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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@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.



Academic Senate of El Camino College 2018-19

October 16, 2018

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

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Kristie Daniel-DiGregorio	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Russell Serr
VP Compton College	Amber Gillis	Curriculum Chair	Janet Young
VP Educational Policies	Darcie McClelland	Secretary	Traci Granger
VP Faculty Development	Stacey Allen	Parliamentarian	Pete Marcoux

Adjunct (One-year terms)

Josh Casper (BSS)^R	18/19
Karl Striepe (BSS)	18/19

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski^R	19/20
Kristie Daniel-DiGregorio	20/21
Renee Galbavy	20/21
Michael Wynne*	20/21

Business

Kurt Hull	18/19
Philip Lau^{*R}	18/19
Josh Troesh	18/19

Compton College

Amber Gillis	18/19
Jesse Mills^R	18/19

Counseling

Seranda Bray	20/21
Anna Brochet^{*R}	18/19
Rocio Diaz	19/20

Library Learning Resources

Analú Josephides	18/19
Mary McMillan	18/19
Claudia Striepe^{*R}	18/19

Fine Arts

Ali Ahmadpour	18/19
D. Crossman/Joseph Evans	18/19
Joe Hardesty	20/21
Russell McMillin	18/19
Chris Wells^{*R}	18/19

Health Sciences & Athletics/Nursing

Andy Al Villar^{*R}	19/20
Traci Granger	19/20
Yuko Kawasaki	18/19
Colleen McFaul	20/21
Russell Serr	20/21

Humanities

Sean Donnell	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Anna Mavromati	18/19
Christina Nagao^R	18/19

Industry & Technology

Charlene Brewer-Smith^R	18/19
Ross Durand*	18/19
Dylan Meek^R	18/19
Renee Newell	18/19
Jack Selph	18/19

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Le Gui	20/21
Catherine Schult-Roman^{*R}	18/19
Oscar Villareal	19/20

Natural Sciences

Sara Di Fiori^{*R}	18/19
Darcie McClelland	19/20
Troy Moore	18/19
Shanna Potter	19/20
Anne Valle	18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Wiley Wilson

President/ Superintendent

Dena Maloney

Division Personnel

Crystle Martin

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 18/19 = 2018/2019.

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”

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

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2018: September 4 & 18, October 2 & 16, November 6 & 20, December 4 & 11 (tentative).

SPRING 2019: February 19, March 5 & 19, April 2 & 16, May 7 & 21, June 4 (tentative).

COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:

President: Amber Gillis. 1st and 3rd Thursdays, plus May 30th, 1-2:30 p.m., Compton College Board Room.

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & V. Rapp. 9/27 in MBA 110. 10/25 & 11/29 in Stadium Room. Time: 12:30-2.

Assessment of Learning. Chairs: Russell Serr & Kevin Degnan. Fall meetings: 9/10, 10/8, 11/19, 2:30-4, Communications 109.

Academic Program Review. Chairs: Russell Serr & Linda Clowers. Meets fall semester only.

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

Distance Education Advisory Committee. Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4th Thurs, 1-2, DE 166.

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

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

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd Thurs., 8:30-10:30, Alondra.

ECC Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Simon, C. Wells. 1st & 3rd Wed, 2-3 DE 166.

Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O’Campo.

Planning & Budgeting (PBC). Chair: Brian Fahnestock. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

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

El Camino College Academic Senate 2018-2019 Goals

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

A. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

1. Provide leadership for the college on issues related to Senate purview;
2. Arrange faculty representation on local and statewide senates and on campus committees;
3. Provide faculty leadership for the effective utilization of academic technology at the college;
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
6. Develop a user-friendly and informative resource for minimum qualifications and the equivalency process;
7. Maintain communication and effective collaboration with ECC Federation of Teachers.

B. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

1. Arrange a Senate orientation at the start of the academic year;
2. Provide regular, ongoing communication with all faculty;
3. Encourage greater participation of senators in meetings and other activities of Senate, including Senate e-board, subcommittees and task forces;
4. Continue initiatives to recognize faculty who achieve tenure.

C. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by updating the ECC Constitution;
2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and Guided Pathways;
3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.

Approved by ECC Academic Senate 9.18.18

ECC (El Camino College) Acronyms

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

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

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

Business

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- Josh Troesh

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- Mary McMillan
- Claudia Striepe

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- Dominic Fanelli
- Lars Kjeseth
- Le Gui
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Darcie Descalzo
- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Wiley Wilson

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Carolyn Pineda

Dean's Reps/Guests/Other Officers:

- Joshua Rosales
- Irene Graff
- Gina Park

Excused: J. Casper, K. Striepe, J. Hardesty,
C. McFaul

ACADEMIC SENATE MINUTES

October 2, 2018

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

Senate President Kristie Daniel-DiGregorio called the third Academic Senate meeting of the fall 2018 semester to order on October 2, 2018 at 12:30 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-15 of the packet for minutes from the September 18th meeting. P. Marcoux moved, C. Striepe seconded, and there was unanimous approval of minutes.

KDD: This brings us to our welcome of our Division Personnel. Dr. Crystle Martin is our Director of Library Learning Resources. This is her first Academic Senate meeting so be very nice to her. We want her to appreciate our senate hospitality. This is a great chance for us to get to know our Deans, Directors, and our Division Personnel. C. Martin: Hi, I am Crystle Martin and I am the Director of Library Learning Resources, including the Library, the Learning Resource Center, Distance Education and Media Services. I am also the campus “point person” for the Online Education Initiative. If you have any questions about that, please reach out to me. I have been here 9 months as of yesterday. It has gone by very fast and it has been really great. I have had a wandering path on my way here. I got a BA in English and Latin, both from Michigan State. I planned on getting a Masters in Library Science and becoming an academic librarian. When I was finishing that, I got really interested in how video games could be used to teach library instruction. I went on and got a PhD in Education and a minor in Library Science. I did my PhD on “*How Youths aged 15-24 learn information literacy skills in the massively multi-player game of World Warcraft.*” I spent a lot of my research time for my dissertation in my pajamas watching people play online, virtually. After that, I spent 5 years at UCI at the Digital Media Learning Hub, where I was studying how youth learn technology. My favorite research site with that was studying professional wrestling fans and how they developed reading and literacy skills in their fandom through fan fiction and a text-based role-playing game. I do like to play video games, as you can tell by my research; real time strategy and virtual role playing games. I have played over 800 hours of both Elder Scrolls: Skyrim and Civilization V. (The senate was impressed!) KDD: Thanks Crystle and welcome to El Camino.

KDD: I am looking for a motion to adjust our normal order of business. We would like to save the officer reports for the end of the meeting. R. Diaz motioned, seconded by L. Kjeseth. All were in favor.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

I have two things I want to say. One is that Guided Pathways had a workshop on Friday that Janice Pon-Ishikawa and Jenny Simon coordinated. It was the beginning of our look at career clusters and program mapping. They have recruited liaisons for all the divisions. Those liaisons are going to go back to their departments and start working on program mapping for the classes. Look for information from those liaisons. They will be doing some training first.

The second thing is that I am going to do send out a letter today asking, requesting, urging, strong-arming faculty members to complete a short 40 minute, 4-module video, that you’ll receive flex credit for. It talks about the requirements for AB 504 accommodations for students in the classroom. There has been quite an increase in the number of requests. The SRC serves 1900 students that come and want accommodations. Sometimes it’s not clear what faculty members have to do or what they can negotiate. There has been some misunderstandings, and some students have been upset. There have been faculty members who have been upset. This module is an introduction to what is required and it was developed by Jaynie Ishikawa and Gary Greco. It is relevant to our campus. The training is online, you don’t have to go anywhere. You can do that in your pajamas too! That will come out soon, so please get that information out to your fellow faculty members. I will never use the word mandatory, but I want everyone, all faculty to take it. I am also asking the deans to do it. Next semester we will work on classified staff. Our own Marlow Lemons wrote really great directions, with screen shots and directions, that will come with the letter. KDD: Part of the reason we have everyone doing this is so that

students have a consistent experience across campus. We don't want them to have pockets of support. Marlow is our new Associate Dean of Mathematics. Thank you, Jean!

