 2:30-4 pm, Communications 109.

Academic Program Review. Chairs: Kevin Degnan & Irena Zucic. Thursdays, 12:30-2pm, Library 202 or Communications 109.

College Curriculum. Chair: Edwin Ambrosio. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Online and Digital Education. Chair: Moses Wolfenstein. D.E. Liaison: TBA. 4th Thurs, 1:30-2:30, Lib 202.

Educational Policies. Chair: Camila Jenkin. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Anna Brochet. 2nd & 4th Tuesdays, 1-2, West Library Basement.

Equity, Diversity, and Inclusion. Chair: Analu Josephides. 1st and 3rd Wednesdays, 2-3pm, TBA.

CAMPUS COMMITTEES:

Accreditation. Chair: Carlos Lopez. Faculty Co-Chair: TBA. Standards Co-Chairs: TBA

Board of Trustees. Chair: Nilo Michelin. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Boardroom.

Calendar. Chair: Ross Miyashiro. Senate Reps: TBA. Meets annually or as needed.

College Council. Chair: Brenda Thames. Senate Reps: Darcie McClelland, Kelsey Iino, and Charlene Brewer-Smith. 1st & 3rd Mondays, 1:00-3:00, Zoom.

Council of Deans. Chairs: Carlos Lopez & Ross Miyashiro. Senate Rep: Darcie McClelland, 2nd Thurs., 8:30-10:30, Zoom.

ECC Technology Committee. Chairs: Crystle Martin & Marlow Lemons. Senate Rep: S. Burnham. 3rd Tuesdays, 2-3, Library 202.

Enrollment Management. Chair: Carlos Lopez. Senate reps: TBA, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Jorge Gutierrez. Senate Rep: TBA, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, C. Lopez, J. Simon, C. Wells. 1st Tues, 2:30- 3:30 DE 166.

Planning & Budgeting (PBC). Chairs: Robert Suppelsa and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 1st & 3rd Thurs, 1- 2, LIB 202.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEA	Student Equity and Achievement
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Viviana Unda and the Institutional Research and Planning department for sharing their compilation of acronyms.

Adjunct (1 Year)

- ☒ Ismael De La O
- ☒ Annette Owens

Behavioral Social Sciences

- ☒ Stacey Allen
- Unexcused: Yun Chu
- ☒ Kristie Daniel Di-Gregorio
- ☒ Hong Herrera-Thomas
- ☒ Orion Teal

Business

- ☒ Kurt Hull
- ☒ Phillip Lau
- ☒ Josh Troesh

Counseling

- ☒ Anna Brochet
- ☒ Rocio Diaz
- ☒ Maria A. Garcia
- ☒ Amy Herrschaft

Fine Arts

- Unexcused: Kevin Blickfeldt
- ☒ Diana Crossman
- ☒ Joe Hardesty
- ☒ Larry Leach
- ☒ Russ McMillin

Health Sciences & Athletics

- ☒ Andrew Alvillar
- ☒ Tom Hazell
- Unexcused: Shiney Johnson
- ☒ Dina Mauger
- ☒ Eric Villa

Humanities

- ☒ Stephanie Burnham
- ☒ Sean Donnell

- ☒ Brent Isaacs
- ☒ Kevin Degnan
- ☒ Erica Brenes

ITEC

- ☒ Charlene Brewer-Smith
- Unexcused: Ross Durand
- ☒ Dylan Meek
- ☒ Jack Selph
- ☒ Bruce Tran

Library

- ☒ Camila Jenkin
- ☒ Analu Josephides
- ☒ Gary Medina

Mathematics

- ☒ Susana Acosta-Acuna
- Excused: Diaa Eldanaf
- Excused: Lars Kjeseth
- Excused: Greg Fry
- Unexcused: Arturo Martinez

Natural Sciences

- ☒ Jwan Wageman
- ☒ Mia Dobbs
- ☒ Sanda Oswald
- ☒ Darcie McClelland
- ☒ Troy Moore

