



# Academic Senate of El Camino College 2022-2023

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

Office location: Schauerman Library, Room 273

May 16, 2023

## Agenda & Table of Contents: Tuesday, May 16, 2023 Distance Education 166 and via Zoom (Please see page 2 of the packet for additional teleconference locations)

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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](mailto: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.

May 16, 2023



## Academic Senate of El Camino College 2022-2023

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Office location: Schauerman Library, Room 273

### Zoom information for Academic Senate Meeting 5/16/2023

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 [dmccllland@elcamino.edu](mailto:dmccllland@elcamino.edu) by noon on Tuesday, May 2. In the subject line, please put Academic Senate Meeting 5/2 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 5/16/2023

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. 227<sup>th</sup> 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
- ArtB 344D
- Natural Sciences 111
- Natural sciences 119
- Natural Sciences 219
- Art 125
- Construction Technology 504
- Chem 122



# Academic Senate of El Camino College 2022-2023

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## Officers & Executive Committee

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

### 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\*<sup>R</sup>** 24/25

**Josh Troesh** 24/25

### Fine Arts

**Larry Leach** 24/25

**Vince Palacios** 23/24

**Russell McMillin\*<sup>R</sup>** 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

### Counseling

**Maria Garcia\*** 23/24

**Amy Herrschaft** 24/25

**Ana Fernandez** 22/23

### Library Learning Resources

**Tiffanie Lau** 24/25

**Gary Medina\*** 23/24

**Camila Jenkin** 23/24

### Industry & Technology

**Charlene Brewer-Smith<sup>R</sup>** 24/25

**Ross Durand\*** 24/25

**Dylan Meek<sup>R</sup>** 24/25

**Marc Yerber** 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<sup>R</sup>** 22/23

### Academic Affairs & Student Services

**Carlos Lopez**

**Robin Dreizler**

### Associated Students Organization

**Luisa Paredes**

### 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"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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**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:**

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

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

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: Stephanie Burnham & Marlow Lemons. 2<sup>nd</sup> 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 Zugic. Thursdays, 12:30-2pm, Library 202 or Communications 109.

**College Curriculum.** Chair: Edwin Ambrosio. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

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

**Educational Policies.** Chair: Camila Jenkin. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

**Faculty Development.** Chair: Anna Brochet. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, West Library Basement.

**Equity, Diversity, and Inclusion.** Chair: Erica Brenes. 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays, 2-3pm, TBA.

## **CAMPUS COMMITTEES:**

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

**Board of Trustees.** Chair: Kenneth Brown. Senate Rep: Darcie McClelland. 3<sup>rd</sup> Mondays, 4 pm, Boardroom.

**Calendar.** Chair: Robin Dreizler. Senate Reps: Anna Brochet and TBA. Meets annually or as needed.

**College Council.** Chair: Brenda Thames. Senate Reps: Darcie McClelland, Kelsey Iino, and Charlene Brewer-Smith. 1<sup>st</sup> Friday & 3<sup>rd</sup> Monday, 1:00-3:00, Zoom.

**Council of Deans.** Chairs: Carlos Lopez & Robin Dreizler. Senate Rep: Darcie McClelland, 1st Thurs., 9:15-10:30, Zoom.

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

**Enrollment Management.** Chairs: Carlos Lopez and D. McClelland. 1<sup>st</sup> Thursday, 11:5-2:15, Zoom.

**Facilities Steering Committee.** Chair: Jorge Gutierrez. Senate Reps: Tom Hazell and Ross Durand, Oct. 3 and Dec 5, Zoom.

**Guided Pathways Steering Committee:** Chair: J. Simon Senate Rep: D. McClelland. 1<sup>st</sup> Tues, 2:30- 3:30 DE 166.

**Planning & Budgeting (PBC).** Chairs: Robert Suppelsa and Viviana Unda. Senate reps: Josh Troesh & Darcie McClelland, 3<sup>rd</sup> Thurs, 1- 2, Zoom.

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

## ECC (El Camino College) Acronyms

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

Unexcused: Ismael De La O

☒ Annette Owens

**Behavioral Social Sciences**

☒ Stacey Allen

☒ Yun Chu

☒ Kristie Daniel Di-Gregorio

☒ Hong Herrera-Thomas

☒ Orion Teal

**Business**

☒ Kurt Hull

☒ Phillip Lau

☒ Josh Troesh

**Counseling**

☒ Anna Brochet

☒ Ana Fernandez

☒ Maria A. Garcia

☒ Amy Herrschaft

**Fine Arts**

☒ Kevin Blickfeldt

Unexcused: Diana Crossman

Unexcused: Larry Leach

☒ Russell McMillin

Unexcused: Vince Palacios

**Health Sciences & Athletics**

Unexcused: Andrew Alvillar

Unexcused: Tom Hazell

☒ Shiney Johnson

Unexcused: Dina Mauger

☒ Eric Villa

**Humanities**

☒ Stephanie Burnham

☒ Sean Donnell

☒ Brent Isaacs

☒ Kevin Degnan

☒ Erica Brenes

**ITEC**

☒ Charlene Brewer-Smith

☒ Ross Durand

☒ Dylan Meek

☒ Jack Selph

☒ Bruce Tran

**Library**

☒ Camila Jenkin

☒ Tiffanie Lau

☒ Gary Medina

**Mathematics**

☒ Susana Acosta-Acuna

☒ Diaa Eldanaf

☒ Lars Kjeseth

☒ Greg Fry

☒ Arturo Martinez

**Natural Sciences**

☒ Jwan Wageman

☒ Mia Dobbs

☒ Sanda Oswald

☒ Darcie McClelland

☒ Troy Moore

**ASO**

☒ Luisa Paredes

**Curriculum Chair**

☒ Edwin Ambrosio

**Academic Affairs**

☒ Carlos Lopez

**Student Services**

☒ Robin Dreizler

**President/Superintendent**

Brenda Thames

**ECC Federation**

Kelsey Iino

**Institutional Research**

Josh Rosales

**Dean's Reps/Guests/Other Officers:**

Ali Ahmadpour

Cynthia Cervantes

Dipte Patel

E. Yates

Janice Jefferis

Jeff Baumunk

Lavonne Plum

Linda Cooks

Linda Nishihira

Mary McMillan

Michael Wynne

Polly Parks

Rita McCullum

William Carter

## ACADEMIC SENATE MINUTES May 2, 2023

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)

- 1:04pm

### B. Approval of Minutes (2 minutes, p. 6-13)

- Motion to approve E. Brenes, seconded by L. Kjeseth
- 27 Yes, 0 no, 0 abstentions

### C. Unfinished Business:

#### a. Executive Board Elections (3 minutes)

- K. Degan motion to vote. Moved by L. Kjeseth, seconded by K. Daniel Di-Gregorio
- Question about voting process. Recommendation to send out ballot even if only one person is running.
  - Last meeting senate body agreed voting by acclamation
- Elected e-board members:
  - Academic Senate President: Charlene Brewer-Smith
  - VP Academic Technology: Stephanie Burnham
  - VP Educational Policies: Darcie McClelland
  - VP Equity, Diversity, and Inclusion: Erica Brenes
  - VP Faculty Development: Anna Brochet
  - VP Finance and Special Projects: Josh Troesh
  - VP Logistics and Communications: Maria Garcia
- 33 yes, 0 no, 0 abstentions

#### b. Resolution in Support of Faculty Input on Technology Needs- Stephanie Burnham (7 minutes, p. 14)

- Motion to approve C. Brewer-Smith, seconded B. Isaacs
- Resolution written in collaboration with Luic
- Senate President recommends that academic technology committee consult with the college tech committee regularly for technology needs
- 34 Yes, 0 no, 0 abstentions
- Questions/Comments:
  - Only full-time faculty need computers. While that is in contract now, suggestion made to provide part-time faculty as this can create inequities as part-time often serve online
    - Yes, will be considered when/if the policy changes but for now it is reflecting what's in the contract language



- Recommend cross out full-time faculty language and just put faculty
  - Purpose of resolve was that any desktop/lap top have standard
  - Taking out full-time is not meant to insinuate resolution applies to or doesn't apply to part-time. The resolution is simply to address basic standards for technology provided to faculty (desktop/laptop)

**D. New Business:**

a. Counseling Faculty Evaluation Form Revisions- Dipte Patel and Counseling Senators (10 minutes, p. 15-24)

- Reviewed form updates and added questions to address counseling faculty (part-time and full-time)
- Questions/Comments:
  - Are these changes to be made now?
  - Article 20 outlines how forms need to be changed.
    - These forms were revised in 2019 but then stay at home order was
    - These changes were vetted by counseling faculty
    - Prior to last contract it did not require senate reading
    - These were changes created prior to MOU updates
  - Is faculty eval 10+1?
    - Yes, it is both senate and federation c
  - Which 10+1 item does this pertain to?
    - This would be the +1 item
    - It is agreed upon between federation, faculty and senate
  - Email Darcie for any suggestions/comments
  - Great that there is equity
  - Add “sensitivity to student’s cultural backgrounds”
    - Be more specific as to what sensitivity means

b. BP/AP 4045, Instructional Materials- Camila Jenkin (10 minutes, p. 25-28)

- BP 4045
  - Impetus to revise was to make sure accessibility is addressed
  - Minor language change to include new/relevant language
  - Discussion about aligning the BP/AP language
    - Recommendation “shall be consistent with..”
    - Include “Disabilities and Section 508 of Rehabilitation Act.”
  - Send Camila comments/suggestions by May 10<sup>th</sup>
- AP 4045
  - Online resources aren't always accessible (i.e. extremely old documents)
  - It is recommended faculty do their best to meet student needs and find accessible documents.
  - SRC is there to support the student but faculty should find accessible documents whenever possible.
- Questions/comments:

- Revise so that we don't dilute AP 4030
  - Send any suggested language to Camila Jenkins
- Concerns about older materials not being accessible to begin with
  - The idea here is that when you use contemporary materials to ensure materials are accessible
- What about primary resources (such as IRS/Laws) where alternatives may ne not be available
- Send Camila any updates Monday, May 10<sup>th</sup>

c. Letter to CIP re: Child Development Center- Darcie McClelland (10 minutes, p. 29)

- Academic Senate could not find how child development center is a 10+1 item
- However, we can write a letter for CIP leadership to consider the topic
- CDEV department provided input for letter to CIP
- Letter outlines equity issues and how students are impacted
- Specific ask is to prioritize a taskforce to include faculty, staff and management to provide and report out
- Comments/Concerns:
  - There is a 10+1 issue as this may impact child development center which requires students to observations. Perhaps a resolution for later after the research/task force is formed.
  - There was an IMPACT group that focused on this topic but was not a CIP task force
- Edits from CDEV faculty will be included
- Next senate meeting we can do 2<sup>nd</sup> reading
- ASO to reach out to other student groups

d. Academic Senate Constitutional Changes- Darcie McClelland (10 minutes, p. 30-44)

- Request for part-time senators to have 3-year term vs 1-year term.
- If part-time person is hired full-time then senate president will appoint replacement for the remaining of the year and then an election will be held at the beginning of the academic year
- Comments/Questions:
  - Why extended it to 3 year?
    - Terms aren't long enough for them to run for e-board positions
    - Just as part-times are learning about the senate and how it functions they have to give up term
- 2<sup>nd</sup> reading and vote at next meeting

**E. Information Items –Discussion**

a. FDC Announcements- Anna Brochet (5 minutes)

## Faculty Development Announcements

- Save the Date for Fall PD Day: **Thursday Aug 24, 2023**
  - Call out for PD Power up Month Virtual Sessions (8/7-8/23) and Conversations with Colleagues Table Topics **due May 12th**
- Please complete **Faculty Professional Development Needs Assessment** by **Friday, May 5th**
- Informed and Inspired, Linguistic Justice
  - **Panel followed by Discussion: Thursday, May 11, 1:15-2:45pm via Zoom**
- **College Book Club, Fridays 11am-12pm: May 19**



## Equity, Diversity, & Inclusion Announcements

- Save the date for our next committee meeting: **5/10 3-4PM** on zoom, particularly if you have ideas for how to develop, fund, and support an equity summit for Fall 2023
- You can now submit ideas in advance!
- You can now nominate EDI champions in preparation!
- See the new EDI campus website

Please see the packet for the full report.

## Institutional Effectiveness Announcements

There will be a training on how to gather SLO data via Canvas Outcomes so you can get fuller data on how your students are doing and to address equity gaps at the SLO level on **Wednesday, 10 May at 11:55pm**.

It's via Zoom and you can get **one hour of DE recertification AND equity FLEX** if you register on Cornerstone.

You'll learn how to find SLOs/Outcomes in Canvas and bring them into your course and link them to a particular assignment. You'll also learn how to import an assignment from Canvas Commons if you don't already have one on Canvas to use.

There will soon be an on-campus, in-person training where folks will be able to set up Outcomes live during the workshop. Keep an eye on your email for that to be announced.

Please see the packet for the full report.

## F. Reports

a. Academic Senate President's Report (Packet only, will not be read) – Darcie McClelland (p. 45-54)

- Equity Minded Teaching Institute: Darcie, Erika and Polly wrote and were approved for a \$255K grant to train faculty for equity work.
- There will be Winter 2024 Cohort and can fund to train additional 72 faculty.
- The pay would be hourly instead of a stipend.
- The new component would include observations and feedback to continue growth after the Communities of Practice.

b. VP Reports (Packet only, will not be read)- Senate Executive Board

c. Academic Affairs Report- Carlos Lopez

d. Student Services Report- Robin Dreizler

- Approved Dr. Jeffrey Stephenson as new Student Services VP will start July 2023

## G. Future Agenda Items

## **H. Public Comment (5 minutes)**

- Please fill out federation survey by end of week
- ECC President asked if anyone had questions about Di Vinci RISE program
  - No comments/question

## **I. Adjournment**

- **2:17pm**

## Counselor Evaluation Forms

Consultation:  
Academic Senate:  
Federation:

### Overview of Evaluation Forms

Form Number	Form Name	Probationary Full-Time	Tenured	Temporary Full-Time	Part-Time
J.1.a. <a href="#">J.1.a.i.</a>	Evaluation Form: Full-Time Faculty <a href="#">Evaluation Form: Full-Time Counseling Faculty</a>		D, FT	D, FT	
J.1.b. <a href="#">J.1.b.i.</a>	Evaluation Form: Part-Time Faculty <a href="#">Evaluation Form: Part-Time Counseling Faculty (new form)</a>				FT, DWA
J.2 <a href="#">J.2.a.</a>	Combined Peer/Dean Evaluation Report for Probationary Instructor <a href="#">Combined Peer/Dean Evaluation Report for Probationary Counselor</a>	D & FTT*			
J.3 <a href="#">J.3.a</a>	Evaluation Conference Report for Faculty <a href="#">Evaluation Conference Report for Counseling Faculty</a>	D	FT or DWA	FT or DWA	FT or DWA
J.4 <a href="#">J.4.a</a>	Self-Evaluation Report <a href="#">Self-Evaluation Report - Counselor</a>	E	E	E	E
J.5.a.	Student Survey of Instructor Effectiveness: Full-Time Faculty	S	S	S	
J.5.b.	Student Survey of Instructor Effectiveness: Part-Time Faculty				S
J.5.c.	Student Survey of Counselor Effectiveness (MOU – 2/24/2022)	S	S	S	S

\* One FTT must be from hiring committee

**Evaluators Key:**

- D = Dean, Associate Dean, or Director
- DWA = Dean, when applicable
- FT = Full-time, tenured or probationary
- FTT = Full-time, tenured
- E = Evaluatee
- S = Students

**Appendix J.1.a.i.**  
**EL CAMINO COLLEGE**  
**Full-Time Counseling Faculty Evaluation**  
 Tenured  Temporary Full-Time  
**COUNSELOR OBSERVATION REPORT**

EVALUATEE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE(S) OBSERVED: \_\_\_\_\_

OBSERVATIONS: IN OFFICE \_\_\_\_\_ IN CLASSROOM: \_\_\_\_\_ GROUP PRESENTATION: \_\_\_\_\_

Counselors	Satisfactory	*Needs Improvement	*Unsatisfactory	<u>Unable to Assess</u>
1. Shows currency & depth of knowledge of academic majors for advisees in their subject areas. Comments:				
2. Provides opportunities for advisees to express concerns, listens well, is accessible to students, provides reinforcing feedback to students. Comments:				
3. Helps students define problems, <u>and is</u> able to support advisees in seeking solutions to their problems. Comments:				
4. Researches questions brought by advisees, provides pertinent information, directs advisees to appropriate resources when advisable. Comments:				
5. <u>Assists advisees in assessing, exploring and realizing their career and/or educational potential.</u> • <u>Comments:</u>				
6. <u>Shows sensitivity to the unique individual differences of advisees within the context of gender, status, cultural diversity, age, disability and other relevant characteristics.</u> • <u>Comments:</u>				
7. Demonstrates current knowledge of district policies & procedures, <del>district curricula</del> <u>courses</u> & programs benefiting advisees. Comments: <del>Communicates well with staff and faculty.</del> <del>Comments:</del>				
8. <u>Makes effective use of counseling materials and technology.</u> <u>Comments:</u>				
9. Interfaces with <del>faculty colleagues</del> to stay abreast of changes, policies and procedures affecting <u>students</u> . <del>counselors in their divisions.</del>				

Comments:				
<del>Assists counselees in assessing and developing their potential.</del> Comments:				
10. <u>Cultivates a courteous, respectful, and professional environment among colleagues.</u> Comments:				
<del>Shows sensitivity to the unique individual differences of counselees within the context of gender, status, cultural diversity, age, disability and other relevant characteristics.</del> Comments:				
<del>Effectively participates in the service area outcomes process.</del> 11. <u>Participates collegially in department/division/college committee work and activities</u> Comments:				

**The following questions will appear only on dean's version of the faculty evaluation form:**

	<u>Satis- factory</u>	<u>*Needs Improve- ment</u>	<u>*Unsatisfactory</u>	<u>Unable to Assess</u>
12. <u>Regularly participates in professional development and sets goals for improvement of knowledge and skills.</u> Comments:				
13. <u>Schedules and regularly adheres to weekly student contact time.</u> Comments:				
14. <u>Submits records and responds to requests within a reasonable timeline as required by the division or district within the published deadlines (e.g., semester schedules, timesheets, evaluation materials, flex reporting)</u> Comments:				

Overall Rating: \_\_\_\_\_ Satisfactory    \_\_\_\_\_ Needs Improvement    \_\_\_\_\_ Unsatisfactory

To Evaluator: ~~Make 2 copies of this completed report and provide one to the evaluatee and one to the Dean. If you desire a conference, Check here: \_\_\_\_\_~~

To Evaluatee: ~~If you desire a conference to discuss your self-evaluation, your student evaluations or this evaluation, Check here: \_\_\_\_\_~~

To Dean: ~~If a conference is necessary per the Agreement or if you request a conference, Check here: \_\_\_\_\_~~

Note: Deans and peers will complete separate forms so dean OR peer will sign form, not both.