Ross Miyashiro – VP of Student Services

I told Crystle I am going to plug my game, which I just spent \$100 on for my daughter and I. For all you STEM faculty, you need Portal, it is based on Math, Physics, spatial reasoning and Geometry. And you get to play a game at the same time!

For Student Services, last week we held our awards for ECC Connect, which is our early alert. We gave out Gold and Silver awards to the faculty members who went above and beyond helping students in the classroom. Also to classified professionals who helped respond to those students. If a student was having trouble writing, then they could flip a flag and we got someone to help them with their writing, or turning in their homework.

I have to leave early today because we have a relationship with Loyola Marymount University. Students who are admitted to Loyola but they don't have room or the student is not quite ready to go, take their first year at ECC, then get all the benefits of being a LMU student. Then you have guaranteed admissions after that first year. They are hosting a lunch today and I have to go give my support.

The last thing is SEAP, the Student Equity and Achievement Program. We are sending a group with Academic Affairs full of faculty and classified. They have now combined SSSP, BSI and SE into one program. We are going to a state-sponsored workshop to figure out how to write the new plan, how to combine the funding, how we re-program this to meet the state mandates. We are looking forward to that. We have been meeting and talking about the new philosophy. We want to make sure that ECC closes all the student equity gaps. We want higher achievement than we already have. We want to roll all those things into one and implement AB 705, the Math and English placement. We are right on track for doing all this. All that is part of the new SEAP funding, including meeting the new state funding formula. That is important for the health of our college to make sure we can continually support our students.

Distance Education Advisory Committee

KDD: Renee Galbavy, who is our Distance Education Liaison, thank you so much for serving in this role. As you all know, starting last year the Distance Education Advisory Committee (DEAC) became a subcommittee of the Academic Senate. We appreciate Renee's leadership. R. Galbavy: Just to give you an update, we had our first DEAC meeting last week. That was the first time that Dustin Black, our new Interim Coordinator, took over. I wanted to update you on a few things happening there. Canvas and the ECC integration is going well, but there are a few hiccups. For the time being, there is a discrepancy between the ECC rosters and the Canvas rosters. Gema sent out a message about this in August. If you are still finding problems between the two, contact Gema with the section #, student ID number, student first and last name. She will make sure Canvas is updating. We are not sure how long this could continue, it is an ongoing problem.

Canvas training updates: The migration from the Professional Development Department to Distance Education is underway. We are also doing some redesigning of courses. In terms of the Canvas training that we sanctioned last semester, basically the timeline is this: The optional Canvas training had two choices. The face-to-face training, we're not sure when that will be in Distance Education. The introduction to Canvas which is entirely online, these are both the optional courses, this could tentatively be done by November. Then the fully online certification course, which is the online training course, would be available tentatively by February.

In terms of the Online Education Initiative Consortium, or OEI Course Exchange, this is also underway. Dustin Black has his one class that is going through. He has been going through the process. We are not sure when we are going to be getting into the exchange. Dustin's class might go up in Winter or Spring. We do have a cohort that we are working on right now. We have another cohort next Fall. Our goal is ultimately to get 20% of distance education courses in by 2020. That is a big goal there. It is definitely a process. Faculty need to get approval from the Dean, then faculty need to talk to the DE Coordinator, then Crystle Martin, because she is going to be involved in that. Then the faculty participates in a local review process through Distance Education. Then they go through an OEI process to make sure their courses are ready for the exchange. The OEI approves the course, then ultimately that course gets offered on the exchange. Crystle: The local review is to make the overall review process go faster. R. Galbavy: We are hoping to get this down to a science. Dustin should be up to par with this and how these courses are going to look.