ASO

- ☒ Hameeda Uloomi

Curriculum Chair

- ☒ Edwin Ambrosio

Academic Affairs

- ☒ Carlos Lopez

Student Services

- ☒ Ross Miyashiro

President/Superintendent

Brenda Thames

ECC Federation

Kelsey Iino

Institutional Research

Josh Rosales

Dean's Reps/Guests/Other Officers:

Connie Zandate

Corina Alvillar

Irena Zugic

E. Yates

Irena Zugic

Janice Pon-Ishikawa

Jenny Simon

Karen Preciado

Katie Sundara

Marci (Myers) Mojica

Marleen Ledesma

Melissa Fujiwara

Michael Wynne

Nayeli Oliva

Polly Parks

Shane Ochoa

Stephen Robert Peluso

X. Herrera

ACADEMIC SENATE MINUTES October 18, 2022

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

A. Call to Order/ Introductions (3 minutes)

- Called to order 1:05pm

B. Approval of Minutes (2 minutes) 6-11

- Motion to approve. A. Josephides, seconded S. Donnell
- No comments/questions
- Called to question. 15 yes, 0 no's, 1 abstention,

C. Unfinished Business:

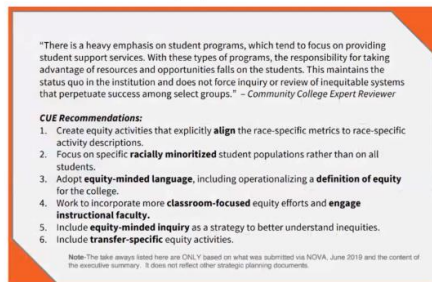
a. none

D. New Business:

a. 2022-2025 Student Equity and Achievement Plan 1st Reading- Nayeli Oliva (20 minutes. P. 12-52)

- Reviewed budget and activities
 - Previous budget combined activities from 3 programs: Student Success and Support, Basic Skill and former Student Equity Program
- Outlined history of equity work/activities
- Budget 6.8 million dollars for 2022-2023 year
 - Roll over funding included this year
- Urban education hired to analyze previous plan. Findings informed changes to upcoming equity plan.
 - 83% of activities reviewed were found to be race neutral.
 - Recommended to update plan to be specific

ECC's 2019-21 Student Equity Plan Reviewed: Recommendations



source: CCC's Chancellor's Office and CUE – Student Equity Plan Review: A Focus on Racial Equity El Camino College

- State outlined 5 metrics to comply (can make updates) to target black/African American students:
 - Successful enrollment

- Completed transfer level English/math
 - Retention from primary to secondary term
 - Completion
 - Transfer
- Reviewed student demographic: Include slide here Our service area demographics
 - Goal is to close equity gap in 3 years
- Reviewed 2016 baseline data from each metric for black and African American students
- Google doc will be created and provide access e-board/contributors to edit
- Comments/Questions:
 - Concerns: Eng 1AS courses not outlined in report/slides.
 - Senate President will review google document/activity to make sure Eng 1AS is highlighted in document
 - How do we balance other equity groups while prioritizing the metrics and focus on black/African American students?
 - All other initiatives/equity groups will not stop.
 - VPSS commented black/African American population is the most disproportionately impacted out of the all equity groups.
 - Resources need to be focused on the most disproportionately impacted.
 - Selection of ethnic group is not a 10+1 item. This was decided based on baseline data.
 - Will MyPath be scaled up?
 - Possibly invite Nayeli back to Senate meeting to present MyPath so senate body can have a better understanding of program.
 - Do we have data on part-time students? How is this addressed.
 - 2016 data is from the state
 - Cohort is 1st time student completing this metric but we should consider the difference between these groups
 - Any data on k-12 to get a sense of why there may be a disparity in these groups?
 - No current data now
 - More qualitative research being completed to see what experiences may be contributing to these gaps
 - Black Student Success Center will work with surrounding k-12 schools to partner and create collaborative partnerships to support black students at ECC.
 - Let's stay away from blaming districts and focus on partnerships instead
 - Activities should be actionable and have accountability that student success is prioritized
 - X. Herrera commended Nayeli for all the hard work that has been put in the equity plan and encouraged for the senate body to trust SEA is in good hands.