\_\_\_\_\_  
Dean's Signature Date

\_\_\_\_\_  
Peer Evaluator's Signature Date

\* Any “needs improvement” or “unsatisfactory” rating must include comments to identify specific problems and recommendations (attach additional sheet if necessary).

\*\* Any “Unable to assess” ratings must include comments to explain the reasons the evaluator was unable to assess this portion of the evaluation.

-  
Rev: 07/14



**APPENDIX J.1.b.i.**  
**EL CAMINO COLLEGE**  
**Part-Time Counseling Faculty Evaluation**

**NOTE: THIS IS A NEW FORM**

EVALUATEE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE(S) OBSERVED: \_\_\_\_\_

OBSERVATIONS: IN OFFICE \_\_\_\_\_ IN CLASSROOM: \_\_\_\_\_ GROUP PRESENTATION: \_\_\_\_\_

Counselors	Satisfactory	*Needs Improvement	*Unsatis- factory	Unable to Assess
1. Shows currency & depth of knowledge of academic majors for counselees in their subject areas. Comments:				
2. Provides opportunities for counselees to express concerns, listens well, is accessible to students, provides reinforcing feedback to students. Comments:				
3. Helps students define problems and is able to support counselees in seeking solutions to their problems. Comments:				
4. Researches questions brought by counselees, provides pertinent information, directs counselees to appropriate resources when advisable. Comments:				
5. Assists counselees in assessing, exploring and realizing their career and/or educational potential. Comments:				
6. Shows sensitivity to the unique individual differences of counselees within the context of gender, status, cultural diversity, age, disability and other relevant characteristics. Comments:				
7. Demonstrates current knowledge of district policies & procedures, courses & programs benefiting counselees. Comments:				
8. Makes effective use of counseling materials and technology. Comments:				
9. Interfaces with colleagues to stay abreast of changes, policies and procedures affecting students. Comments:				
10. Cultivates a courteous, respectful, and professional environment among colleagues. Comments:				
11. Submits records and responds to requests within a reasonable timeline as required by the division or district				

within the published deadlines (e.g., semester schedules, timesheets, evaluation materials) Comments:				
--	--	--	--	--

\* Any “needs improvement” or “unsatisfactory” rating must include comments to identify specific problems and recommendations (attach additional sheet if necessary).

\*\* Any “Unable to assess” ratings must include comments to explain the reasons the evaluator was unable to assess this portion of the evaluation.

APPENDIX J.2.a

EL CAMINO COLLEGE

COMBINED PEER/DEAN EVALUATION REPORT FOR PROBATIONARY COUNSELOR

☐ Probationary Indicate which semester: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup>

EVALUATEE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

EVALUATORS: \_\_\_\_\_

DATE(S) OBSERVED: \_\_\_\_\_

OBSERVATIONS: IN OFFICE \_\_\_\_\_ IN CLASSROOM: \_\_\_\_\_ GROUP PRESENTATION: \_\_\_\_\_

Counselors	Satis- factory	*Needs Improve- ment	*Unsatis- - factory	<u>Unable to assess</u>
1. Shows currency & depth of knowledge of academic majors for counselees in their subject areas.  Comments:				
2. Provides opportunities for counselees to express concerns, listens well, is accessible to students, provides reinforcing feedback to students.  Comments:				
3. Helps students define problems, <u>and is</u> able to support counselees in seeking solutions to their problems.  Comments:				
4. Researches questions brought by counselees, provides pertinent information, directs counselees to appropriate resources when advisable.  Comments:				
<u>5. Assists counselees in assessing, exploring and realizing their career and/or educational potential.</u>  <u>Comments:</u>				
<u>6. Shows sensitivity to the unique individual differences of counselees within the context of gender, status, cultural diversity, age, disability and other relevant characteristics.</u>  <u>Comments:</u>				
<del>5-7.</del> Demonstrates current knowledge of district policies & procedures, <u>district curricula courses</u> & programs benefiting counselees.  Comments:				
<del>Communicates well with staff and faculty.</del> <u>Comments:</u>				
<u>8. Makes effective use of counseling materials and technology.</u> <u>Comments:</u>				
<del>6-9.</del> Interfaces with <u>faculty colleagues</u> to stay abreast of changes, policies and procedures affecting <u>students. counselees in their divisions.</u>  Comments:				
<del>Assists counselees in assessing and developing their potential.</del>				

Comments:				
<del>Shows sensitivity to the unique individual differences of counselees within the context of gender, status, cultural diversity, age, disability and other relevant characteristics.</del>				
Comments:				
<del>Effectively participates in the service area outcomes process.</del>				
Comments:				
<u>10. Cultivates a courteous, respectful, and professional environment among students, colleagues, and staff members.</u>				
Comments:				
<u>11. Participates collegially in Department/Division/college committee work and activities.</u>				
Comments:				
<u>12. Regularly participates in professional development and sets goals for improvement of knowledge and skills.</u>				
Comments:				
<u>13. Schedules and regularly Adheres to approved schedule and weekly student contact time.</u>				
Comments:				
<u>14. Submits records and responds to requests within a reasonable timeline as required by the division or district within the published deadlines (e.g., semester schedules, timesheets, evaluation materials, flex reporting)</u>				
Comments:				

Overall Rating: \_\_\_ Satisfactory    \_\_\_ Needs Improvement    \_\_\_ Unsatisfactory

\_\_\_\_\_  
Dean's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Peer Evaluator's Signature(s)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Peer Evaluator's/Evaluatee's Signature(s) Date

\_\_\_\_\_  
Peer Evaluator's Signature(s)

\_\_\_\_\_  
Date

**\*\* This is a representation of content/criteria expected to be addressed in an evaluation report; however, criteria can be addressed in a narrative format as an attachment.**

\* Any "needs improvement" or "unsatisfactory" rating must include comments to identify specific problems and recommendations (attach additional sheet if necessary).

\*\* Any "Unable to assess" ratings must include comments to explain the reasons the evaluator was unable to assess this portion of the evaluation.

**APPENDIX J.3.a**

**Evaluation Conference Report For Counseling Faculty**  
**DIVISION OF**

**Tenured**    **Probationary: Indicate which semester: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup>**  
 **Temporary Full-Time**    **Part-Time**

\_\_\_\_\_ has been evaluated in accordance with Article 20 of the Agreement between El Camino Community College District and the El Camino College Federation of Teachers and is considered to have an overall rating of:

\_\_\_\_\_ satisfactory  
\_\_\_\_\_ in need of improvement  
\_\_\_\_\_ unsatisfactory

An evaluation conference is a face-to-face meeting of the evaluator(s) and the evaluatee. The Evaluation Conference Report will be completed by the evaluator and provide a summary of the discussion during the evaluation conference. Evaluation conference topics must include:

1. FACULTY EVALUATION FULL-TIME/PART-TIME, when applicable. (Form J.1.a.i. or J.1.b.i.)
2. COMBINED PEER/DEAN EVALUATION REPORT FOR PROBATIONARY ~~INSTRUCTOR/COUNSELOR~~, when applicable. (Form J.2.a)
3. SELF EVALUATION REPORT. (Form J.4.a)
4. RESULTS OF STUDENT SURVEY OF ~~INSTRUCTOR-COUNSELOR~~ EFFECTIVENESS (Form J.5.a/J.5.b-~~J.5.c~~.)

Panel Member(s):(Please print.)	Signature(s):	Date:
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have reviewed the above **CONFERENCE REPORT FOR FACULTY**. My signature does not necessarily indicate my agreement with the evaluation. I understand that I may submit a written statement within a calendar week to be attached and forwarded with this report.

Signature of Evaluatee \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator(s) please provide signed copies to the following:

- 1 - Evaluatee   2 - Dean   3 - Human Resources

**APPENDIX J.4.a**

**Self-Evaluation Report ~ Counselor**  
**(Report is due 1 week prior to Evaluation Conference)**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

The self-evaluation report is designed to provide an opportunity for ~~counselors~~ instructors to reflect on their performance, relative to the job description (Appendix A). When submitting the Self-Evaluation Report, you may include include copies of any workshop/presentation materials or any forms or documents that you have created to help improve your effectiveness when working with students. course syllabi which include classroom policies, grading procedures, and course content timeline. Respond to each of the following:

1. Explain how objectives for the improvement of counseling instruction and student success measures learning outcomes from the last report were addressed. (Previous report is available in the division office).
2. Discuss objectives for the continued improvement of instruction counseling and student success measures.
3. ~~Reflect on the Student Learning Outcomes assessment results as they relate to your teaching. (Assessment results are available in the division office.)~~ Reflect on your counseling as it relates to institutional improvement efforts such as Service Area Outcomes and; student equity efforts, Student Success Metrics or outcomes.
4. Analyze and discuss the results of your student surveys.
5. ~~Examine ways in which you encourage student success and course completion of educational goals.~~
6. Describe professional growth activities, including any professional development flex activities, conferences, and workshops attended/presented,
7. Discuss the committee(s)~~on~~ which you are serving on or have served since the last evaluation and any other committees you may be interested in serving on in the ~~near~~ future.

Book	Board Policies
Section	CHAPTER 4: ACADEMIC AFFAIRS
Title	Textbooks And Instructional Materials
Code	BP-4045
Status	Active
Adopted	March 14, 1966
Last Revised	June 15, 2015
Prior Revised Dates	<u>4/20/80, 4/19/99, 5/19/08, 4/25/23</u>

**Board Policy 4045 Textbooks and Instructional Materials**

The responsibility for the selection of textbooks rests with the faculty teaching the subject.

Deleted:

For the purpose of this policy, the term textbook includes required or recommended learning materials, including books, laboratory manuals, workbooks, student supplements, or other printed, multimedia, ~~electronic~~ **digital** material, or ~~open source~~ **other publicly accessible online media** material.

The official course outline of record sets forth the goals and objectives of each individual course of study. All ~~textbooks~~ and other materials utilized in the learning process shall be ~~compatible~~ **consistent** with ~~and evaluated according to~~ the course outline of record.

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Textbooks **and associated materials (e.g. online labs)** should reflect professional standards in content and design as well as reasonable cost to students. In accordance with El Camino Community College District Board Policy 1600: Full Inclusion of People with Disabilities, instructors are encouraged to select and utilize instructional materials that are available in alternate format or whose copyright permission is easily obtainable. **Digital materials must meet required standards for Americans with Disabilities Act and Section 508 of the Rehabilitation Act compliance.**

Deleted: '

If electronic instructional materials are available to a student through a license or access fee, those materials must have continuing value to the student after the class ends.

Continuing value can be obtained if the student has electronic access to the materials for at least two years after the end of the class; if the materials are printable; or if the materials can be saved by the student. Students shall not be required to pay for electronic materials used to administer the course, such as a course management system.

In order to minimize cost to students, the standard period of adoption for textbooks will be two academic years. Special consideration for earlier change may be given under extenuating circumstances.

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Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

**Reference:**

Title 5, section 59400, 59402, 59404

Education Code 78900 et. Seq.

Renumbered: 5/16/05, Previous Board Policy Number: 6133



Book	Administrative Policies
Section	CHAPTER 4: ACADEMIC AFFAIRS
Title	Textbooks And Instructional Materials
Code	AP-4045
Status	New Policy
Adopted	
Last Revised	
Prior Revised Dates	

[Administrative Policy 4045 Textbooks and Instructional Materials](#)

**Definitions**

Digital publisher materials – any course materials, online labs, test banks, home banks, video sets, etc. that students are required to purchase for the course. This does not include software that is taught in a class, for example, Productivity Tools, 3D Modeling and Animation Software, etc.

Open Educational Resources (OER) - teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

**Procedures**

**Selection of Textbooks and Materials:** ~~All faculty have the right to select the materials that they feel are appropriate for their course sections, unless the faculty of the department come together to create a process by which textbooks are approved for use in multiple sections of a class. All~~ faculty have the right to select the materials they feel are appropriate for their course sections. To effectively manage college/department resources, departments may create a process by which textbooks are approved for use in multiple sections of a class.

**Digital Publisher Materials/Open Educational Resources and Accessibility:** In order to meet District obligations for accessibility, faculty who select digital publisher materials and/or open educational resources are required to determine if those materials meet accessibility standards before the start of the term in which they will require students to use those materials/resources. Since faculty are not required to have the expertise to guarantee that digital publisher materials or other resources meet accessibility requirements as a condition of employment, the following process ~~shall be used:~~

1. Upon initial selection or major modification by the publisher, faculty must submit their digital publisher materials/OER through the established form, which will send notification to their Division as well as the Online and Digital Education (ODE) Department.

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2. Digital publisher materials will be reviewed in a timely manner by ODE with the assistance of the Special Resource Center when warranted. Timely review of digital publisher materials depends upon expedient cooperation from the publisher.
3. ODE will notify the faculty and the Division when the resource is determined to meet accessibility requirements.
4. A list of digital publisher materials/OERs that have been reviewed for accessibility will be maintained on the ODE website. If an approved resource is already on the list, faculty do not need to resubmit it through the process.
5. Determination of accessibility must be received before using the digital publisher materials/OER in the course.

<b>Deleted:</b> ODE
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<b>Deleted:</b> before using that materials

**Digital Publisher Materials and Student Access:** If electronic instructional materials are available to a student through a license or access fee, those materials must have continued value to the student after the class ends. As defined in BP 4045, continued value is two years of access after the end of the course, or the ability to download, print, or otherwise retain a copy of the materials.

<b>Deleted:</b> Continued value, as defined in
<b>Deleted:</b> ends

**Adoption of Digital Publisher Materials:** To ensure accessibility and continued access, digital publisher materials must be deemed as accessible by ODE and the Special Resource Center.

<b>Deleted:</b> Online and Digital Education
<b>Deleted:</b> F
<b>Deleted:</b> textbook
<b>Deleted:</b> .

**Reporting of Textbooks:** All faculty shall report course materials through the designated process even if they do not use a textbook or do not need the bookstore to purchase any materials in order to meet the Chancellor's Office requirement for reporting of instructional material cost data.

<b>Deleted:</b> This data collection is required by the Chancellor's Office as part of the XB 12 reporting.
---

**Support for Faculty Transitioning Classes to Zero-Textbook Cost or Low-Textbook Cost:** Support through the Library & Learning Resources Division will be provided for Faculty interested in transitioning their courses from a standard textbook cost class to a low-textbook cost or zero-textbook cost course.

<b>Deleted:</b> -
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Resources  
 Board Policy 1600: Full Inclusion of People with Disabilities  
 Title 5, section 59400, 59402, 59404  
 Education Code 78900 et. Seq.  
 Americans with Disabilities Act of 1990  
 Rehabilitation Act of 1973

<b>Deleted:</b> XB 12: <a href="https://asccc-oeri.org/2022/06/02/zero-textbook-cost-ztc-open-educational-resources-oer-and-xb12-the-new-instructional-material-cost-data-element/">https://asccc-oeri.org/2022/06/02/zero-textbook-cost-ztc-open-educational-resources-oer-and-xb12-the-new-instructional-material-cost-data-element/</a>
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Ed Policies 4/25/23  
 Academic Senate 5/2/23; 5/16/23

Dear CIP Steering Committee,

We, the Academic Senate of El Camino College, are writing to request that you prioritize the provision of low- and/or no-cost childcare for El Camino College students in the next Comprehensive Integrated Plan. Our college mission statement asserts that “El Camino College makes a positive difference in people’s lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities” yet our college has failed to provide equitable, excellent services to student parents (including Childhood Education students) since the closure of the child development center in 2014. When stakeholders were surveyed about the strengths, opportunities, and challenges one of the emerging feedback themes was the need for a childcare option for ECC students. As one stakeholder pointed out, this is a clear equity issue: “It is hard for single parents to attend school; how can people get an education if they can’t afford childcare? El Camino needs to bring back the Child Development Center (CDC).” While the college does not collect adequate data on student or staff parents to accurately assess the need for the CDC or the negative impact on enrollment due to lack of adequate childcare options, since 2019 9,495 ECC applicants have answered childcare on the optional CCC Apply question about programs and services they are interested in. Childcare is one of the leading reasons students give for stop-out or drop-out, and many faculty have expressed that one of students’ top roadblocks to success is the lack of childcare.

In addition to supporting equity goals by meeting a basic need for student parents, the CDC also supported the learning and success of students in the Childhood Education program (a program in which 87.5% of students identify as students of color) by providing easily accessible early childhood lab classrooms for observations and on-site practicum training. Closing the center forced students to travel to off-campus locations to fulfill class assignments, increasing the total cost of education and time spent traveling to school. Like many hardships, this was disproportionately impactful on ECC’s most marginalized students. Reopening the CDC or providing another nearby facility for Childhood Education students would support the college mission by enhancing the resources and support services for these students who need observation and internship hours.

We acknowledge the concern that most CDCs are not self-supporting and thus require funding from the District budget. However, it is our belief that providing childcare will drive enrollment growth. Additionally, provision of no- or low-cost childcare supports the equity goals of the college by providing for the basic needs of parents so that they have access to the quality education ECC provides. Thus, we are asking the CIP to either prioritize the creation of a task force with administrative, faculty, classified, and student representatives to explore options for providing affordable childcare for ECC students and develop a recommendation for an implementation plan or [to initiate a contract with a consultant to complete this work](#). This task force [or consultant](#) shall commence their work and report their findings to College Council and the Board of Trustees by spring 2024.

Thank you in advance for consideration of this request.

Sincerely,

Signatures

# Constitution of the El Camino College Academic Senate

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# El Camino College Academic Senate Constitution

**PREAMBLE** In order to have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, we, the faculty of the El Camino Community College District, do hereby establish a representative organization, known as the Academic Senate of El Camino College. The Academic Senate shall be fully empowered to act as the representative and executive arm of the faculty, acting for all the members of the faculty on an elected basis.

## **ARTICLE I Name and Definitions**

### Section 1. Name

1.1 The name of this organization shall be the Academic Senate of El Camino College, hereinafter referred to as the Senate.