We are currently working on the Distance Education Survey. We hope to have it finished by this week. I will update you on that next time.

E. UNFINISHED BUSINESS

AP 4236 Advanced Placement & International Baccalaureate Credit: 2nd Reading – D. McClelland (pgs. 19-21)

KDD: We need a motion to approve AP 4236; P. Marcoux motioned, C. Wells seconded. D. McClelland: We had a couple of questions that were brought up last time. What kind of input discipline faculty have on this? Discipline faculty have a lot of say in whether an AP/IB course can be substituted for a course and what level the cut-off scores are. I am going to use Biology for an example. Our major classes are Bio 101 and 102. We don't necessarily want AP credit to count for 101 & 102, because we don't feel that AP credit is at the level needed for majors. So the discipline faculty would have to decide if it can replace a particular course. As for just getting general education credit in Biology, the student would get the general ed. credit for Biology for that lab science if they completed AP Biology, took the exam, and got a 3. They would get the general ed. course and unit credits at ECC. But they wouldn't get to pass out of Bio 101, because the discipline faculty didn't approve it. For that particular course, the discipline faculty have approved Bio 10. So they could get Bio 10 credit. The list of courses and cut-off scores are in the college catalog on page 59. It tells you exactly what replaces those classes. For example, the Physics faculty have said they will only allow the AP exam to replace their 1A or 2A if the student scores a 5. Hopefully, that will answer that question that people had.

The other concern that was brought up is in the procedure where it says in order to receive credit for AP/IB exams the following conditions must be met. Under B, it was brought to our attention that it is not that an official AP score report is being sent directly from the College Board. What is actually being done right now is that students are pulling up their profile and A&R is looking at their profile online. The decision was made to strike out "sent directly from the College Board." I don't think we can pull out what is legally required out of the procedure. If we get audited, and they found out that we were giving AP credit without having an official score report, we would be in trouble. Just because someone might not be following the procedure, and what should be done legally, doesn't mean we can pull out what is legal. That means that someone needs to adjust the way they are doing their job. So if it is not being done this way, it needs to be done this way. Accreditation comes in, they are seeing that we don't check these reports, we're in trouble. To protect ourselves legally, it needs to stay in there. KDD: Can we just change to verb? Maybe it isn't sent anymore and it can be shown. Or provided? Or is that the CCLC template language? There was a suggestion that someone verifies it. C. Wells: Maybe I misunderstood. That is not our current practice. Why would we strike this part? I would say let's not do a half measure. If it is the law, we should leave it if it is. D. McClelland: The language is a little bit antiquated. College Board needs to mail something. Now they no longer mail things, everything is electronic now. You can have an official report without going through the College Board sending it. J. Shankweiler: I don't know if they do that anymore. I think you could leave the Board submitted it. A submission doesn't have to be a paper submission. D. McClelland: This policy is not going to be looked at just by us. It will be looked at by Council of Deans, it will be looked at by College Council. People from all over will see this before it becomes official.

C. Wells: I have a question not exactly about the policy. It's that students may be shopping for schools that will be more permissive with the AP scores. If we set our standards higher, are we dissuading students? D. McClelland: I don't know if that is setting standards higher. This is saying that in order for students to get AP credit, they need to officially show us that they took the exam and what their score was. C. Wells: I'm talking about the numbers. If we require a 5 and Long Beach requires a 3? D. McClelland: That could potentially dissuade a student from coming here. There are certain things that discipline faculty want to make sure the students know. At the end of the day, we don't want to set students up to fail. C. Wells: Are any of these AP courses prerequisites? D. McClelland: Yes. A. Brochet: FYI, a lot of universities and UC's are different. It is standard that the discipline faculty has local control. D. McClelland: It also takes into account what the CSU's and UC's are doing, and that has a large influence on it. P. Marcoux: I am looking at Santa Monica's statement. "Students must have the College Boards send AP exam results to the SMC admissions office (hand carried copies will not be accepted)." J. Shankweiler: What is the date on that? Pete: It was revised in 4/18. D. McClelland: I used Santa Monica's as a template as well as Pasadena and Mt. SAC. C. Wells: If we pass this and we find that we can't enforce it, what do we do? KDD: We are going to say just that they need to submit. Jean's point is that we are going to trust our colleagues in admissions to sufficiently figure out what it means to submit. Does this mean on the phone or hand carrying a paper? Please take this back to your department with any questions. How do we set the cut scores? Maybe this is something you want to ask in your division. Maybe you need to review this in your department.