b. AP 5070, Attendance Accounting 1st Reading- Camila Jenkin (10 minutes. P. 53-57)

- Bulk of changes to #3.
- Will come back to senate next for 2nd reading
- Need to focus on equity at the college.

- Instructors will no longer be required to submit rosters to admissions
- Add codes:
 - if students on waitlist are in room, they must be added in order of placement
 - Required to add students up to cap during 1st week.
 - Automated add code being worked on in order to make it easier to add a student
- #6 no show reports
 - Working on getting rid of no shows and just submit census. Will be reviewed at second reading
 - Many colleges across the state got rid of no show
 - By census date would provide active enrollment to include all students who are enrolled and students who are no longer enrolled
- Comments:
 - Suggestion for waitlist students to automatically be added but may be difficult process to manage
 - Auto-enrollment may create a list of students enrolled who no longer wish to take course.
 - Clarifying language: in person classes—student must show up in person to request add code. Online add—email is appropriate
 - Language will be modified to reflect distinction between process to request to add for in-person vs on-line courses
 - Concerns with 1st week of class attendance be optional
 - Question about CVC students
 - They are ECC students and faculty should follow order of requests

E. Information Items –Discussion

a. Academic Affairs Restructure (Information only)- Carlos Lopez and Crystle Martin (20 minutes p. 58-65)

- Starting fall 22 GP, non-credit and dual enrollment will report to Library and Learning Resources Division.
- Add screenshot slide of changes/reporting
- Shared organizational chart
- Questions/comments:
 - ESL and non-credit will be here too?
 - Not fully decided yet for ECC. This is a long term build out and there will need to be more in place to get there.
 - A. Josephides commended C. Martin for her efforts in leading this change
 - This will be presented to council of deans
 - Some CTE changes will be forthcoming and presented at senate soon

F. Reports

a. Academic Senate President's Report – Darcie McClelland

- BOT voted yesterday:

- Current vaccine mandate rescinded and Dr. Thames and COVID Task Force will decide how to roll this out. Will follow LA County Public Health guidelines
 - Spring classes reg date is 12/5 –recommend to update ASAP so students aren't unnecessarily blocked.
- b. VP Reports (packet only, will not be read at meeting)- Senate Executive Board
- c. Academic Affairs Report- Carlos Lopez
- d. Student Services Report- Ross Miyashiro

G. Future Agenda Items

- a. Guided Pathways Plan
- b. Emergency Conditions Funding Allowance Recovery Plan
- c. Strategic Enrollment Management Plan 2022 – 2025
- d. Police/Community Relations and Safety Presentation

H. Public Comment (5 minutes)

- Students who accidentally dropped lose Canvas access automatically. Can contact Emma to access previous data.

I. Adjournment

- Adjourned 2:23pm

2022-2025 El Camino College Student Equity and Achievement Plan

To access the 2022-2025 SEA plan, please click this link:

https://docs.google.com/document/d/1dCRIIS9Jf7tBRclx3l_hqWtP7udFwSc6VXJbdddVFCM/edit?usp=sharing

Administrative Procedure 5070 - - - Attendance Accounting

Pursuant to California Education Code section 84040, Title 5 section 58000 et seq., the Department of Finance, the Auditor General, and the California Community College Chancellor's Office, documentation requirements are maintained to promote standardized, accurate reporting of data used for calculating the state general fund apportionment and to facilitate annual audits required of the District.