### Section 2. Definitions

2.1 The term “days,” when used in this constitution, shall mean weekdays when classes are in session at the college.

2.2 The term “faculty” shall mean all personnel defined in the El Camino College Federation of Teachers Agreement.

2.3 The term “part-time faculty” shall mean faculty members employed by the District as an instructor for 67% or less of a full-time teaching load.

2.4 The term “senator” shall mean any member of the faculty elected to the Senate.

2.5 The term “division senator” is the individual who is elected by the full-time faculty of a division or unit to represent such unit.

2.6 The term “senior senator” shall mean the division senator with the longest continuous service on the Senate.

2.7 The term “FTEF” shall mean Full-Time Equivalent Faculty.

2.8 The term “ex-officio member” shall mean a non-voting member of the Senate who may be invited by the Senate president to serve as a resource person, advisor, and/or communication link with other campus decision-making bodies.

**ARTICLE II      Purposes**

Section 1.      Purpose

- 1.1      To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the “Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
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.”
- 1.2      To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

**ARTICLE III      Senate Membership**

Section 1.      Senators

- 1.1      The senators shall be elected from the faculty in each division.
- 1.2      The composition of the Senate shall be one senator for each twelve Full-Time Equivalent Faculty (FTEF) members per division to be elected by full-time faculty. Each division shall have at least two senators. Part-time faculty shall have two members-at-large and up to two alternates on the Senate, to be elected by the part-time faculty of that campus/center.

- 1.3 Divisions having FTEF shall be entitled to senate members on the following basis:
- 1 through 24 - two (2) members
  - 25 through 36 - three (3) members
  - 37 through 48 - four (4) members
  - 49 or more - five (5) members

- 1.4 The computation of the number of faculty members in each division in any given year shall be based on the total FTEF for each division as determined by averaging division FTEF data from the most recent spring and fall semesters.

Eligibility of Senators

- 1.5

1.5.1 Voting members of the Senate shall be the elected senators.

1.5.2 The tenure of office for a senator shall cease when the senator no longer is a faculty member at El Camino College, or has been recalled or removed (see Bylaws Article III, Sections 4-5). In the event that a division decreases in size, each senator serves out the remainder of his or her term. No further division elections will be held until the number of division senators is in line with the current division FTEF figures.

Election of Full-Time Senators – See Bylaws Article III, Section 1.

- 1.6

Election of Part-Time Senators – See Bylaws Article III, Section 2

- 1.7

Full-Time Senator – Term of Office

- 1.8

1.8.1 Full-time senators shall be elected for a term of three years. Also, see Bylaws Article III.

1.8.2 The division represented may exercise recall of a full-time senator at any time. See Bylaws Article III.

1.8.3 If a full-time senator cannot or does not choose to complete the term of office, the Senate president may, after consultation with the remaining senators from that division, appoint a replacement or hold a special election under the procedures of Article III, Section 1 of the Bylaws.

1.8.4 The appointment shall be made within one month of the vacancy, or a special election shall be held as soon as possible after notification of the vacancy, and the term of office for the replacement shall be for the remainder of the vacating senator's term of office.

1.8.5 A senator on official leave for a period exceeding two months shall be replaced in accordance with the provisions of Section 1.8.3. The replacement shall serve for the duration of the leave or until the expiration of the term of office, whichever occurs first.

Part-Time Senator – Term of Office

1.9

1.9.1 The term of office for part-time senators shall be ~~one year~~ **three years** unless the senator no longer meets the requirements of Article III, Section 1.5.

1.9.2 If a part-time senator is unable to complete the term of office, the Senate president shall appoint a replacement for the remainder of the ~~term~~ **academic year and an election for a replacement to serve the remainder of the term shall be held at the beginning of the next academic year.**

1.10 A senator is expected to attend all regularly scheduled senate meetings. A senator may be removed for excessive absences. See Bylaws Article III, Section 4.

Section 2 Ex-Officio Senate Members

2.1 Designation of Ex-Officio Members of the Senate

2.1.1 One member of the El Camino College Board of Trustees, to be designated by the Board, shall be an ex-officio member of the Senate.

2.1.2 The college president, Vice President of Academic Affairs, and Vice President for Student Services (or designees) shall be ex-officio members of the Senate.

2.1.3 The ECCFT president (or designee) shall be an ex-officio member of the Senate.

2.1.4 The chair of the Curriculum Committee shall be an ex-officio member of the Senate if not otherwise a member of the Senate

2.1.5 The chair of the Assessment of Learning Committee shall be an ex-officio member of the senate if not otherwise a member of the Senate.

2.1.6 Members of the Executive Board/Senate Officers who are not re-elected to new senator terms by their division shall be ex-officio members of the senate until the end of their term as an officer or until re-elected by their division.

2.1.7 The president of the Associated Student Organization, or designee,



shall be an ex-officio member of the Senate.

**ARTICLE IV      Officers**

Section 1      Officers. The Senate shall elect from among its members:

1.1      President;

1.2      President Elect, who may also hold another senate office, until beginning his or her term as president;

1.3      Vice Presidents: Vice President of Educational Policies, Vice President of Equity, Diversity, and Inclusion, Vice President of Finance and Special Projects, Vice President of Faculty Development, and Vice President of Academic Technology;

1.4      Vice President of Logistics and Communications;

1.5      Distance Education Liaison; Noncredit Liaison;

1.6      Other Officers: The president may appoint people to serve in positions such as legislative liaison, parliamentarian/sergeant-at-arms, and others as deemed necessary;

1.7      Senate Executive Board. The elected President, Vice Presidents, and the Curriculum Chair and Assessment of Learning Committee Chair (see 2.1.6) shall be members of the Senate Executive Board.

Election of Officers – See Bylaws Article IV.

Section 2.

Terms of Office

Section 3.

3.1      The term of a senate officer shall be for two years or until a successor is elected, except the office of president-elect, which shall be for a term of one year, or until serving as president. In addition, co-officers may be nominated and elected at the discretion of the Senate and may serve either jointly for 2 years or in staggered terms.

3.2      An officer may be removed from office if there is a violation of the standards of Article XI, Section 2, and a motion to impeach is passed by a two-thirds majority of the Senate.

If an officer, other than the president, cannot or does not complete the

3.3 term of office, the Senate president may appoint a replacement for the remainder of the term.

3.4 If the president cannot or does not complete the term of office, the president-elect shall serve as president. If there is no president-elect, the Senate Executive Committee shall elect from its members a replacement for the remainder of the term.

Section 4. Duties of Officers and Other. It shall be the duty of each officer to uphold the academic and professional matters as delineated in Title 5 of *The California Code of Regulations*.

4.1 Senate President: The president shall chair the Executive Committee; represent the Senate to the administration, the Board of Trustees, and the Academic Senate for the California Community Colleges (ASCCC); ensure full representation of faculty on Senate, Executive Committee, and campus committees; in consultation with Executive Committee, set agendas and prepare and post meeting materials in accordance with the Brown Act; preside over meetings of the Senate as outlined in *Robert's Rules of Order*; oversee the Senate's responsibilities as a collegial consultation committee as outlined in Making Decisions at El Camino College; and appoint a legislative liaison, newsletter editor, parliamentarian, and sergeant-at-arms, as deemed necessary.

4.2 President-Elect: The president-elect shall become familiar with the duties of the Senate president; learn pertinent parliamentary procedure; become familiar with the El Camino College governance structures; and learn the functions of the ASCCC. The President-Elect is encouraged to attend College Council, relevant ASCCC meetings (such as Area C meetings, plenary sessions, and Faculty Leadership Institute), and the El Camino College Academic Senate Executive Committee meetings.

4.3 Vice Presidents: The vice presidents shall preside over meetings of their respective standing committees, as outlined in *Robert's Rules*, report to the Senate, interface with the college administration in the appropriate areas, and bring proposals to the Senate for approval by the body.

4.3.1 Vice President of Educational Policies, in coordination with the Vice President of Academic Affairs and the division deans, shall investigate, monitor, and propose matters concerning educational policies, such as degree and certificate requirements, grading policies and standards, policies regarding student preparation and success, and minimum qualifications. Chair Educational Policies Committee.

4.3.2 Vice President of Equity, Diversity, and Inclusion, shall represent the Academic Senate and lead faculty on issues related to EDI, collaborate with the Vice President of Faculty Development to develop professional development related to EDI, review external anti-racist equity related professional development submitted by faculty for Flex credit, develop EDI goals that advance the academic community and help to close equity gaps in faculty hiring and support student learning, cultivate relationships across the ECC community by consulting and collaborating with affinity groups and other stakeholders to engage in EDI work, represent the senate on the SEA advisory committee, and chair the EDI committee.

4.3.3 Vice President of Finance and Special Projects shall be the Senate's voting member of the Planning and Budgeting Committee (PBC); report on the proposed actions of the PBC; represent the Senate position to the PBC; monitor and propose processes for institutional planning and budget development; and handle special projects as assigned by the Senate president.

4.3.4 Vice President of Faculty Development, in coordination with the Vice President of Academic Affairs and the Professional Development and Learning Department, shall investigate, monitor and propose policies and programs for faculty professional development, and present proposals for use of faculty development funds to the Senate. Chair Faculty Development Committee.

4.3.5 Vice President of Academic Technology shall be the Senate's voting member in the College Technology Committee (CTC) and the Academic Technology Committee (ATC); report on the actions of the CTC and the ATC; represent the senate position; monitor and propose action for academic technology; update senate orientation course as needed; and handle special projects as assigned by the senate president. Co-chair Academic Technology Committee.

4.3.6 Vice President of Logistics and Communication: Keep a record (minutes) of all proceedings of the Senate; keep a record of the membership of the Senate and all committees of the Senate; maintain the attendance records of senators; transmit the meeting minutes to the president for publication; communicate with college administration the results of resolutions and other Senate matters; see that the Senate website is updated; coordinate with new senators to ensure they complete senate orientation course; coordinate with senate meeting non-presenter guests to confirm attendance and obtain any necessary information.

4.4

Academic Senate Liaisons: The Liaisons shall be the official voting Academic Senate representatives to their committee(s) and shall

regularly report back to the senate about the activities of their committee(s).

- 4.4.1 Distance Education Liaison: Monitor and report on the actions, represent the Senate on and be the Senate's voting member for the Online and Digital Education Committee.
- 4.4.2 Noncredit Liaison: Monitor and report on the actions, represent the senate on, and be the Senate's voting member of the Noncredit Committee.
- 4.4.3 Legislative Liaison: Monitor legislative issues and advise president, officers, committees, and members on matters of legislation relevant to the Senate purview.

Parliamentarian/ Sergeant-at-Arms: Advise the president, officers, committees and members on matters of parliamentary procedure. Assist in preserving order as the president may direct.

## **ARTICLE V      Meetings**

- Section 1.      Regular Meetings. The Senate shall hold regular meetings throughout the academic year.
- Section 2.      Additional Meetings. With the consent of the Senate, the Senate president may call additional meetings.
- Section 3      Faculty Meetings. Meetings of the faculty may be called by either a majority vote of the Senate or by a petition signed by one-fourth of the faculty. The Senate president shall notify the faculty at least five days in advance of a faculty meeting.
- Section 4      Executive Session
  - 4.1      In personnel matters, the Senate shall have the right to hold executive sessions at which only senators shall be present in accordance with the Brown Act.
  - 4.2      Executive sessions may be called by the Senate president or by a majority vote of the Senate.
  - 4.3      Any decision made by executive session of the Senate must be ratified in the next announced open session of the Senate before it becomes effective.

**ARTICLE VI      Executive Board**

Section 1.      Voting Members: president, vice-presidents, Curriculum Committee chair, Assessment of Learning Committee chair, and secretary/webmaster.

Section 2.      Ex-Officio Members (invited at will): past president, president-elect, distance education liaison, non-credit liaison, legislative liaison, , parliamentarian/sergeant-at-arms, and others, as appointed.

Powers: The Executive Board may make agreements with the District on non-policy issues provided these agreements are approved by a majority of the Executive Committee. Agreements on policy issues (as listed in Article II, Section 1) require a majority vote of the Senate. As per Robert’s Rules of Order The Executive Committee may represent the senate on policy issues during non-contract times when the senate does not meet or in emergency situations. Decisions made by the Executive Committee during these times shall be ratified by a vote of the full senate at the next senate meeting.

**ARTICLE VII      Committees**

Section 1.      Committees

1.1      Standing Committees: The following committees are deemed to be long-term in nature and dealing with substantive issues. (See Article IV Section 1.3)

- a) College Curriculum
- b) Educational Policies
- c) Equity, Diversity, and Inclusion
- d) Faculty Development
- e) Academic Technology Committee
- f) Online and Digital Education Committee
- g) Noncredit Committee

1.2      Special Committees: Short-term in nature and dealing with topical issues. Members are appointed and charge is determined by Senate president.

1.3      Election Committee: This committee conducts elections of Senate officers in compliance with the Constitution and Bylaws. The president shall appoint the chair. No member of the Election Committee may be a candidate for an elected office.

1.4      Campus-wide Committees: The Senate president shall appoint, with the approval of the college president, delegates to represent the Academic

Senate on various campus-wide committees. Each representative shall report back to the Senate. Typical committees may include:

- a) Calendar Committee
- b) Accreditation Committee
- c) Facilities Steering Committee.

## **ARTICLE VIII College Curriculum Committee**

Sections 1.3, 2.1, 2.4, 2.5, 5.2.2 (b), 5.2.3 and any Senate Bylaw referring to the same sections are subject to mutual agreement between the Senate and the Board of Trustees or its designee.

### Section 1. College Curriculum Committee

1.1 Operating Policy: The CCC will operate under its Bylaws, relevant Board policies, and this Constitution and its Bylaws.

1.2 CCC Operational Procedures: All operational procedures not addressed in this Constitution are to be specified in the CCC Bylaws. Operational procedures do not include curriculum procedures addressed in Sections 5.2 of this Article.

1.3 Approval of CCC Bylaws: CCC Bylaws are subject to approval by the Academic Senate, according to standards of Article XI, Section 2.

### Section 2. Chair of College Curriculum Committee

2.1 Chair: The CCC shall elect the Chair of the CCC from its membership, subject to approval by the Senate, according to Article XI, Section 2.

2.2 Chair as Member of the Senate: In the event the Chair of the CCC is not a member of the Senate, the Chair of the CCC shall be an ex-officio member of the Senate.

2.3 Term of Office: Term of office for the Chair of the CCC shall be two (2) years.

2.4 Duties of Chair: The Chair of the CCC shall preside at all meetings of the CCC and attend all meetings of the Senate to report all actions of the CCC, as well as perform all the duties specified in the Bylaws of the CCC.

2.5 Removal of the Chair: Following a simple majority vote of the CCC membership, the Senate may remove the CCC Chair following the same process for removing Senate officers. See Article IV, Section 3.2.

### Section 3. CCC Representatives

3.1 Membership

3.1.1 Faculty – The faculty shall elect the representatives to the CCC. The senior senator or designee in consultation with the appropriate dean or director shall initiate an election process for division representation in accordance with the CCC Bylaws.

3.1.2 Other Voting Members – The Vice-President of Academic Affairs or a designee shall be a member of the CCC. The Council of Academic Deans and Directors may select representation to the CCC in accordance with CCC Bylaws.

3.1.3 Ex-Officio Members – The CCC may designate others as ex-officio members.

3.2 Term of Office: The term of office for CCC representatives shall be set in the CCC Bylaws.

Section 4. Responsibility of the College Curriculum Committee

4.1 Curriculum Review: The CCC shall review all curriculum proposals to assure compliance with all Board policy requirements and Title 5 regulations. Approved proposals shall be sent to the college president via the Vice President of Academic Affairs for submission to the Board as specified in Board Policy 6123. Aspects of curriculum falling under the authority of the CCC include the establishment and revision of course outlines of record, conditions of enrollment, programs, degree and certificate requirements, CSU or UC transfer and articulation agreements; the inactivation of courses, certificates and programs; and other areas of curriculum as mutually agreed upon by the Senate and the Board or its designee. Other areas of CCC responsibility include scheduling the periodic review of both courses and conditions of enrollment. These areas of responsibility will be subject to the oversight provisions of Section 5 of this Article.

4.2 Review Procedures: The CCC shall develop curriculum review procedures, subject to the oversight provisions of Section 5 of this article.

Section 5. Curriculum Responsibility and Authority of the Senate

5.1 Oversight Responsibilities: As per Title 5 and Board Policy 2510, the Senate has primary responsibility for reviewing and recommending to the Board curriculum policies and procedures.

5.2 Review of Curriculum Procedures:

- 5.2.1 Any curriculum procedure is subject to immediate review upon the filing of a written request by a member of the student body, faculty, administration, staff or the community.
- 5.2.2 Review requests shall, at a minimum:
  - a) Describe the procedure(s) to be reviewed and any associated form(s), and
  - b) Provide written documentation that the procedure violates one of the standards of Article XI, Section 2 or infringes on other areas, as defined in the Senate Bylaws and agreed to by the Board or its designee.
- 5.2.3 A Senate committee together with the Vice President of Academic Affairs or designee and the Chair of the CCC or designee shall determine, in a timely manner, whether the review request is valid under Section 5.2.2, and
  - a) If found invalid, the request shall be denied in writing, or
  - b) If found valid, the committee shall consult with the CCC, the filer and other appropriate parties in order to eliminate the objection documented under Section 5.2.2. (b) and, if that is not possible, the procedure shall be rescinded.
- 5.3 Review of Curriculum Decisions: Any curriculum decision of the CCC may be referred to the Senate for review, in accordance with the procedures in the CCC Bylaws. Following a review, the Senate may make recommendations to the CCC. However, only the CCC can approve curriculum proposals for recommendation to the Board.

## **ARTICLE IX Bylaws and Rules of Order**

### Section 1. Bylaws and Rules of Order

- 1.1 The Senate may adopt bylaws not inconsistent with this Constitution, provide for committees, and establish its own rules of procedure.
- 1.2 Bylaws drawn up by the Senate shall be approved by majority vote of the Senate.

### Section 2. Rules of Order

- 2.1 Unless provided in this Constitution, in the bylaws, or standing rules, the rules contained in the current edition of *Robert's Rules of Order* shall govern the proceedings and the conduct of meetings of the Senate and its committees.