We aren't addressing that here, but in your departments you can discuss it. We didn't make any changes. What you are voting on is to approve as it appears in your packet on pages 19 & 20. It was approved. The College Council will take a look at this on Friday.

F. NEW BUSINESS

AP 4055 Academic Accommodations for Students with a Disability: 1st Reading – D. McClelland (pgs. 22-30)

D. McClelland: I am going to make the change in the title to *students with disabilities*. This AP came about as a response to some issues they were having with students with disabilities making sure they were able to get their accommodations. We wanted to make sure there was a policy in place for clarity for faculty on what we need to do and what we don't need to do. We want to make sure everyone is on the same page. It was developed by a special committee made up of Diptee Patel, Gary Greco, Jean Shankweiler and Jaynie Ishikawa. We made some edits at Ed Policies to help with clarity. I do apologize, I know there are a lot of strikethroughs. It basically outlines the background and it goes through the law and what our responsibility to our students with disabilities is. It outlines the policy for how students will request accommodations and what is considered a reasonable accommodation. And how these decisions will be made. It also outlines that if students don't agree with the decision, then the process they would go through to appeal and get additional accommodations. J. Shankweiler: We need to narrow the timelines. D. McClelland: For most of the stuff, it is within 10 business days. J. Shankweiler: If they are in a class, and they're not getting their accommodations, it needs to be fast. (There was a question about what happens after 10 days if we don't do anything) J. Shankweiler: We could get fined by the Office of Civil Rights if someone makes a complaint. P. Marcoux: A lot of this is federal law, correct? J. Shankweiler: Yes, it is a clarification for the steps for accommodations. KDD: This is our first reading, this is your chance to let us know if there is more information that you need or have questions. We will bring this back for a second reading and a vote next meeting. P. Marcoux: This focus is mainly on the students or the audience, not what the faculty are required to do. Should we have a policy or procedure? J. Shankweiler: I would say view the videos, and on Flex Day we have the lawyer who specializes in this and then let's make a decision about that. This is just for students. P. Lau: Who determines reasonable accommodations? J. Shankweiler: The Learning Disability Specialist; that is their expertise. I heard the lawyer speak last year and there are very small instances that hinge on your workflow. You may be able to have some say. For instance, if it requires you to spend a little time with your student to explain things, like you would for other students, why would you balk at this request? T. Moore: Reasonable is a legal term. Generally, courts have upheld that the burden has to be extreme to fall outside of that. J. Shankweiler: No accommodation that I give Ali will affect your health. (There was a question about the students going to the dean instead of the SRC) D. McClelland: Generally speaking, we would like for students to go through the SRC. But we cannot mandate a student go to the SRC if they don't want to. If the student says they do not want to use the SRC, but they can provide documentation that they have a disability, then they are allowed to go to the dean of Student Support Services, Idania Reyes. KDD: We have had 1 student in the past 12 years that a student chose the alternate route. It is not a common occurrence, but we do have to give them that option. A. Ahmadpour: Is this part of the orientation that we give new hires? J. Shankweiler: Yes, the training modules that you are going to watch is part of the new onboarding. KDD: We will be ready for this at the next meeting.