Attendance accounting requirements include the following:

1. Computation of units of full time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
2. Selection of a single primary term length for credit courses.
3. Reporting of FTES during the "first period" (between July 1 and December 31), "second period" (between July 1 and April 15), and an "annual" report (between July 1 and June 30).
4. Compliance with census procedures prescribed by the California Community College Chancellor's Office for all courses, including work experience, independent study, and credit courses being reported on an actual attendance basis.
5. Preparation of census day procedure tabulations.
6. Preparation of actual student contact hours of attendance (commonly referred to as positive attendance) procedure tabulations.
7. Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations.
8. Preparation of support documentation regarding all course enrollment, attendance, and disenrollment information.
9. Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he or she served.
10. Maintenance of the college in the District for at least 175 days during the fiscal year.

Student Enrollment, Attendance, Withdrawal, and Drop

To document and verify information submitted to the State Chancellor's Office, the Admissions and Records Office shall process and maintain records of student registration, class enrollment, attendance, withdrawals, drops, and grades. Documents and records that support apportionment claims shall be

maintained by the Office of the Vice President, Academic Affairs, the Admissions and Records Office and the Office of Information Technology Services.

1. Last Day of Attendance - Instructors shall maintain a system to determine last date of attendance . After census day, only students who are enrolled in the course or have completed the proper auditing procedure may attend.
2. Waiting List – If students are on the waitlist after registration closes **are present for the first class period of the term** and a seat becomes available students must be added in the order in which they appear on the waiting list before any students who do not appear on the waiting list. For fully online courses students on the waitlist must be **given preference** if they contact the instructor by the first Tuesday of instruction. During the first **scheduled day of instruction for the termweek of a primary semester**, students will be added for available seats up to the cap. ~~During the second week of the semester after the first day of instruction for the term~~, instructor approval is required.
3. Instructor Adds- Instructors are required to add students who are present for the first scheduled class period of the term up to the course cap through the end of the first scheduled day of class for the session. ~~first week of instruction for 16 week courses, through the first 72 hours of the term for 8 week courses, and through the first 48 hours of the term for 5 and 6 week courses.~~ For fully online asynchronous classes instructors are required to add students who contact them up to the course cap through the first 48 hours of the term. ~~end of the first week of instruction for 16 week courses, through the first 72 hours of the term for 8 week courses, and through the first 48 hours of the term for 5 and 6 week courses.~~
Instructors may, at their discretion, add additional students after these timelines until the add deadline for the term.
4. Student Adds – If space is available, students who have completed the college application may add a class by securing an add code. It is the responsibility of the student to fulfill all requirements to add a course and to add the course online by the add deadline in accordance with college procedures. Adds will not be processed beyond the add deadline, except for documented extenuating and mitigating circumstances.

5. Reinstatements - Instructors may reinstate students who were previously enrolled and dropped, but continue to attend, or in the case of fully asynchronous online courses if the student contacts the instructor before census.
6. No Show Reports - Students who enroll in a class but do not attend the first scheduled class meeting may be dropped from the roster and their places given to waiting list students. For fully asynchronous online distance education classes, students who do not engage in the first required interaction of the academic term by the instructor's deadline or within the first 5 days of the term if no other deadline is provided may be dropped from the roster and their places given to waiting list students. A required interaction in a distance education course is any nonoptional activity (e.g., discussion forum post, assignment submission, quiz, etc.) administered through the Learning Management System (LMS). For hybrid classes, students may be dropped from the roster and their places given to waiting list students if they do not attend the first live class meeting or if they do not engage in the first required interaction if the deadline for that interaction is prior to the first class meeting. If illness or emergency prevents a student from attending the first class session or completing the first required interaction, the student must contact the instructor. ~~Instructors must submit the No Show Report online by the deadline. The No Show Report may not be processed prior to the start of the class section and it may be filed only once. If an instructor failed to drop a student who did not show in the No Show Report, the instructor must drop the student on the Active Enrollment report.~~
7. Active Enrollment Report - The Active Enrollment Report is an audit document that is used for determining federal and state funding. It must reflect the enrollment of the class as of census. In preparation for submitting the report, Instructors must review their rosters to verify that students who were given permission to add appear on the roster ~~and that all enrolled students have attended class or, for online courses, have engaged in required interactions.~~ Students who failed to officially enroll are asked to leave the class. In the Active Enrollment Report, Instructors shall drop students who are no longer participating in the course ~~as of and note~~ the last date of attendance. Instructors are required to submit the Active Enrollment report online by the deadline.
8. Withdrawal by Instructor - After the Active Enrollment Report deadline, Instructors may use the active enrollment link online to drop a student anytime during the term up until the deadline to drop with a W. Instructors may withdraw students from on campus and Live Online classes