## **ARTICLE X Amendments to the Constitution**



Section 1. Amendments of the Constitution

1.1 Amendments to the Constitution may be proposed by:

- a) A motion approved by a majority vote of the Senate, or
- b) A petition signed by one-quarter of the faculty

The motion or petition must be presented in writing to the Senate president accompanied by a statement of the purpose and effect of the proposed amendment.

1.2 Upon receipt of a valid proposal for amendment, the Senate president shall submit the proposal to the Senate for a first reading. At the meeting following the first reading, there shall be a discussion, debate and vote on the proposed amendment.

1.3 If the Senate approves the proposal for amendment, it is put to a ratification vote by the faculty. The Election Committee chair shall conduct the vote by mail or other secure means including internet, phone, or other technology.

1.4 Proposed amendments of the Constitution must be ratified by a majority vote of the faculty members voting. The amendment shall become effective immediately upon ratification.

Section 2. Editorial Changes. Non-substantive, editorial changes in the Constitution may be made by a majority vote of the Senate.

**ARTICLE XI Professional Standards and Ethics**

Section 1. Professional Standards and Ethics

1.1 The Academic Senate may consider matters of professional standards and ethics as may apply to academic institutional concerns. The Senate may also consider such other matters that concern the academic well-being and management of the institution.

1.2 The Senate may, upon its findings, pass:

- a) Resolutions of Commendation
- b) Resolutions of Confidence
- c) Resolutions of No Confidence, or
- d) Resolutions of Censure, as well as other measures as it may deem appropriate and lawful.

Section 2. Standards of Operation and Conduct of the Senate, its Committees and its Officers

The operation and conduct of the Senate, its committees and its officers may

not

- a) Violate state law, or
- b) Violate ECC Board of Trustees policies, or
- c) Violate ECCFT agreement, or
- d) Subject the district to serious legal or fiscal liability, or
- e) Overzealously interpret state regulations and/or ECC Board of Trustees policies, or
- f) Violate any provision of this Constitution or its Bylaws.

**ARTICLE Delegate to Academic Senate for California Community Colleges  
XII**

Delegate

- 1.1 The delegate enjoys full voting rights at both regular and special general sessions of the Academic Senate for California Community Colleges.
- 1.2 The delegate shall be the president of the Senate. If the president is unable to attend, he or she may appoint a Senate member to represent El Camino College at the state level.

**Amendments and Revisions**

Revised	June 1982
Revised	June 1988
Revised	April 1989
Revised	March 16, 1990
Revised	December 1992
Revised	March 22, 1993
Revised	August 29, 1998
Ratified	May 1, 2000
Ratified	July 1, 2002
Ratified	Nov. 4, 2011
Ratified	June 9, 2017
Ratified	June 3, 2019
Ratified	June 11, 2021



## STUDENT HEALTH SERVICES

SPRING 2023

# Wellness Workshops + Events

### THERAPY OR NAH

Ever wondered about therapy and whether it would be helpful for you? Attend this Q&A to learn about our services and ask your burning questions about therapy!

Presented by Kenneth Spears | Zoom | Tuesday: 2/21 @ Noon

### UNDERSTANDING & COPING WITH DEPRESSION & ANXIETY

Learn how to recognize symptoms and use effective coping strategies, such as helpful thinking patterns, medications, healthy behaviors, and improved social relationships. Presented by Dr. Maria Nazarian | Yoga Studio/GYM Room 216 | Every Monday: 2/27 through 5/22 @ 2PM

### SELF CARE 3.0 SERIES

This series will help provide you with tools to improve self-care and well-being. 3/1: Emotional Self-Care. 4/5: Physical Self-Care. 5/3: Social Self-Care. Presented by Dr. LaShaune Gordon | Zoom | Wednesdays: 3/1, 4/5, 5/3 @ 12:30PM

### A SELF-COMPASSION SERIES

3/2: Tend to be mean to yourself when things go wrong? An introduction into using kindness to relieve stress and achieve your goals.  
4/6: Building up your self-compassion takes a little about self-compassion but want to know more? Learn how to deepen your practice of self-compassion.  
5/4: REERE: self-compassion! Transform inner kindness to external power and change. Presented by Dr. Victoria Kwon | Zoom | Thursdays: 3/2, 4/6, 5/4 @ Noon

### FINDING BALANCE WORKSHOP

Improve mental health by identifying healthy strategies to balance the demands of school, family, and work. Presented by Dr. Alan Dingle | Room 208 in Health Sciences Building | Tuesday: 3/7 @ Noon

### ANGER MANAGEMENT WORKSHOP SERIES

This workshop will guide students in understanding the cycle of anger and how it impacts our lives. Join at any session! Presented by Dr. Waney Midgette | Zoom | Thursdays: 3/9, 3/16, 3/23, 3/30, 4/6, 4/20, 4/27 @ 2PM

### SPECIAL EVENTS

Monthly Health First Aid Certifications: 2/17, 3/13, 4/17, 5/15 @ 9AM  
Spring Health and Well-Being Fair: 4/4 | Library Lawn | 10AM-2PM

### ACTIVE MINDS: A student club dedicated to changing the conversation about mental health and de-stigmatizing mental illness.

Therapy Dogs: 2/28 @ Q&A; 3/28, 4/19 and 5/31 @ Library Lawn | 1100M-130M  
Winter Wellness Wednesdays: 2/22, 3/22, 4/26, 5/24, 6/7 | Library Lawn | 11:30AM

### LET'S TALK ABOUT SEX - 2.0!

Want to talk about sex in a fun, non-judgmental way? Come join in on a Kahoot game to earn the title of SEX GAMES CHAMP 2.0. Prizes will be provided!

Presented by Alexus Johnson and Sandra Sloan, Registered Nurses  
Room 208 in Health Sciences Building | Wednesday: 3/8 @ 11:30AM

### HEADACHES UNDERSTOOD

Join to learn about different types of headaches, available home treatments, and when to see a medical professional. Presented by Chris Campbell, Nurse Practitioner | Zoom | Thursday: 3/9 @ 10AM

### PROTECT YOUR PRIVATES: REPRODUCTIVE HEALTH PRACTICES

From self-exams to screenings to preventative vaccines/medications, come and learn more about the steps you can take to protect yourself! Presented by Courtney Crockett, Registered Nurse | Zoom | Monday: 3/13 @ 10AM

### BIRTH CONTROL 101

Learn about the different types of birth control, and separate the myths from the facts! Everyone is welcome! Presented by Aileen Kizilinski, Nurse Practitioner | Zoom | Thursday: 3/16 @ 4PM

### THE FENTANYL FACTOR: ONE PILL CAN KILL

Fentanyl is a synthetic opioid causing a record high spike of unintentional overdoses across the United States. Overdose Prevention and Naloxone Distribution practices will be reviewed. Presented by Dr. Julie Poeppoe, Nurse Practitioner | Zoom Thursday: 3/23 @ Noon

### WHY IS SLEEP IMPORTANT IN COLLEGE?

This workshop will help to understand how poor sleep, or lack thereof, affects your intellectual and physical performance. Presented by Dr. Julie Poeppoe, Nurse Practitioner | Zoom | Thursday: 3/30 @ Noon

### LET'S CLEAR THE AIR WORKSHOP

Learn about the impact of fabric-related products on our minds, bodies, and the environment. Presented by Vickie Beckwith, Registered Nurse  
Zoom | Monday: 4/17 @ 4PM

### LGBTQIA+ ALLYSHIP WORKSHOP

Effective Allyship is paramount in overcoming systems of oppression and inequities on any level. Learn what YOU can do to be an effective LGBTQIA+ Ally! Presented by Dr. Kenneth Spears | Zoom | Tuesday: 4/25 @ Noon

FOR ACCESSIBILITY-RELATED QUESTIONS, PLEASE CONTACT SHS AT 310-860-1843.



Sign up at [www.elcamino.edu/StudentHealthServices](http://www.elcamino.edu/StudentHealthServices)



## ● Scope of Services

- Urgent Care Model
- Primary Care Provider Level
- “Acute, Episodic Care” (Ed Code)

■ i.e. Not for Management of Chronic Conditions

## ● Eligibility to Use Services

- Student Health Fee (\$22/semester; \$18/summer)
- Solely funded by Health Fee; Zero Funding from General Fund 11

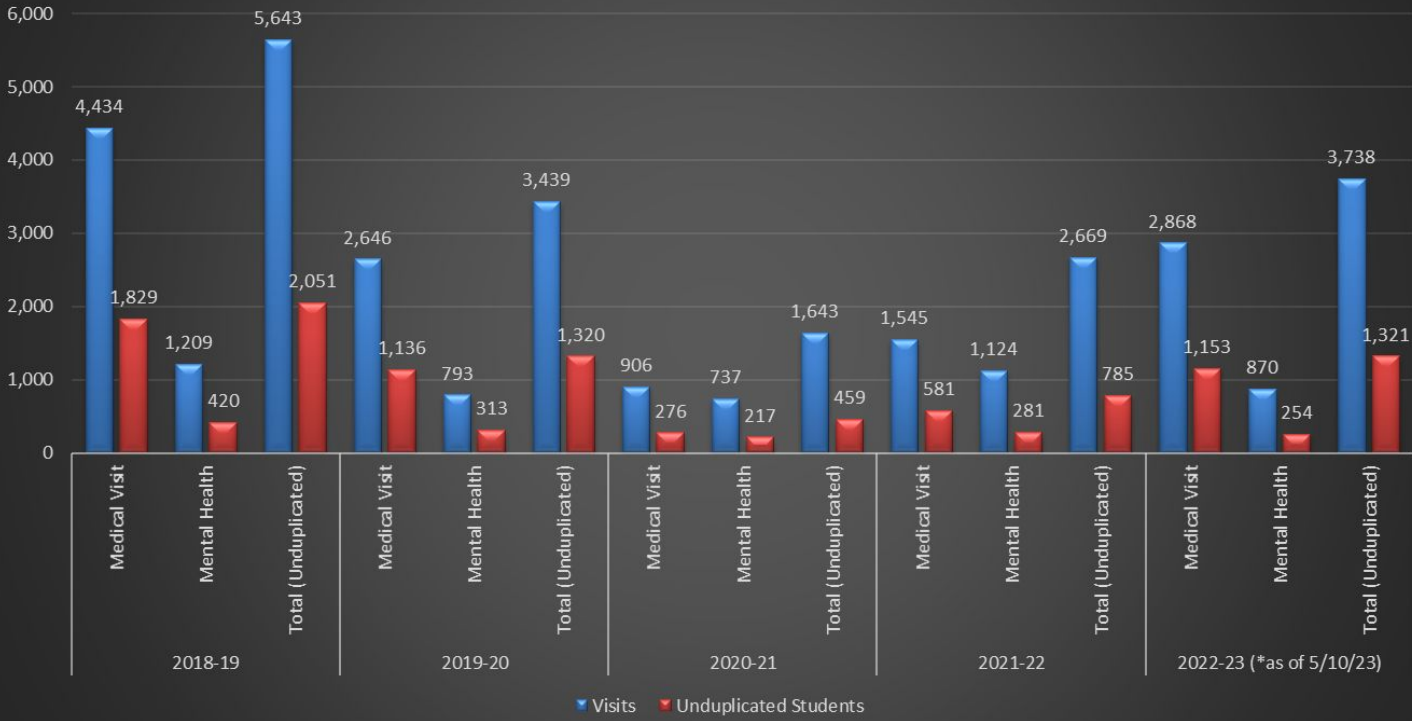
- At least one-unit, for-credit course

- Ed Code Exceptions:

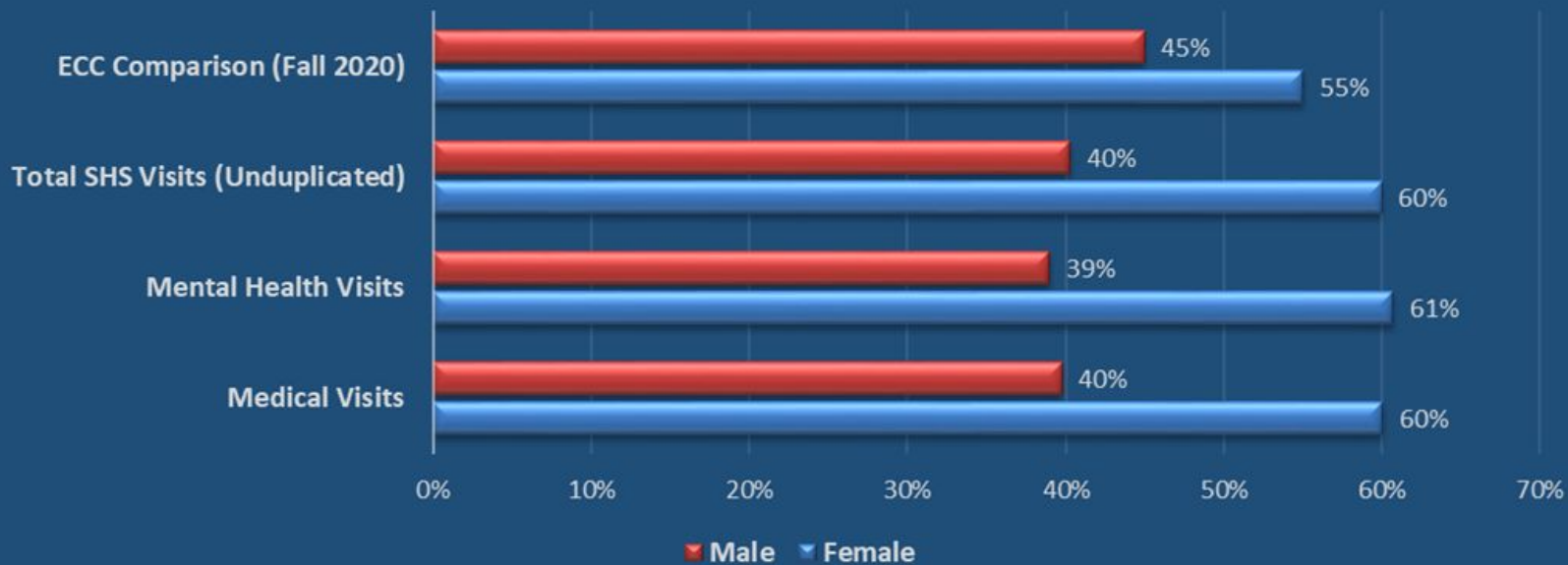
■ Religious (Form with SSS Dean) and Apprenticeship Courses Only