A. Valle: I had a situation that came up today. One of my students went to the SRC to take a test and she came back early and said there was another student in the testing room that was humming throughout his test. It was very distracting for her, but she didn't want to make a big deal about it. I told her she should have, because there should be another accommodation because of this. That student left before her allotted time. KDD: The students should be self-advocates for themselves. That is what you are mentoring her to do. They are not used to that. In K-12, there is a lot of infrastructure that does it for them. I would encourage you to reach out to Gary Greco. A. Valle: I am sort of stuck. Do I give her another chance? She has already seen the questions, so it is kind of hard to figure out at this point. KDD: Maybe Gary can offer some advice. A. Josephides: The student goes through arbitration. For example, I have a vision-impaired woman that was denied accommodations because the teacher refused to work with her in the office that is the equivalent to our SRC at University of Hawaii. There was a whole arbitration process. Is it the same thing? J. Shankweiler: That is for the faculty, and that is a different process. C. Brewer-Smith: If they come in and say they don't want to use the SRC, should we direct them to the SRC? I can see this coming, because we do get students in IT with disabilities. We have a lot of hands-on things that we do. D. McClelland: If they don't want to use the SRC, then I would direct them to the dean of Student Services, Idania Reyes. D. Meek: I limit the problems by having Gary Greco come in and advocate for the students every semester. He is willing to come in and give a presentation at the beginning of every semester. He tells them how to advocate for themselves, where to find the services, and helps them. We have seen

a big increase in them reaching out and advocating for themselves. They won't go to the dean, so what happens is they won't get any help at all. KDD: So many of my students I feel like they act like they have joined the witness protection program. All of a sudden all the things they needed in high school, they magically don't need in college. The other thing we are working on is updating our syllabus statements. Which include a statement about ADA accommodations. Thank you to the FDC, because they are going to be looking at those statements again. That is a great proactive way to help our students. L. Kjeseth: Did we talk about the course substitution part? That seems to be a lot of new stuff. J. Shankweiler: Mostly it is new because we separated it from the request for accommodation. It kind of parallels and was mixed up. We repeated a lot of things. D. McClelland: A lot of the movement was that something was mentioned in two places. We pulled out a lot that was redundant. I know it looks like a lot was changed, but 90% we just copied and pasted to organize it. We didn't make any substantive changes. We also renumbered. I. Graff: Just for public record, Idania Reyes position is Dean of Student Support Services. KDD: Thank you, and how can you possibly retire? What are we going to do without you? Thank you everybody for the robust conversation. We will come back to this next meeting.

AP 5500 Standards of Student Conduct: 1st Reading – D. McClelland (pgs. 31-37)

KDD: Our 3rd and final AP. This is coming back with some updates. D. McClelland: We approved this a little over a year ago, in May 2017. We wanted to make sure we addressed the issues about recording in the classroom. Since then, it has gone through additional consultation with the student discipline task force as well as the council of deans. There aren't too many new changes. One change is to spell out in our drug/alcohol policy; now you will notice it says drug/alcohol/cannabis and smoking. The law changed with respect to cannabis recently. The state law changed but we want to make sure it is very clear to our students that it is illegal to smoke on campus. Just because the state law changed, doesn't mean they can smoke cannabis on campus. KDD: We receive Federal Financial Aid, and we don't want that to go away. C. Wells: Are edibles OK? (Laughter) D. McClelland: We did consult with an attorney about the cannabis policy.