whose absences exceed 10% of the scheduled class meeting. Likewise for fully online distance education classes, instructors may withdraw students who do not continue to complete required regular substantive interactions by the assigned due dates specified in the syllabus. Substantive interactions include (but are not limited to) submission of an academic assignment, submission of an exam, participation in tutorials or computer-assisted instruction, and discussion forum or study group participation. Students cannot be dropped for lack of consecutive log-ins alone. Instructors must clearly state their attendance and withdrawal policies in the syllabus (which must be visibly posted on the course site), and instructors must document the student's work up until the point of withdrawing the student. For hybrid and Live Online courses with reduced class meetings, instructors may withdraw students whose combined live meeting absences and required interactions planned in lieu of attendance exceed 10% of the total instructional hours. A student may also be withdrawn as a result of disciplinary action taken pursuant to law or to the student code of conduct.

9. Withdrawal by Student - The Admissions and Records Office and the Office of Information Technology shall provide students with the ability to withdraw prior to the deadline to withdraw with a W and the Admissions and Records Office shall have a process for students to petition to withdraw after the deadline for documented extenuating circumstances. It is the responsibility of the student to officially drop a class by the deadline date. If a student fails to drop by the deadline, the student may be subject to a substandard grade or a withdrawal "W" and incur all relevant fees.

References:

Title 5 Sections 55000 et seq; 5800 et seq.; 59112; 59118; and 59020 et seq.

Education Code section 84040

State Chancellor's Office Student Attendance Accounting Manual

Reviewed by Educational Policies Committee 3-22-22

Academic Senate 4/5/22, 4/19/22

Council of Deans 5/5/22

College Council 5/16/22



POLICY & PROCEDURE SERVICE

AP 5070 Attendance

References:

Title 5 Sections 58000 et seq.

NOTE: *This procedure is **legally required**. Local practice may be inserted, but it must reflect the requirements of Title 5 and the Budget and Accounting Manual regarding attendance accounting. Requirements include the following broad areas:*

- Computation of units of full-time equivalent student (FTES) based on the type of course, the way the course is scheduled, and the length of the course
- Selection of a single primary term length for credit courses
- Reporting of FTES during the “first period” (between July 1 and December 31) and “second period” (between July 1 and April 15)
- Compliance with census procedures prescribed by the California Community College Chancellor’s Office for all credit courses, including work experience, independent study, and credit courses being reported on an actual attendance basis
- Preparation of census day procedure tabulations
- Preparation of actual student contact hours of attendance procedure tabulations
- Preparation (as applicable) of actual apprentice hours of teaching procedure tabulations
- Preparation of support documentation regarding all course enrollment, attendance and disenrollment information.
- Computation of FTES that includes only the attendance of students while they are engaged in educational activities required of students and while they are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which he/she/they served.
- Maintenance of the colleges in the District for at least 175 days during the fiscal year.