- Dual Enrollment and Non-Credit Students – do not pay health fee/not eligible

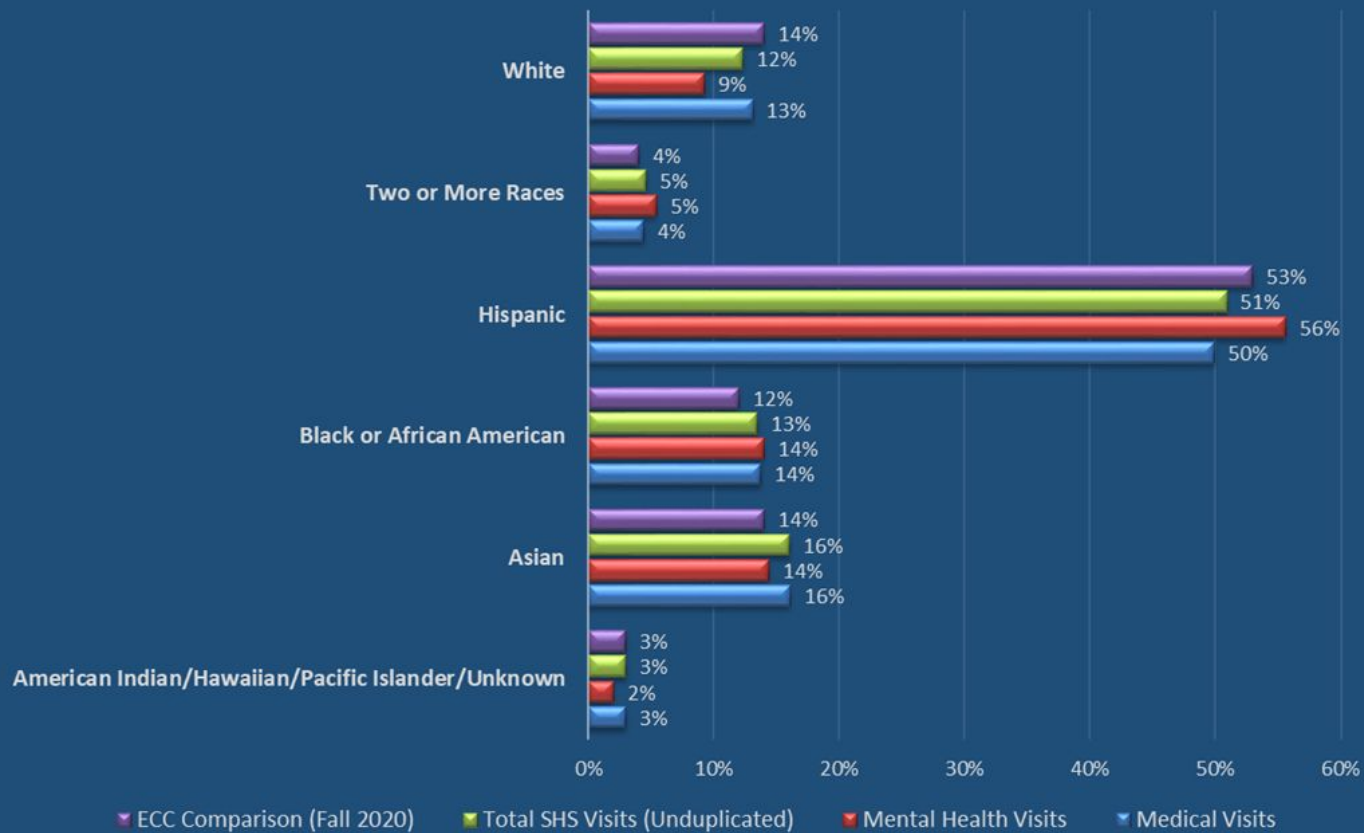
## SHS STUDENT Clinical Visits



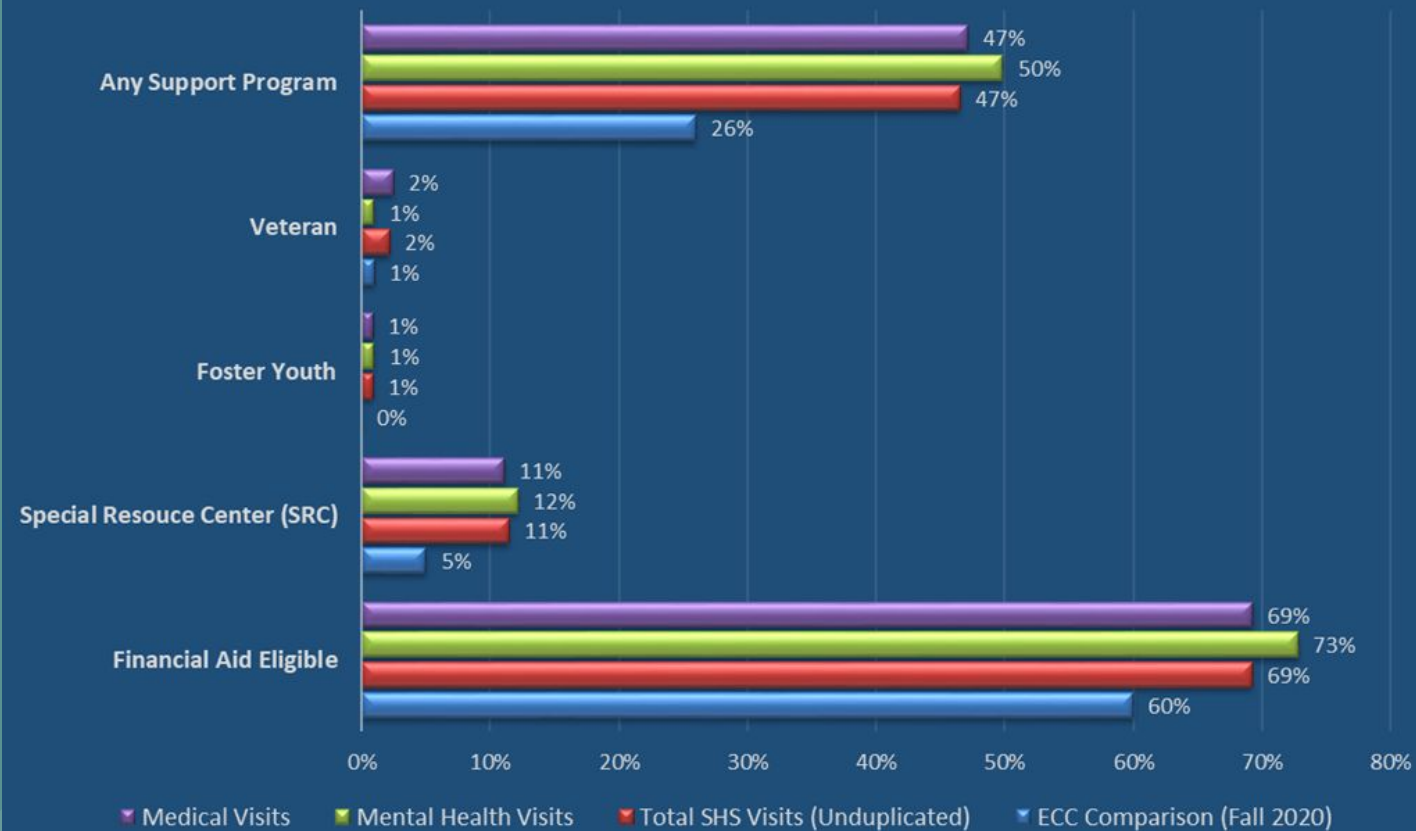
## 2019 - 2020 Gender Statistics



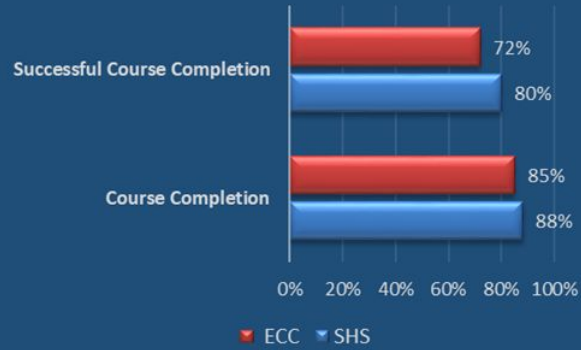
## 2019 - 2020 Race/Ethnicity Statistics



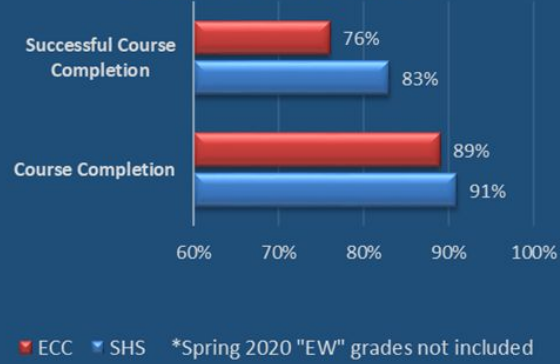
## 2019 - 2020 Special Programs Utilization



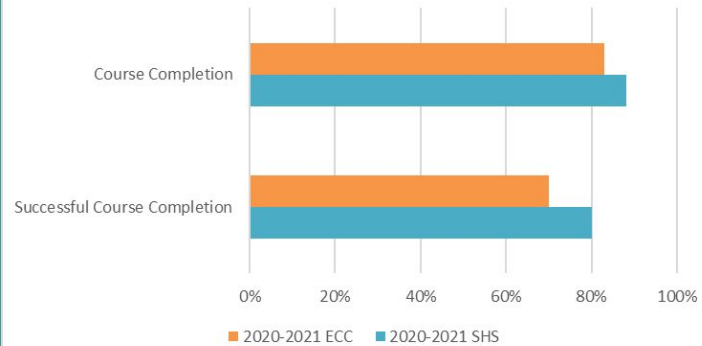
## 2018 - 2019 Course Outcomes



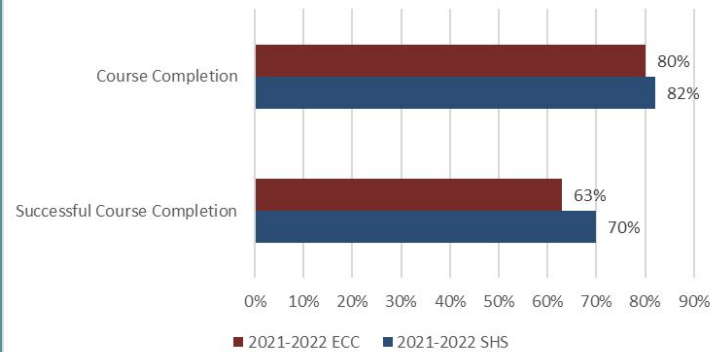
## 2019 - 2020\* Course Outcomes



## Course Outcomes



## Course Outcomes





# El Camino College - All Visits

Total Visits

1,171

Annualized Utilization %  
since beginning of program

6.3%

Total Unique Member Encounters  
TimelyCare Only

294

Total Visits by Month



Previous Month's Visits

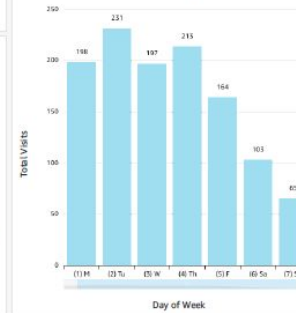
2023-03-01 to 2023-03-31

121

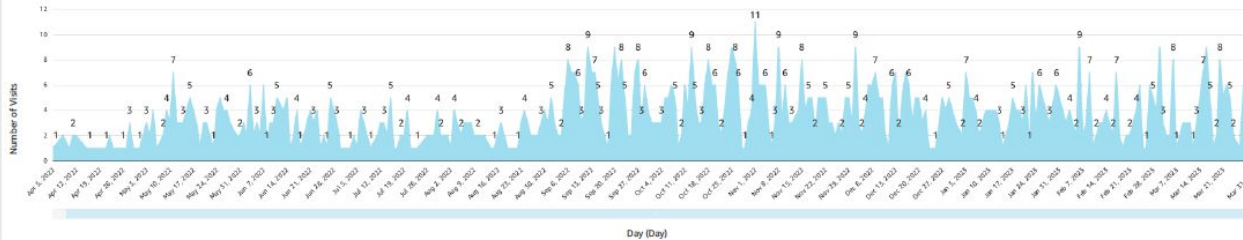
Total Visits by Week



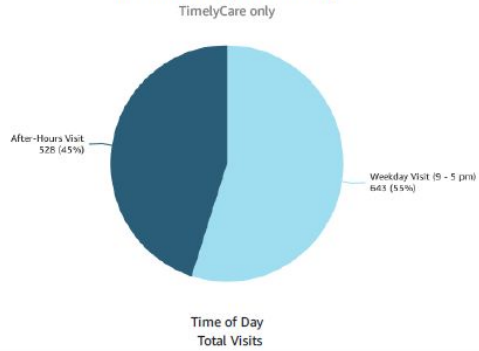
Total Visits by Day of Week



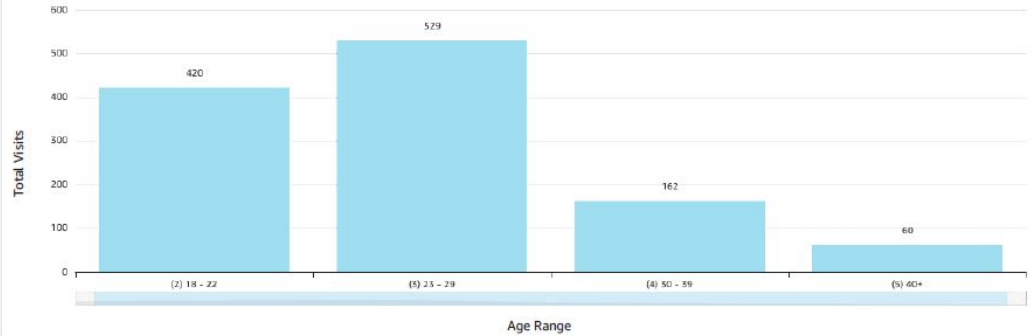
Total Visits by Day



### Total Visits by Time of Day



### Total Visits by Age Range

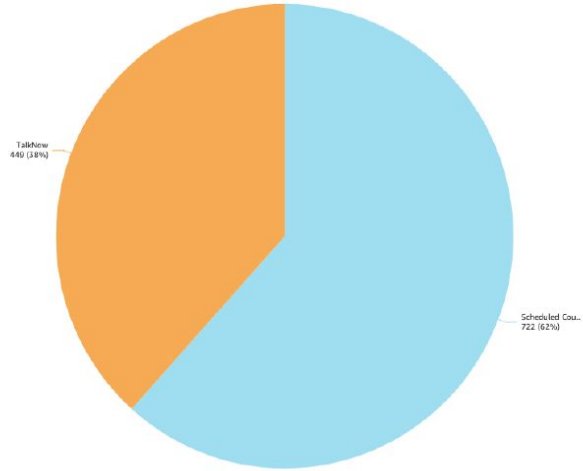


### Total Visits and Ratings (on a scale from 1 to 5) by Visit Type

TimelyCare Only

Visit Type	Total Visits	Total # of Visits with a Visit Rating	Average Visit Rating	Total # of Visits with a Provider Rating	Average Provider Rating
Scheduled Counseling	722	280	4.94	282	4.97
TalkNow	449	47	4.81	45	4.78
<b>Total</b>	<b>1,171</b>	<b>327</b>	<b>4.92</b>	<b>327</b>	<b>4.94</b>

% Visit Type of Total Visits



Average TalkNow Wait Time (min.)

TimelyCare only

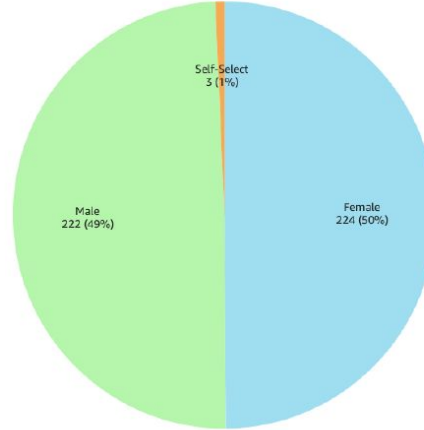
5

Average Length of Visit (min.) by Visit Type

Visit Type	Avg Visit Length (min.)
Scheduled Counseling	52
TalkNow	36
Total	50

Total TalkNow Visits by Gender

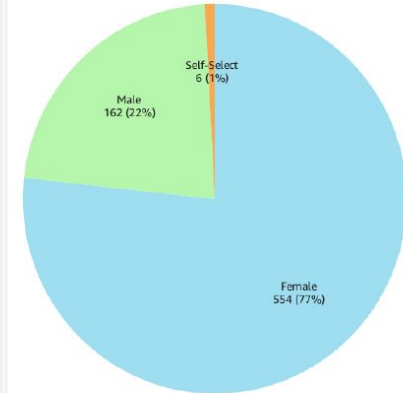
TimelyCare Only



Female Male Self-Select

Total Scheduled Counseling Visits by Gender

TimelyCare Only



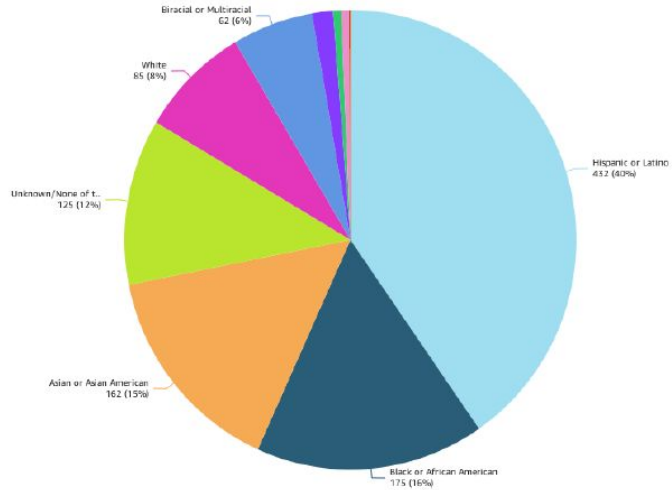
Female Male Self-Select

Top States by Total Visits

State	Total Visits
Arizona	2
California	1,154
Colorado	1
Maryland	14

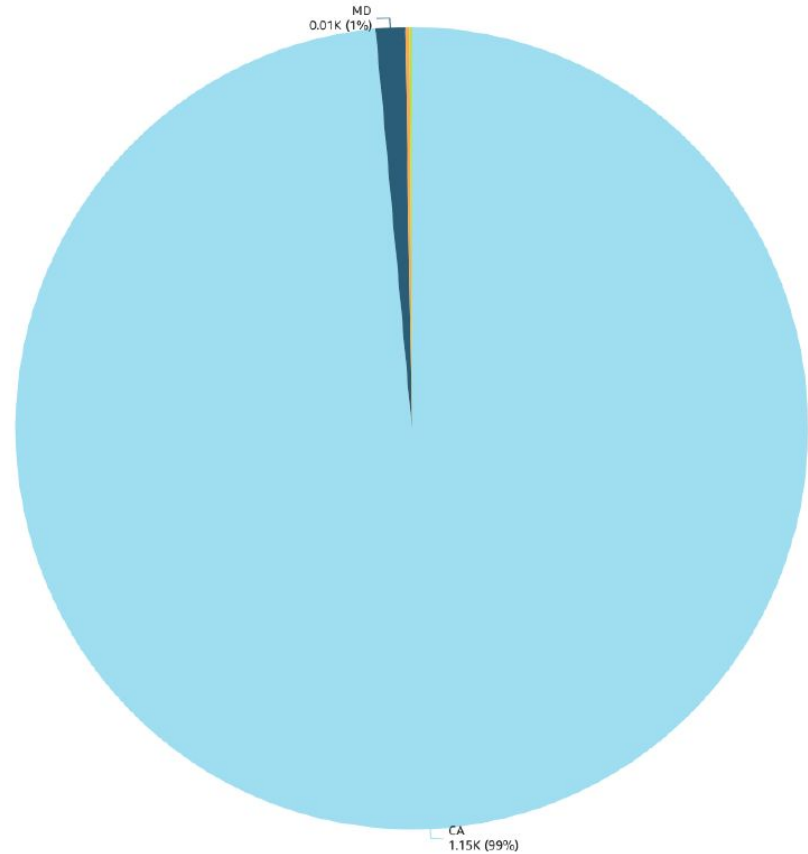
### Total Visits by Ethnicity

TimelyCare only



- Hispanic or Latino
- Black or African American
- Asian or Asian American
- Unknown/None of the above
- White
- Biracial or Multiracial
- Prefer not to answer
- Middle Eastern/North African (MENA) or Arab Origin
- Native Hawaiian or Other Pacific Islander Native
- American Indian or Native Alaskan

### Top States by Total Visits



State

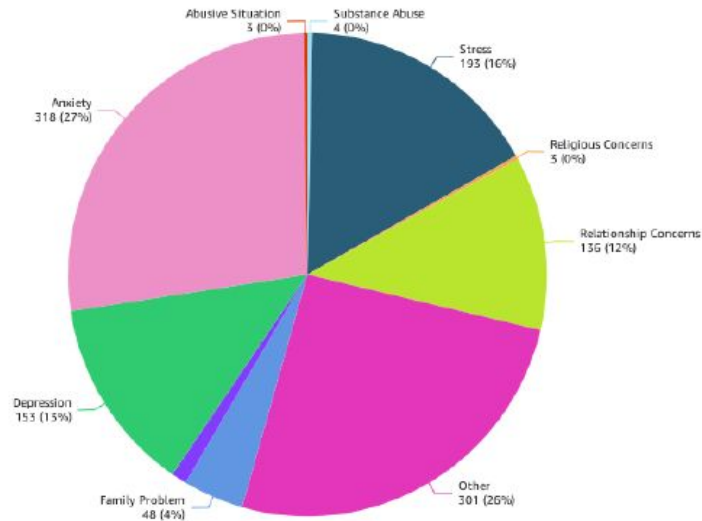
## Mental Health Improvement

% of Visits with Moderate, High or Emergent initial distress levels that resulted in distress reduction; TimelyCare only