D. McClelland: We are making sure to include the sexual and gender based misconduct policy, which there is a separate policy on. We need to have that in this AP as well. We need to enforce that with student discipline. T. Moore: Is tobacco illegal on campus? Or is it a violation of campus conduct? A lot of campuses, when they went smoke free, it was a campus directive. It wasn't technically illegal. D. McClelland: It is against campus policy. KDD: It is an educational program. Students won't necessarily be ticketed. C. Brewer-Smith: We have a lot of students smoking on campus. The ones I see, I direct them off campus. That is becoming a problem. Especially because I am right near Manhattan Beach and close to the street. Is it 20 feet away from the building? Dr. Shankweiler: No, it is off campus property. KDD: We can reach out to Campus Police to have officers help educate students if there's an area that's attracting smokers. Also, signage can help. K. Hull: Are we addressing the future of medicinal stuff? Is it smoke free or CBD free or medicinal free? It is growing like wildfire and it will affect this campus. T. Moore: It is not federally legal, it is legal in California. As long as we receive federal funding, then it is no good. That is an unfortunate crossover for those who have a need. C. Brewer-Smith: Does that also include vaping? D. McClelland: Yes, that includes vaping. Students are not allowed to vape on campus. KDD: Along with snuff, hookahs, chew, etc. D. McClelland: We specifically put in vaping. P. Marcoux: Something you said about the last one, bullets instead of numbers. Is there a reason why we are using bullets here? D. McClelland: That is the CCLC template. The procedure uses numbers. Any other questions? Please let me know so I can get this ready for the next meeting.

Resolution of Commendation for Irene Graff, Dir. of Institutional Research & Planning 2005-2018

KDD: We are inviting Irene up here with the E-Board. This is like a kindergarten drama production and everyone has their lines! (Each member stood and read a line of the resolution).

In Deep Appreciation for

Her Dedicated Service and Collaborative Leadership 2005-2018

Whereas, Irene Graff effectively manages a vast array of initiatives with skill and good humor, from BRIC TAP to TracDat and Pathways to Benchmarks;

Whereas, Irene Graff has distinguished herself for her an extraordinary ability to decipher the complex mandates emanating from on high and to translate them into plain English so they sound a lot less scary to the rest of us;

Whereas, Irene Graff’s enthusiasm for learning and genuine commitment to student success inspires her colleagues to join her in her tireless efforts to help our college fulfil its mission to “Make a positive difference in people’s lives”;

Whereas, Irene Graff’s collaborative leadership ensures that the planning process not only yields high quality outcomes but that it also helps build community, investment, and engagement within our campus community;

Whereas, Irene Graff’s colleagues appreciate her creative problem-solving, positive attitude, sense of fun, and ability to make even the most mundane topics interesting;

Whereas, Irene Graff’s personal commitment to lifelong learning makes her a renaissance person of exceptional talents, which encompass knitting and German, cycling and the ukulele;

Resolved, the El Camino College Academic Senate expresses deep gratitude for Irene Graff’s dedicated service and collaborative leadership, honors her for the many ways she has made a positive difference in her colleagues’ lives, congratulates her on her well-deserved retirement, and reminds her that she will always be a Warrior at heart.

Passed October 2nd, 2018, El Camino College Academic Senate.

There were catcalls, clapping, and a standing ovation by all! The motion also passed unanimously! KDD: I have something for you, Irene. It always seemed to me that Irene’s job title was incomplete. She is the Director of Institutional Research and Planning. I think we should have added “Implementation” to her title. Irene not only helps us chart a course, she gets on the boat and rows with all of us. She has done a phenomenal job! This is just recognition from the Academic Senate and deep appreciation for your dedicated service and collaborative leadership. (Irene was presented with an ECC bell).

I. Graff: Thanks so much guys! It has been a total pleasure working at El Camino and especially with faculty here. I have been here numerous times. I have so many happy memories from the senate, outside the senate, working and collaborating with faculty. You know, I only look as good as what my team has done. We have grown. Remember when I came here, some of you might remember. I came here the first time with the Fact Book. That is how basic we were when I first started. There was no Institutional Research office. Now some of the amazing stuff that my current team does, and all the planning stuff, which I did not expect, has been an interesting process. Again, thank you so much I really appreciate this and I will treasure my experiences here.