Disclaimer: *This document is provided as a benefit to Community College League of California’s Policy & Procedure Service subscribers and cannot be shared outside of their entity. The information contained within is a sample only and is not designed to address each District’s specific and unique issues, internal rules or practices, or governing documents that might be in place at each entity. Districts should always consult with local District legal counsel prior to implementation.*

Proposed Revision to Sample Syllabus Statement regarding Title IX and Mandated Reporting Requirements

Sample Syllabus Statement RE: ~~Child Abuse,~~ Gender-Based or Sexual Misconduct and Child Abuse or Neglect

You should know that if you reveal ~~child abuse, child neglect, or~~ gender-based or sexual misconduct (including ~~sexual~~ harassment, sexual assault, stalking or intimate partner violence) ~~that has taken place on campus or in connection with a school activity to an instructor, counselor, or librarian, to any instructor,~~ we are required by law to report the problem to the Office of ~~Staff and Student Diversity-~~Title IX, Diversity & Inclusion.

If you want to discuss gender-based or sexual misconduct confidentially, psychologists are not required to report such issues. Contact the Student Health Center for an appointment: 310.660.3643 or <http://www.elcamino.edu/student/student-services/health/index.aspx>. For more information, visit <http://www.elcamino.edu/about/depts/diversity/misconduct.aspx>. Instructors: Visit the [Office of Title IX, Diversity, and Inclusion](#) for additional information and resources.

Any information you share about possible child abuse or neglect to any ECC employee, including to psychologists, is required by law to be reported to Department of Children and Family Services.

Revisions made in consultation with Jaynie Ishikawa, Director of Title IX, Diversity and Inclusion and referencing AP 3518 on child abuse and neglect:

<http://go.boarddocs.com/ca/ecccd/Board.nsf/goto?open&id=AZX4WX0DD11F>

Faculty Development Committee

College Book Club

Fall 2022

Welcome back! This semester, the College Book Club will partner with ECC's Formerly Incarcerated Re-entry Students Thriving (FIRST) program. FIRST offers academic and basic needs support to formerly incarcerated and system-impacted students. Our readings will focus on ways faculty and staff can engage justice-involved students.

Sign up on Cornerstone. Readings will be emailed to you. We will meet virtually on Fridays 11 am - 12 pm on the following dates:

October 14th November 4th
& December 9th

Participation is flex credit eligible.
All faculty and staff are welcome!



INFORMED & INSPIRED

Pedagogy Matters: from Critical, to Liberatory, to Radically Humanizing Pedagogy

Presenter: Dr. Jeremiah J. Sims

Thursdays, 1:15-3:00 PM

Presentation from 1:15-2:15, followed by reflection time 2:15-3:00 (optional)

OCTOBER 13 – Recording available [here](#)

Change in Date!: [NOVEMBER 17 – Virtual \(Zoom\)](#)

[DECEMBER 1 – Hyflex \(DE 166 and Zoom\)](#)

This is a three-part series; you are welcome to attend just one or register for them all!

If we're honest, we know that there is a pedagogy gap (Sims, et Al., 2020) in community college education. This is not an indictment of faculty. Rather, it is an indictment of an educational system that does not require coursework on teaching and learning (i.e., pedagogy) for the majority of educators in its employ. Nevertheless, there are ways to bridge this gap. In this tripartite PD experience, we will wrestle, both individually and collectively, with educational/pedagogical concepts/theories that center justice. The overarching goal of this series is to create space for educators—irrespective of prior experience—to arrive at an understanding of pedagogy as a tool not just for criticality and liberation, but also as a tool that foments radical inclusivity.

We all have a role to play—let's soar together!

Faculty will earn antiracist/racial-equity focused Flex credit.

Please register in Cornerstone (click on dates above to link to Cornerstone registration).

Informed & Inspired is an ongoing professional development series sponsored by the Faculty Development Committee intended to inform and inspire faculty and staff at El Camino College. This semester we are partnering with Dr. Jeremiah Sims and the Equity, Diversity, and Inclusion Standing Committee to design opportunities to learn about equity-centered pedagogy.

If you require accommodations while attending these sessions, please contact Anna Brochet at abrochet@elcamino.edu



El Camino College

www.elcamino.edu