# 75.15%

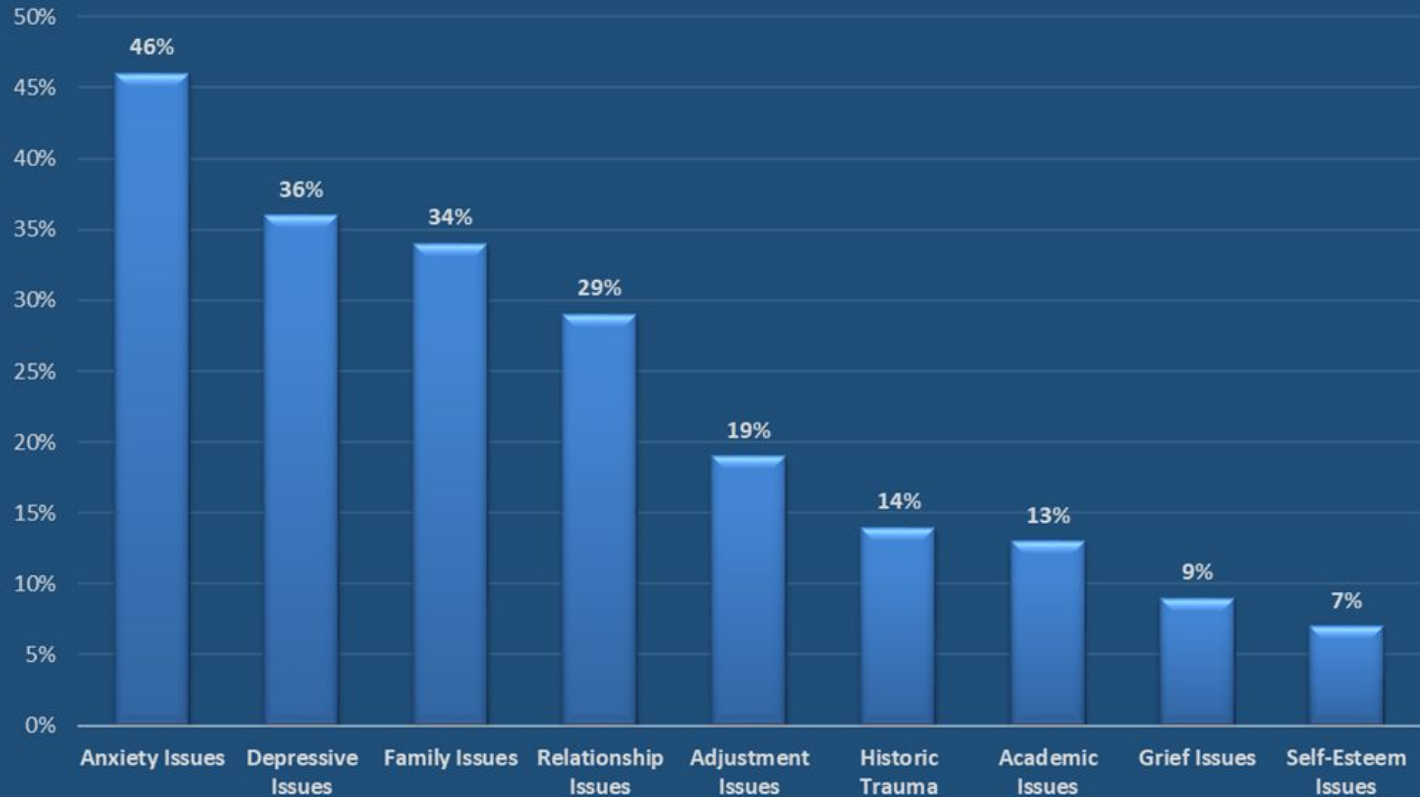
## Reason for Mental Health Visit

TimelyCare Only



■ Substance Abuse ■ Stress ■ Religious Concerns ■ Relationship Concerns ■ Other ■ Family Problem ■ Empty ■ Depression ■ Anxiety ■ Abusive Situation

## Top 9 Student Mental Health Concerns (2020-2021)



A photograph of the University of California, Los Angeles campus. The image shows a large, historic building with two prominent towers and arched windows. In the foreground, there is a paved walkway leading to a circular fountain with water. The scene is set against a clear blue sky with some light clouds. The image is overlaid with a semi-transparent blue rectangle on the left side, which contains the title and presenter information.

# **Mental Health at California CCs: Data from the Healthy Minds Survey**

Presented by  
Kate Wolitzky-Taylor, Ph.D.  
Daniel Eisenberg, Ph.D.  
Ashley Johnston, M.S.S.

**UNIVERSITY OF CALIFORNIA, LOS ANGELES**



**STUDENT  
HEALTH  
SERVICES**

EL CAMINO COLLEGE



The  
Healthy  
Minds Network

## **YOUR VOICE MATTERS!**

**Check your email from May 1-26!**

Look for the individually EMAILED Survey

Link from

**HEALTHYMINDS-ECC@EMICH.EDU!!**

The Healthy Minds Study is a confidential web-based survey examining *mental health* service utilization among college students.

The information from this study will be used to inform policy and practice for mental health programs & services at El Camino College.

You will be eligible for the following opportunity:

**A \$250 Amazon Gift Card** only available to El Camino College students!



Togetherall is a clinically moderated, online peer-to-peer mental health community that reaches and empowers a diverse population of students to anonymously seek and provide support.

#### 24/7 Clinical Moderation

The entire platform is moderated by licensed and registered mental health practitioners to ensure:

- The community remains vibrant, supportive and inclusive
- Risk is identified and escalated to crisis supports, as appropriate.
- Students are navigated to resources available in the platform and through their campus.

#### Courses & Resources

A variety of self-directed courses, self-assessments, journals, and articles are available. The platform is configured with El Camino Community College specific resources such as counseling services and peer coaching integrated alongside Togetherall tools.

#### Integration with ProtoCall, Campus & Community Resources

Togetherall can integrate into ProtoCall's 24/7 crisis line for any student in need of additional support. Togetherall also makes it simple for students to access your campus and community resources, all in one place.



## The Power of Peer Support

Introducing Togetherall's Trained Peers program, an exciting new addition to our existing mental health community that is monitored 24/7 by licensed clinicians. The program provides students with the ability to help thousands of peers in the Togetherall community.

#### Our Community

Togetherall is a 24/7 clinically moderated peer support community. For 15+ years, we have supported our members' mental health by providing a safe online community that empowers students to give and receive support for the full range of mental health concerns, conveniently and anonymously. We keep the community healthy, safe, and vibrant through clinical moderation.

**Our clinical team:** Our team of licensed clinicians monitor the community for risk escalation, vibrancy and service navigation.

**Our members:** Members anonymously seek and provide support within a safe community.

For more information about the Togetherall Trained Peers program, please contact [info@togetherall.com](mailto:info@togetherall.com)

#### New Trained Peers Program

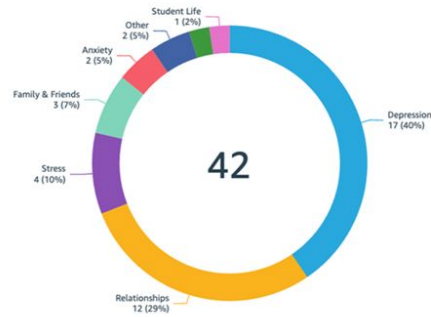
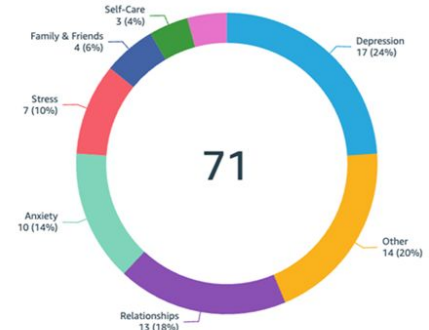
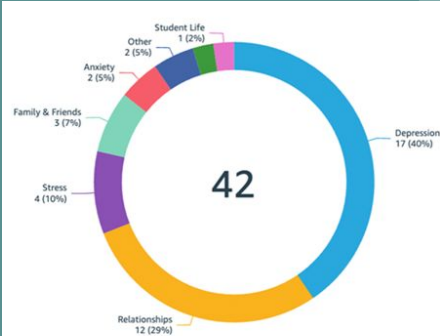
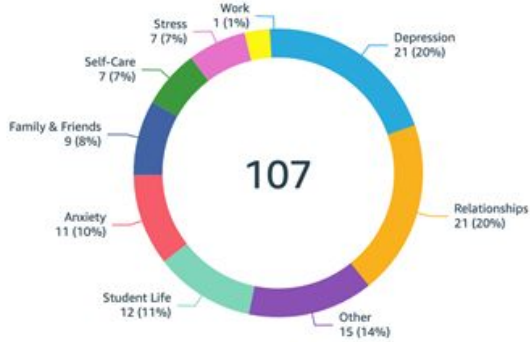
With the addition of this new service, which launched in January 2022, trained peers are now part of the Togetherall community. Trained peers are students who give support to their peers through training and orientation, regular group supervisory meetings with other trained peers, and continuing professional development, where participants receive Togetherall clinical training. This program was created as a response to student community members who are passionate about mental health, eager to prioritize mental health in their home communities and excited about gaining additional skill and experience in helping their peers.

## Peer-to-Peer Forums Engagement



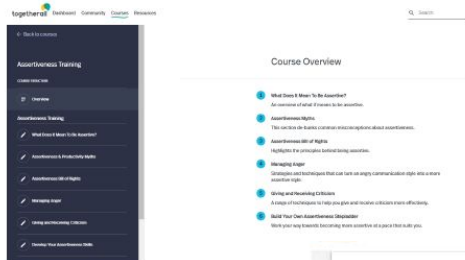
## Peer-to-Peer Forums Post Breakdown by Topic

Posts only; does not include comments



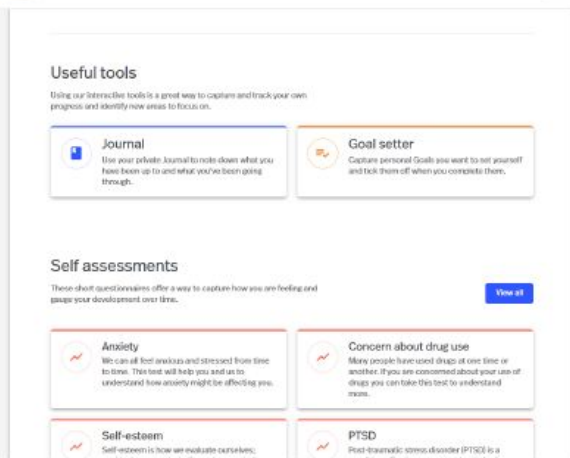
### Courses

Each course begins with a self-assessment on the specific topic, followed by chapters that can be completed at one's own pace. Participants can also join a "Couso talkabout" with other participants to discuss the material or share about their own experiences with the course subject.



### Courses available include:

- Cut down your drinking
- Improve your sleep
- Managing anger
- Managing PTSD
- Assertiveness Training
- Balance your Thinking
- Coping with Grief & Loss
- Managing Depression & Low Mood
- Managing health anxiety
- Managing OCD
- Managing panic
- Managing Phobias
- Managing self-harm
- Managing social anxiety
- Managing stress & worry
- Problem solving
- Quit smoking
- Stop Procrastinating

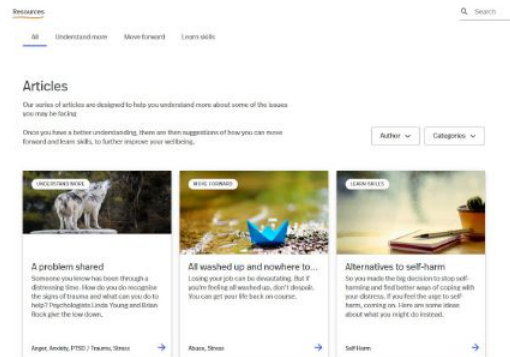


### Our self-assessments include:

- Anxiety about health
- Anxiety
- Concern about drinking
- Concern about drug use
- Concern about eating
- Depression
- Fears and Phobias
- General Distress
- Loss or trauma
- Obsessive or compulsive tendencies
- PTSD
- Self-esteem
- Sleeping
- Social Fear
- Wellbeing

### Articles

Togetherall has published a variety of articles featuring prominent co-authors with expertise in various mental health topics. Articles can be configured to include additional resources available to members outside of Togetherall.



# What's Next – Togetherall Implementation Cohort Study For Community Colleges

**Starting in May/June 2023, for institutions who want to bring Togetherall to their campus, we will be launching an implementation cohort study with the goals of:**



Launching 15 institutions across a variety of community college settings and geographies at the same time



Evaluating the effectiveness of a variety of implementation and communication methods to drive awareness and adoption of Togetherall's population mental health approach



Evaluating the impact of Togetherall on those community college students and the ways implementation methods may have impacted those outcomes

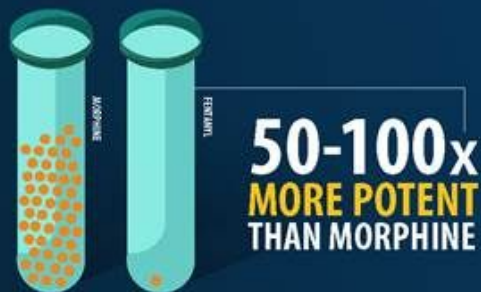
**For institutions that are interested in being a part of the 15-institution study, we anticipate the study launch in mid-May 2023. Reach out to us if your institution is interested!**



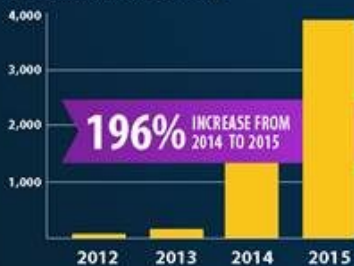
# FENTANYL: Overdoses On The Rise



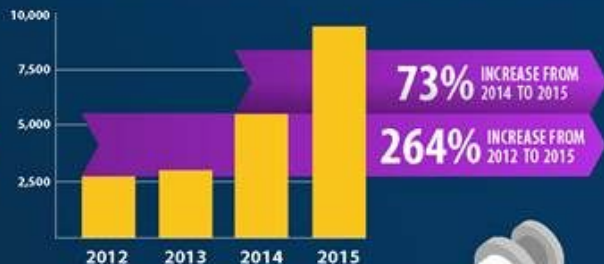
Fentanyl is a synthetic opioid approved for treating severe pain, such as advanced cancer pain. Illicitly manufactured fentanyl is the main driver of recent increases in synthetic opioid deaths.



Ohio Drug Submissions Testing Positive for Illicitly Manufactured Fentanyl

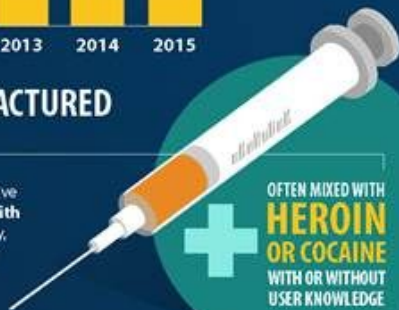


## SYNTHETIC OPIOID DEATHS ACROSS THE U.S.



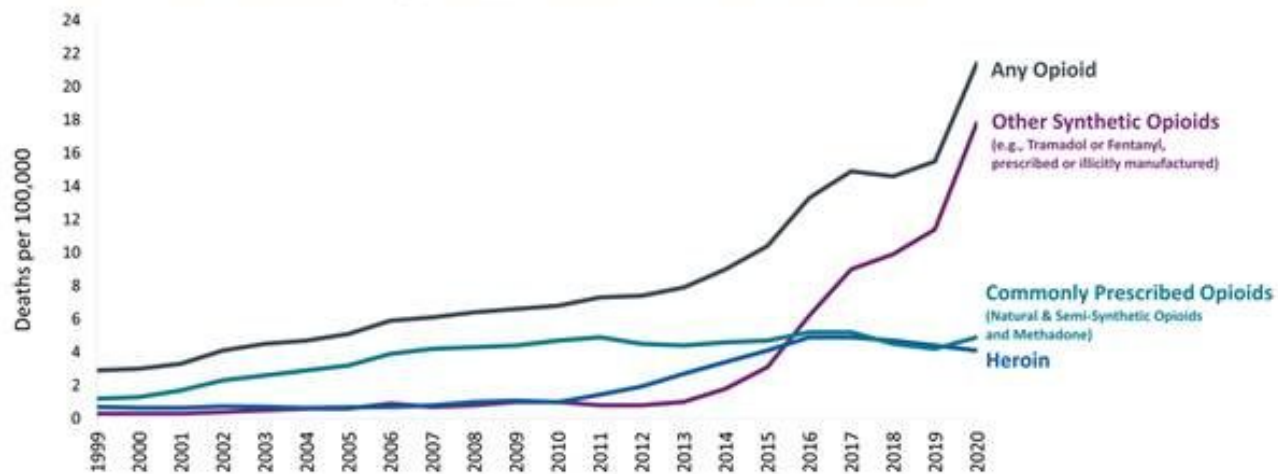
## ILLICITLY MANUFACTURED FENTANYL

Although prescription rates have fallen, overdoses associated with fentanyl have risen dramatically, contributing to a sharp spike in synthetic opioid deaths.





## Three Waves of Opioid Overdose Deaths



Wave 1: Rise in Prescription Opioid Overdose Deaths

Wave 2: Rise in Heroin Overdose Deaths Started in 2010

Wave 3: Rise in Synthetic Opioid Overdose Deaths Started in 2013

SOURCE: National Vital Statistics System Mortality File.



## New Student Health Services

## EXTERIOR

**METAL PANEL FASCIA AND SOFFIT**  
ALUCOBOND  
HWH BIO WHITE

**WALL PANEL**  
HARDIE ARCHITECTURAL PANEL  
FINE SAND-GROOVED (WITH THE DREAM COLLECTION COLOR)  
COLOR MATCH  
DUNN-EDWARD  
DE6365 COLD MORNING



**CANOPY FASCIA**  
COLOR MATCH  
DUNN-EDWARD  
DEW380  
LIGHTHOUSE

**SOFFIT**  
COLOR MATCH  
DUNN-EDWARD  
DEW380  
LIGHTHOUSE



**SAND SMOOTH FINISH PLASTER**  
COLOR MATCH  
DUNN-EDWARD  
DET440  
RUSSET LEATHER



**WALL PANEL**  
HARDIE ARCHITECTURAL PANEL  
FINE SAND-GROOVED (WITH THE DREAM COLLECTION COLOR)  
COLOR MATCH  
DUNN-EDWARD  
DE6368 WALRUS





## New Student Health Services

## EXTERIOR

**WALL PANEL**  
 HARDIE ARCHITECTURAL  
 PANEL  
 FINE SAND-GROOVED  
 (WITH THE DREAM  
 COLLECTION COLOR)  
 COLOR MATCH  
 DUNN-EDWARD  
 DE6365 COLD MORNING



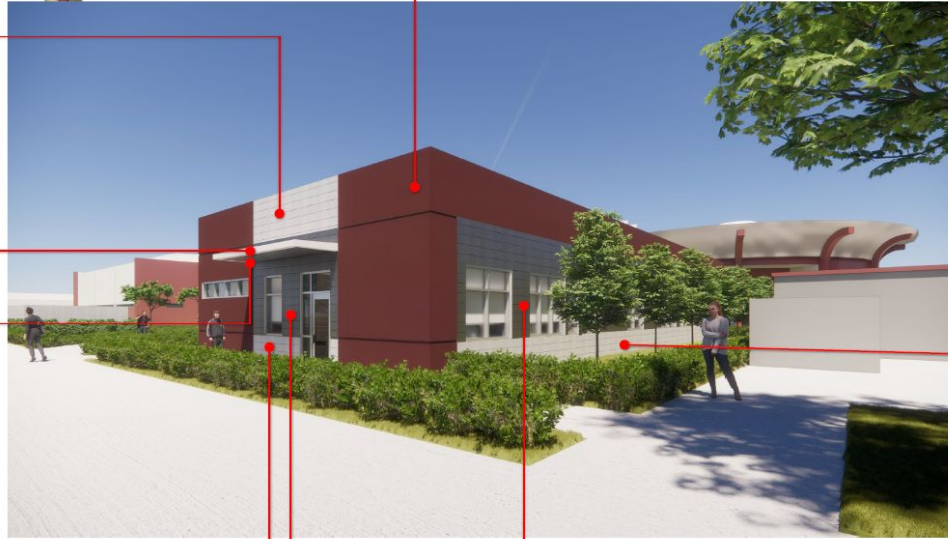
**SAND SMOOTH FINISH  
 PLASTER**  
 COLOR MATCH  
 DUNN-EDWARD  
 DET440  
 RUSSET LEATHER



**CANOPY FASCIA**  
 COLOR MATCH  
 DUNN-EDWARD  
 DEW380  
 LIGHTHOUSE



**SOFFIT**  
 COLOR MATCH  
 DUNN-EDWARD  
 DEW380  
 LIGHTHOUSE



**WALL PANEL**  
 HARDIE ARCHITECTURAL  
 PANEL  
 FINE SAND-GROOVED (WITH THE  
 DREAM COLLECTION COLOR)  
 COLOR MATCH  
 DUNN-EDWARD  
 DE6365 COLD MORNING



**WALL PANEL**  
 HARDIE ARCHITECTURAL PANEL  
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**WALL PANEL**  
 HARDIE ARCHITECTURAL PANEL  
 FINE SAND-GROOVED (WITH THE  
 DREAM COLLECTION COLOR)  
 COLOR MATCH  
 DUNN-EDWARD  
 DE6368 WALRUS







**WALL FABRIC FIELD**  
KORSEAL FLEXIWEAVE,  
EQUILIBRIUM FXW1-14



**WALL FABRIC ACCENT**  
@RECEPTION & NURSING  
KORSEAL FLEXIWEAVE,  
DIVE FXW1-07



**ROLLER SHADE**  
MECHOSHADE  
THERMOVEIL 1500  
SILVER BIRCH 1519



**COUNTERTOP @RECEPTION**  
& NURSING, QUARTZ  
CAESARSTONE  
5212 TAJ ROYALE



**WALKOFF MAT @ LOBBY ENTRY**  
MOHAWK  
STEP UP II GT311  
989 OBESIDIAN

**LVT FLOOR FIELD :**  
INTERFACE Criterion Classic  
Woodgrains, C00108  
MUSHROOM



**WALLBASE**  
JOHNSONITE  
TG6 MINK WG





# New Student Health Services

# NURSE STATION



**WALL FABRIC ACCENT**  
@RECEPTION & NURSING  
**KOROSEAL FLEXIWEAVE,**  
DIVE FXW1-07

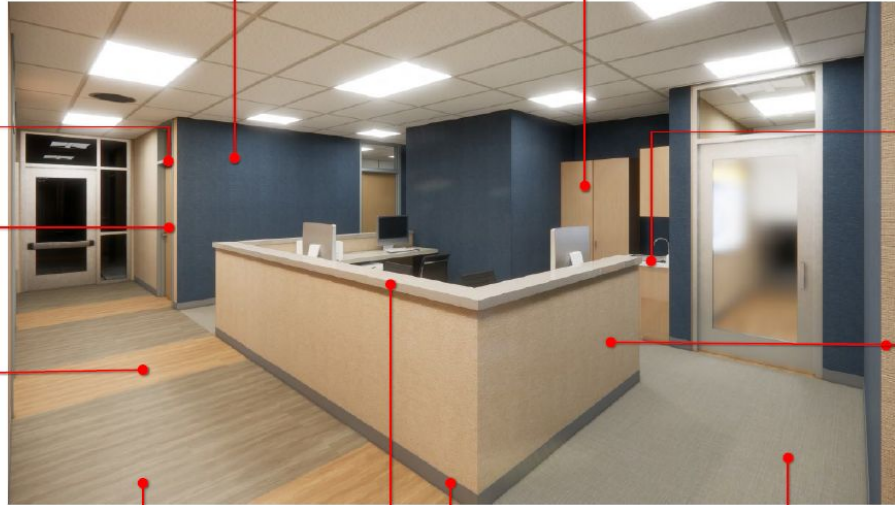


**CASWORK VERTICAL SURFACE**  
LAMINATE PLASTIC  
**FORMICA 8843 NATURAL ASH**

**HOLLOW METAL DOOR/FRAME**  
**DUNN-EDWARD**  
SILVER LINED DE6353

**WOOD VEER DOOR**  
**VT INDUSTRIES**  
WHITE BIRCH,  
SERENGETI SE18

**LVT FLOOR ACCENT@ DOOR**  
**INTERFACE** Criterion Classic  
Woodgrains,  
C00104 WASHED MAPLE



**COUNTERTOP @SINK**  
COUNTER, QUARTZ  
**DALTILE** CHIPPED ICE

**WALL FABRIC FIELD**  
**KOROSEAL FLEXIWEAVE,**  
EQUILIBRIUM FXW1-14



**LVT FLOOR FIELD :**  
**INTERFACE** Criterion Classic  
Woodgrains, C00108  
MUSHROOM

**COUNTERTOP @RECEPTION**  
& NURSING, QUARTZ  
**CAESARSTONE**  
5212 TAJ ROYALE

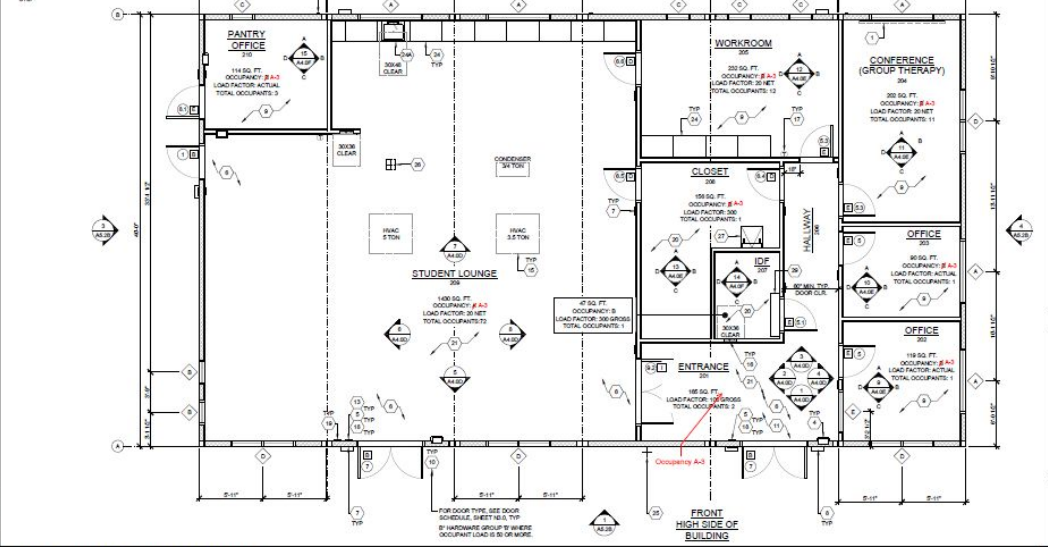
**WALLBASE**  
**JOHNSONITE**  
TG6 MINK WG

**LVT FLOOR ACCENT@**  
NURSING  
**INTERFACE** Native Fabric  
A00801 FLAX

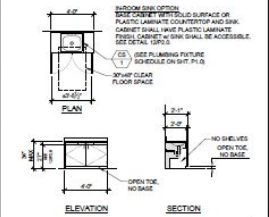


BUILDING SIZE SCHEDULE			
BUILDING SIZE (FT)	TOTAL # OF 10' WIDE MODULES	TOTAL # OF CORNER MODULES	OVERALL BUILDING DIMENSIONS (FT)
30'x40'	2	4	28'-0" x 40'-0"
30'x45'	3	1	35'-0" x 45'-0"
30'x50'	4	2	42'-0" x 50'-0"
30'x55'	5	3	50'-0" x 55'-0"
30'x60'	6	4	58'-0" x 60'-0"
30'x65'	7	5	65'-0" x 65'-0"
30'x70'	8	6	74'-0" x 70'-0"
30'x75'	9	7	82'-0" x 75'-0"
30'x80'	10	8	90'-0" x 80'-0"

1. TOTAL BUILDING WIDTH INCLUDES 1/4" PER MODULAR CONSTRUCTION TOLERANCE PER FOUNDATION SHEETS 01.2.



FLOOR PLAN - STUDENT WELLNESS BUILDING



CLASSROOM SINK 16

**ENERGY CONTROLS**

1. **CEILING RECESSED LIGHTING CONTROLS**  
 ALL RECESSED LIGHTING SHALL COMPLY WITH THE CALIFORNIA CODE, SECTION 507.4.2.1. THEREFORE, NOT REQUIRED FOR THIS PROJECT.

2. **AUTOMATIC DAYLIGHTING CONTROLS**  
 NOT REQUIRED BY ROOM. RECESSED INSTALLED LIGHTING FIXTURES IN COMBINATION WITH PRIMARY DAYLIGHT ZONES ARE REQUIRED. INSTALLED IN PRIMARY DAYLIGHT ZONES ARE 4'x8' WAXTS, 4'x6' AS SHOWN ON SHEET 01.2. THEREFORE, AUTOMATIC DAYLIGHTING CONTROLS ARE ONLY REQUIRED WHEN "DAYLIGHT" ARE INSTALLED. SEE 4.1.1.

3. **ENERGY MANAGEMENT SYSTEMS (EMS) CONNECTION**  
 PER THE 2019 CALIFORNIA ENERGY CODE, SECTION 507.4.2.1. THE MINIMUM REQUIREMENTS TO MANAGE CONTAIN OCCUPANCY SENSORS AND AUTOMATIC LIGHTING, IN THAT CASE, AN EMS IS NOT REQUIRED FOR THIS PROJECT.

4. **WALL RECESSED LIGHTING REQUIREMENTS**  
 RECESSED LIGHTING SHALL COMPLY WITH THE CALIFORNIA CODE, SECTION 507.4.2.1. THEREFORE, NOT REQUIRED FOR THIS PROJECT.

5. **WALL RECESSED LIGHTING REQUIREMENTS**  
 RECESSED LIGHTING SHALL COMPLY WITH THE CALIFORNIA CODE, SECTION 507.4.2.1. THEREFORE, NOT REQUIRED FOR THIS PROJECT.

6. **WALL RECESSED LIGHTING REQUIREMENTS**  
 RECESSED LIGHTING SHALL COMPLY WITH THE CALIFORNIA CODE, SECTION 507.4.2.1. THEREFORE, NOT REQUIRED FOR THIS PROJECT.

ENERGY NOTES 17

**ACOUSTIC CONTROLS**

1. WHEN THE PRE-COURED PC BUILDING IS SITE ADAPTED, THE BUILDING AND SITE FEATURES SHALL COMPLY WITH THE CALIFORNIA CODE, SECTION 507.4.2.1. FOR THE SPECIFIC SITE LOCATION.

2. **MINIMUM WALL ACoustics**  
 BEST AVAILABLE SOUND ATTENUATION PER TEST SHEETS AS-45, AS-45.1 AND WITH THE 2x4 WOOD STUDS, PER LISTED OPTIONS. MINIMUM RATING LISTED BELOW PER THE CALIFORNIA CODE, SECTION 507.4.2.1. AND PER THE CALIFORNIA CODE, SECTION 507.4.2.1. PROVIDED BY THE OFFICE OF HOUSE CONSTRUCTION, DEPARTMENT OF HEALTH SERVICES.

3. IN THE EVENT THAT A PC CLASSROOM IS DESIGNED TO CONNECT TO ANOTHER PC CLASSROOM OR RESTROOM, INTERIOR SOUND TRANSMISSION IN THE INTERIOR CLASSROOM SHALL BE CONTROLLED AS WELL AS THE MINIMUM REQUIREMENT OF A 27 DB C. PER CALIFORNIA CODE SECTION 507.4.2.1. (EXAMPLES OF QUALIFYING ASSEMBLIES SHOWN BELOW).

4. **MINIMUM WINDOW ACoustics**  
 ALL WINDOWS AND DOORS OPENED ON THE SCHEDULES FOUND ON SHEETS 01.2 TO 01.6 SHALL MEET A MINIMUM STC RATING OF 27.

5. **WALL ACoustics**  
 ALL WALLS SHALL MEET A MINIMUM STC RATING OF 27.

6. **WALL ACoustics**  
 ALL WALLS SHALL MEET A MINIMUM STC RATING OF 27.

7. **WALL ACoustics**  
 ALL WALLS SHALL MEET A MINIMUM STC RATING OF 27.

8. **WALL ACoustics**  
 ALL WALLS SHALL MEET A MINIMUM STC RATING OF 27.

9. **WALL ACoustics**  
 ALL WALLS SHALL MEET A MINIMUM STC RATING OF 27.

10. **WALL ACoustics**  
 ALL WALLS SHALL MEET A MINIMUM STC RATING OF 27.

ACOUSTIC NOTES 17

1. 1/4" MINIMUM BOARD - SEE SHEET A0.6A
2. NOT USED
3. TYPICAL LINE
4. PER CALIFORNIA CODE SECTION 507.4.2.1. IF WALL PROTECTION FROM FALL OR BOTTOM OF FIRE EXTINGUISHER IS ABOVE 5'4" P.L.C.
5. TACTILE EXIT SIGN PER DETAIL 109A.0 (BY OTHERS)
6. EXISTING AREA
7. ROOM BRAGING AND I.L.A. PER DETAILS SHOWN BY OTHERS
8. EXTERIOR LIGHT
9. CABINET
10. GLASS DOOR
11. NON-ABSORBENT FLOOR AREA (2' OF WALL IN ALL DIRECTIONS @ ALL ENTRY DOORS) CHANGES IN LEVEL ARE NOT PERMITTED IN DOOR HANDLING CLEARANCE AREAS UNLESS APPROVED BY MATERIALS FLUSH WITH CARPET (15-04.2.4)
12. NOT USED
13. OCCUPANT LOAD SIGN PER DETAIL 119A.0 (BY OTHERS)
14. DOWNSPREAD (DOWNSPREAD TO SPASH BLOCK (10' DIA) QUANTITY AND LOCATION MAY VARY)
15. ROOF MOUNT HVAC - SEE MECHANICAL
16. ELECTRICAL PANEL LOCATION MAY VARY
17. THERMOSTAT
18. FROM LINE LOAD SIGN PER DETAIL 119A.0 (BY OTHERS) (FROM LINE LOAD SIGN IS REQUIRED ONLY FOR COMPARISON OF NOTIFICATION BUILDING DESIGNATED REQUIREMENTS. LOAD SIGN IS NOT PERMITTED IN DOOR HANDLING CLEARANCE AREAS UNLESS APPROVED BY MATERIALS FLUSH WITH CARPET (15-04.2.4))
19. FROM LINE LOAD SIGN PER DETAIL 119A.0 (BY OTHERS) (FROM LINE LOAD SIGN IS REQUIRED ONLY FOR COMPARISON OF NOTIFICATION BUILDING DESIGNATED REQUIREMENTS. LOAD SIGN IS NOT PERMITTED IN DOOR HANDLING CLEARANCE AREAS UNLESS APPROVED BY MATERIALS FLUSH WITH CARPET (15-04.2.4))
20. AGGRESSIVE LISTENING (ALL) SHALL BE POSITIONED IN PROMINENT PLACE AT OR NEAR THE ENTRANCE PER 179A.2.
21. CONCRETE OR POLYMER FLOORING
22. UPLIFTS/FLOORING
23. NOT USED
24. NOT USED
25. CASE/MIRROR - REFER TO A7.1 FOR BLOCKING
26. CASE/MIRROR - REFER TO A7.1 FOR BLOCKING
27. CASE/MIRROR - REFER TO A7.1 FOR BLOCKING
28. ROOF ACCESS AND LADDER PER 304.2A
29. NOT USED
30. MIN. GRT AIR HANDLER PER M1.1A

**KEY NOTES**

1. MECHANICAL OR PLUMBING FUTURE - SEE MECHANICAL OR PLUMBING DRAWINGS
2. KEY NOTE - SEE KEY NOTES ABOVE
3. WINDOW TYPE - SEE SCHEDULE, SHEET 01.1
4. DOOR HARDWARE GROUPS - SEE 10.0

**WALL SYMBOLS LEGEND**

1. NOT USED
2. OPTIONAL INTERIOR WALLS MAY OCCUR THROUGHOUT THE BUILDING AS CONTRACTOR PER SHEETS 01.1. THE PC TITLE 24 HAS BEEN RUN FOR THE WORST CASE ENVELOPE SIZED 24 AREA.
3. PANEL HARDWARE COMPLYING WITH C.C. 1016.1.1 IS REQUIRED TO BE INSTALLED WHEN THE COMBINATION OF ANY ROOM PROVIDES AN OCCUPANT LOAD OF 30 OR GREATER.
4. IF OCCUPANT LOAD EXCEEDS 30, PROVIDE A SECOND EXIST. DOOR PER CEC TABLE 109.1.1.
5. ALL PRIMARY EXTERIOR DOOR ENTRIES SHALL BE COVERED TO PREVENT WATER INTRUSION BY USING NON-ABSORBENT FLOOR AND WALL FINISHES WITH A DRAIN EXIST. PER C.C. SECTION 104.0.
6. ALL PRIMARY EXTERIOR DOOR ENTRIES SHALL HAVE AT LEAST ONE OF THE FOLLOWING:
  - OPTIONAL SIDE WALL CANOPY (FEET IN DEPTH) PER SHEET 05.A
  - DOOR OVERSHOOT AT LEAST 1 FEET IN DEPTH
  - DOOR OVERSHOOT AT LEAST 1 FEET IN DEPTH
  - OTHER METHODS WHICH PROVIDE EQUIVALENT PROTECTION (BY OTHERS)
7. WINDOW PLACEMENT SIZE MAY VARY AS THE PC TITLE 24 HAS BEEN RUN FOR THE WORST CASE ENVELOPE PROVIDED THAT THE MINIMUM WINDOW AREA AS NOTED DOUBLE-WIDE ROOM AND 300 SQ. FT. FOR A TRIPLE-WIDE ROOM. JUSTIFICATION OF LARGER AREA MAY BE BASED ON DATA AND INTERPOLATION.
8. CABINETS MAY BE INSTALLED ON ONE OR BOTH SIDES OF INTERIOR WALLS AND THE INSIDE FACE OF EXTERIOR WALLS WHEN INSTALLED PER THE DETAIL, A0.7.1.

**SITE NOTE**

2019 CALIFORNIA ENERGY CODE SECTION 507.4.2.1. THE MINIMUM REQUIREMENTS TO MANAGE CONTAIN OCCUPANCY SENSORS AND AUTOMATIC LIGHTING, IN THAT CASE, AN EMS IS NOT REQUIRED FOR THIS PROJECT.

SHEET NOTES

**AMS**  
 American Modular Systems  
 127 Greenway Blvd., Marietta, GA 30066  
 Phone (770) 555-1001 Fax (770) 555-7016  
 www.americanmodular.com

24' x 40' THRU 120' x 40'  
 STANDARD MODULAR BUILDING  
 (HIGH SEISMIC)  
**FORM**

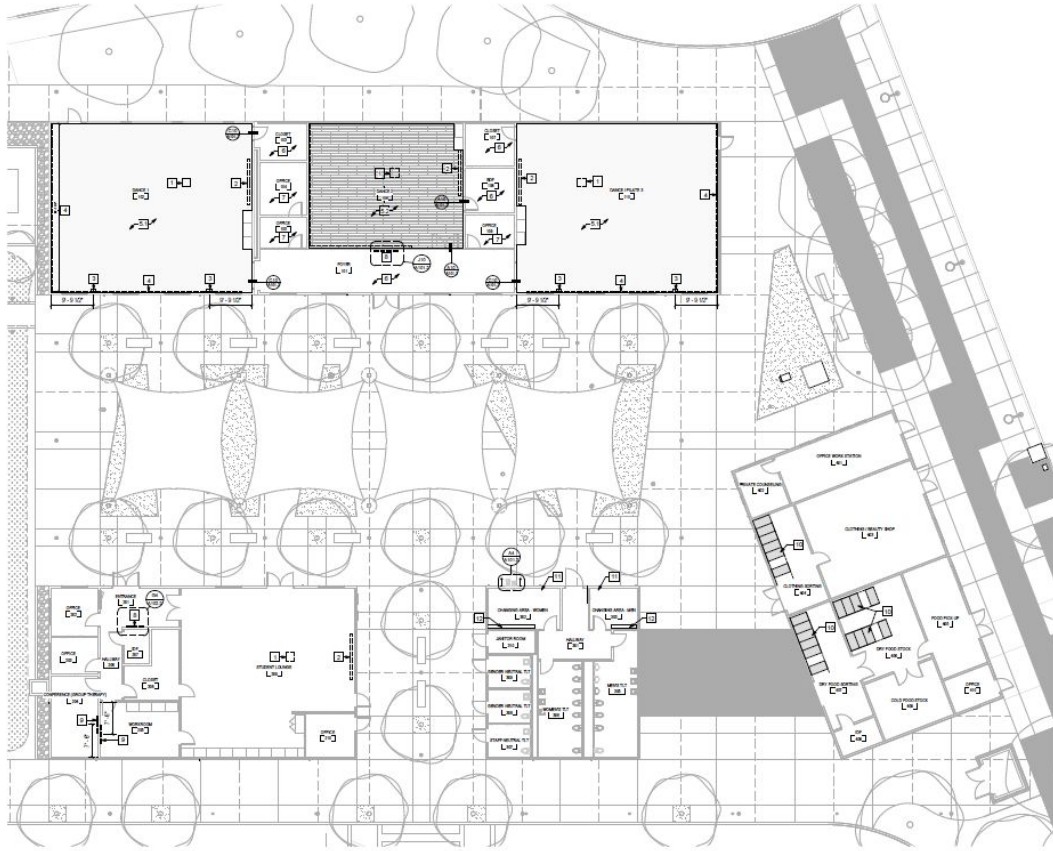
STOCKPILE  
 (1) 108'x40', (1) 48'x40'  
 (2) 72'x40', (1) 36'x40'

MANUFACTURED PROFESSIONAL OF RECORD

PROJECT NO. 109-20  
 SHEET TITLE

STUDENT WELLNESS BUILDING FLOOR PLAN

**A1.0B**



OVERALL FLOOR PLAN A10

**KEYNOTES**

- 1 PROJECTOR ABOVE
- 2 PROJECTOR SCREEN ABOVE
- 3 SPEAKER ABOVE (CFX)
- 4 MIRROR
- 5.1 VINYL OVER SPRING FLOOR
- 5.2 ENGINEERED HARDWOOD FLOORING OVER SPRING FLOOR
- 6 LVT FLOORING OVER CONCRETE PER MODULAR DRAWINGS
- 7 GARRET OVER SIP-CRTE PER MODULAR DRAWINGS
- 8 FUTURE DIGITAL SIGNAGE (CFX)
- 9 FUTURE TV (CFX)
- 10 MOBILE STORAGE UNIT
- 11 LOCKERS WITH ENCLOSURE PANEL ON EACH END
- 12 BENCH

NO.	REVISION	DATE



OWNER:  
EL CAMINO COMMUNITY COLLEGE DISTRICT  
PROJECT TITLE:  
EL CAMINO COLLEGE MODULAR VILLAGE  
INC #2: MODULAR BUILDING  
PROJECT NO: 04720.00.0

DRAWING TITLE:  
OVERALL FLOOR PLAN

SCALE: As Indicated

**A001.2**

DSA SUBMITTAL  
01/16/2023

**EL CAMINO COLLEGE**  
**MINUTES OF THE COLLEGE CURRICULUM COMMITTEE (CCC)**  
**April 25, 2023**

**CALL TO ORDER**

Meeting called to order at 2:31 p.m. by Chair Ambrosio.

**Recorder:** C. Escutia

**Members:**

*Present:* M. Anderson, W. Cox, K. Daniel-DiGregorio, M. Kline, M. Lipe, C. Lopez, M. McMillan, J. Minei, Z. Murdock, R. Padilla, S. Porter, G. Song

**Ex-Officio Members:**

*Present:* R. Gloyer, L. Marquez, L. Suekawa, M. Wolfenstein, L. Young

*Absent:* L. Justice

**Guests:** L. Linka

**1. APPROVAL OF MINUTES**

The minutes of March 28, 2023 were approved via email by the CCC on April 5, 2023.

**2. CHAIR'S REPORT:** College Curriculum Committee Chair – E. Ambrosio

Chair Ambrosio thanked the CCC for approving the minutes of March 28 via email, M. McMillan for serving as the Standard Review representative for today's meeting, and Z. Murdock for agreeing to serve as chair pro tem for May and the Standard Review representative for the next meeting.

**3. CURRICULUM REVIEW**

**A. Full Course Review**

The committee approved the following courses, which are ready for final action:

1. Computer Information Systems 141 (CIS 141)
2. Computer Information Systems 142 (CIS 142)
3. Computer Information Systems 143 (CIS 143)
4. LGBT 101 (LGBT 101)
5. Music 180 (MUSI 180)
6. Parenting 500 (PAR 500)
7. Parenting 501 (PAR 501)
8. Parenting 502 (PAR 502)



**B. Full Program Review**

The committee approved the following programs, which are ready for final action:

1. Introduction to Child Development and Early Childhood Education Certificate of Completion
2. Parenting/Caregiving Certificate of Completion

**C. Consent Agenda Proposals**

The committee approved the following courses, which are ready for final action:

1. Administration of Justice 95 (AJ 95)
2. Administration of Justice 142 (AJ 142)
3. Administration of Justice 170 (AJ 170)
4. Chinese 1 (CHIN 1)
5. Chinese 2 (CHIN 2)
6. English 43 (ENGL 43)
7. Fire and Emergency Technology 20 (FTEC 20)
8. Fire and Emergency Technology 80A (FTEC 80A)
9. Fire and Emergency Technology 80B (FTEC 80B)
10. Fire and Emergency Technology 95 (FTEC 95)
11. Fire and Emergency Technology 99 (FTEC 99)
12. Fire and Emergency Technology 130 (FTEC 130)
13. Fire and Emergency Technology 131 (FTEC 131)
14. Fire and Emergency Technology 132 (FTEC 132)
15. Fire and Emergency Technology 133 (FTEC 133)
16. Fire and Emergency Technology 134 (FTEC 134)
17. Fire and Emergency Technology 135 (FTEC 135)
18. Fire and Emergency Technology 136 (FTEC 136)
19. Fire and Emergency Technology 137 (FTEC 137)
20. Fire and Emergency Technology 139 (FTEC 139)
21. Fire and Emergency Technology 150 (FTEC 150)
22. Journalism 6 (JOUR 6)
23. Journalism 7ab (JOUR 7ab)
24. Nursing 149 (NURS 149)
25. Nursing 226 (NURS 226)
26. Physical Education 15abc (PE 15abc)
27. Physical Education 60abc (PE 60abc)
28. Physical Education 115abc (PE 115abc)
29. Respiratory Care 172 (RC 172)
30. Radiologic Technology 91 (RTEC 91)
31. Radiologic Technology 217 (RTEC 217)

## **CURRICULUM DISCUSSION**

### **A. Full Course Review**

#### **Behavioral & Social Sciences Division**

The following courses were presented as new course proposals:

LGBT 101 Introduction to LGBTQ+ Studies  
PAR 500 Positive Parenting/Caregiving  
PAR 501 Culturally Responsive Parenting/Caregiving  
PAR 502 Parent/Caregiver and Child Play Group

It was moved by M. McMillan, seconded by W. Cox, that the committee approve the course proposals. The motion carried.

It was moved by M. McMillan, seconded by W. Cox, that the committee approve the course delivery methods. The motion carried.

It was moved by M. McMillan, seconded by W. Cox, that the committee approve the conditions of enrollment. The motion carried.

#### **Business Division**

The following courses were presented for course review:

CIS 141 Introduction to Networks Cisco 1  
CIS 142 Routing & Switching Essentials Cisco 2  
CIS 143 Securing and Automating Enterprise Networks Cisco 3

It was moved by M. Kline, seconded by S. Porter, that the committee approve the course proposals. The motion carried.

It was moved by M. Kline, seconded by S. Porter, that the committee approve the course delivery methods. The motion carried.

It was moved by M. Kline, seconded by S. Porter, that the committee approve the conditions of enrollment. The motion carried.

#### **Fine Arts Division**

MUSI 180 Fundamentals of Electronic Music was presented for course review.

It was moved by W. Cox, seconded by Z. Murdock, that the committee approve the course proposal. The motion carried.

It was moved by W. Cox, seconded by Z. Murdock, that the committee approve the course delivery methods. The motion carried.

It was moved by W. Cox, seconded by Z. Murdock, that the committee approve the conditions of enrollment. The motion carried.

**B. Full Program Review**

**Behavioral & Social Sciences Division**

The following were presented as new program proposals:

Introduction to Child Development and Early Childhood Education Certificate of Completion

Parenting/Caregiving Certificate of Completion

It was moved by M. Lipe, seconded by S. Porter, that the committee approve the program proposals. The motion carried.

**C. Consent Agenda Proposals**

It was moved by M. Kline, seconded by M. McMillan, that the committee approve the consent agenda proposals. The motion carried.

It was moved by M. Kline, seconded by M. McMillan, that the committee approve the consent agenda course delivery methods. The motion carried.

It was moved by M. Kline, seconded by M. McMillan, that the committee approve the consent agenda conditions of enrollment. The motion carried.

**4. CURRICULUM SPECIALIST'S REPORT:** Curriculum Specialist – L. Marquez

It was suggested to modify the Texts and Materials section in Curriculog to replace the word "textbooks" with "texts," as not all courses use actual books. At the next CCC meeting, the committee can review a draft of the changes and make a motion to approve.

**5. VICE PRESIDENT'S REPORT:** Vice President of Academic Affairs – C. Lopez

C. Lopez reported that a team is in place to attend the Curriculum Institute this summer. A discussion ensued concerning the implementation of common course numbering. ECC has obtained grant funding to support the process but is waiting for guidance from the Chancellor's Office.

**6. ANNOUNCEMENTS**

- The Curriculog Café will be open after the meeting today.
- Next CCC Meeting: May 9, 2023 – 2:30-4:30 p.m., DE 166/Zoom

**7. ADJOURNMENT**

Chair Ambrosio called for a motion to adjourn the meeting. J. Minei moved to adjourn. Meeting was adjourned at 2:53 p.m.



## Approved Curriculum Changes Proposed for 2023-2024

Modification Type	Division	Course/Program Information	Rationale/Action	Curriculum Committee Approval Date
Course Review	FINE	MUSI 180 Fundamentals of Electronic Music	Course review; Changes to catalog description; course objectives; lecture/lab hours; outside study hours; texts/materials; units	4/25/2023

## Approved Curriculum Changes Proposed for 2024-2025

Modification Type	Division	Course/Program Information	Rationale/Action	Curriculum Committee Approval Date
Course Review	BUSI	CIS 141 Introduction to Networks Cisco 1	Course review; Change to conditions of enrollment	4/25/2023
Course Review	BUSI	CIS 142 Routing & Switching Essentials Cisco 2	Course review; Change to conditions of enrollment	4/25/2023
Course Review	BUSI	CIS 143 Securing and Automating Enterprise Networks Cisco 3	Course review; Change to conditions of enrollment	4/25/2023
Course Review	HEAL	AJ 95 Cooperative Work Experience Education	Course review; No changes	4/25/2023
Course Review	HEAL	AJ 142 Introduction to Digital Evidence	Course review; Changes to conditions of enrollment; texts/materials	4/25/2023
Course Review	HEAL	AJ 170 Constitutional Law for Criminal Justice	Course review; Change to conditions of enrollment	4/25/2023
Course Review	HEAL	FTEC 20 Fire Protection Equipment and Systems	Course review; No changes	4/25/2023
Course Review	HEAL	FTEC 80A Training Instructor 1A	Course review; No changes	4/25/2023
Course Review	HEAL	FTEC 80B Training Instructor 1B	Course review; No changes	4/25/2023
Course Review	HEAL	FTEC 95 Cooperative Work Experience Education	Course review; No changes	4/25/2023
Course Review	HEAL	FTEC 130 Basic Prehospital Care Principles	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	FTEC 131 Field Assessing and Reporting	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	FTEC 132 Prehospital Care Pharmacology	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	FTEC 133 Basic and Advanced Life Support	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	FTEC 134 Medical Emergencies	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	FTEC 135 Traumatic Emergencies	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	FTEC 136 Special Patient Emergencies	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	FTEC 137 Emergency Medical Services (EMS)/Legal Aspects/Documentation	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	FTEC 139 Paramedic Field Internship	Course review; Change to texts/materials	4/25/2023

Course Review	HEAL	FTEC 150 Fire Specialized Training	Course review; No changes	4/25/2023
Course Review	HEAL	NURS 149 Advanced Placement in Nursing	Course review; Changes to course objectives; texts/materials	4/25/2023
Course Review	HEAL	NURS 226 Nursing Skills Practicum I	Course review; Changes to course objectives; texts/materials	4/25/2023
Course Review	HEAL	PE 15abc Men's Intercollegiate Basketball Team	Course review; Change to major topics	4/25/2023
Course Review	HEAL	PE 60abc Women's Intercollegiate Soccer Team	Course review; Changes to instructional methods; major topics	4/25/2023
Course Review	HEAL	PE 115abc Intercollegiate Tennis Teams	Course review; Change to instructional methods	4/25/2023
Course Review	HEAL	RC 172 Fundamentals of Cardiopulmonary Physiology and Pharmacology in Respiratory Care	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	RTEC 91 Radiographic Pathology	Course review; Change to texts/materials	4/25/2023
Course Review	HEAL	RTEC 217 Clinical Experience 4	Course review; Change to texts/materials	4/25/2023
Course Review	HUMA	CHIN 1 Elementary Chinese I	Course review; Changes to conditions of enrollment; texts/materials	4/25/2023
Course Review	HUMA	CHIN 2 Elementary Chinese II	Course review; Change to texts/materials	4/25/2023
Course Review	HUMA	ENGL 43 African American Literature	Course review; Changes to conditions of enrollment; major topics; texts/materials	4/25/2023
Course Review	HUMA	JOUR 6 Basic Photojournalism	Course review; Changes to conditions of enrollment; texts/materials	4/25/2023
Course Review	HUMA	JOUR 7ab Advanced Photojournalism	Course review; Change to course objectives	4/25/2023
Inactivation	HEAL	FTEC 99 Independent Study	Inactivation	4/25/2023
New Course	BSSC	LGBT 101 Introduction to LGBTQ+ Studies	New course; Added new DE version (online/hybrid)	4/25/2023
New Course	BSSC	PAR 500 Positive Parenting / Caregiving	New course; Added new DE version (online/hybrid)	4/25/2023

New Course	BSSC	PAR 501 Culturally Responsive Parenting/Caregiving	New course; Added new DE version (online/hybrid)	4/25/2023
New Course	BSSC	PAR 502 Parent/Caregiver and Child Play Group	New course; Added new DE version (online/hybrid)	4/25/2023
New Program	BSSC	Introduction to Child Development and Early Childhood Education Certificate of Completion	New program	4/25/2023
New Program	BSSC	Parenting/Caregiving Certificate of Completion	New program	4/25/2023