G. INFORMATION ITEMS –DISCUSSION

Institutional Research & Planning: Climate Survey Results – Irene Graff & Gina Park (pgs. 38-40)

KDD: Here is Irene again, and Gina. I. Graff: Hi everyone, we will try to do this quickly. We would like to present some selective findings for you on the Campus Climate Survey. We will have the full report available for you on October 15th. Anything we miss today will be available then. I would like to introduce Gina Park, research associate, who has basically done all of this. Gina worked on the Employee Campus Climate survey from re-design with the EEO Committee with Linda Clowers. She has taken up work on the Student Campus Climate survey after Mark left. He was working on it in the interim during the summer. Gina has been hanging out and hosting all of this. We wanted to give you a few components of the survey. We have covered many different topics on both the employee and student surveys. 639 employees completed the survey, which is a 42% response rate. That is up from 36% from the last time. We are very happy with that response. I am going to pass this on to Gina who will talk about the student survey. G. Park: Good afternoon. These surveys were administered online. We randomly selected 170 classroom sections stratified between daytime and evening sections. Once we got into the classroom, we asked students to take out their mobile phones or

laptops. We also had paper surveys available. Out of 2,231 students who were randomly selected, 1,633 completed the survey. That is a 73% response, which is significantly higher than the 8% response we got last time. That is due to faculty involvement and their willingness to let us into their classrooms. We want to thank those of you who were a part of that. We wanted to show how representative our sample was. In terms of gender, women were slightly over represented. This is typical to surveys. The ethnicity was also fairly represented. With student demographics, we were spot on in terms of gender. With ethnicity, we had a slight underrepresentation in Latino students.

We want to report on an issue that has had an increasing issue across the nation as well as the state of California. That is with regards to housing, food and security. We looked at 2 aspects, homelessness and housing scarcity. There were 6 items that asked students about where they lived in the past 12 months, if they selected 1 or more of those, they were identified as experiencing homelessness. We can see that 13% of our students experience homelessness. To put that into context, in a classroom of 50 students, at least 5 students are experiencing some form of homelessness. LA CC district also did a sample using the same items. If we look at the distribution at the college level, Trade Tech had the highest, where a quarter of the students were experiencing homelessness. We are at the lower end of this, but that doesn't mean that it is an insignificant percentage. The good news is that when we look at the degree to which students believe that El Camino is making a positive difference in people lives, that ECC has a welcoming environment for students. We were happy to see this, because it doesn't happen at every school. Housing and security were very broad and occurs under many circumstances. An example is the inability to pay utility bills or your mortgage. Or living in an overcrowded household. Or living in a neighborhood with high crime. We see that almost 40% of our students experienced housing insecurity. We further broke this down. In the past 12 months, we can see that the greatest percentage of students indicated that a mortgage increase or utility bill made it difficult to pay.

Food insecurity is the limited or uncertain availability of nutritious food. Or the inability to acquire that food. About 1/3 of our students come to class hungry, that is pretty sobering. 12.5% of the residents in the state are identified as high in food insecurity. If we look across the CSU system, 42% of their students we identified as high in food insecurity. In LA County we have 29%, LA CC district we have about 2/3 of their students. Food insecurity affects every ethnic group. Research as shown housing insecurity and food insecurity have a negative effect on students and their academic outcomes.

I. Graff: I will take it from here and it is hard looking at this sobering news. Looking at the Mission Statement, there is 98% agreement based on employees. You can see the distribution between part time vs. full time faculty. Students, 97%. ECC provides excellent comprehensive educational programs and services. Also very high from the students. The margin of error is 2% for students 3% from faculty.

G. Park: The survey asked about their experiences in classroom instruction as well as services and resources that they have access to. We can see there is a pretty high percentage of agreement which means they have a positive experience in the classroom. Overall they seem to show a positive experience. 83% would select ECC if they had to start their experience again.

With employees, overall we see a positive belief that they are satisfied with their job at ECC. It is interesting to note that the highest percentage belongs to part time faculty and staff members.

KDD: Will you be giving us data from the last Climate Survey? I. Graff: We will be providing trend data when possible. Some of the questions we have continued, some are new. We should have up to 3 years when possible.

KDD: College council will be looking at this issue. We will also be addressing this with the syllabus statements. This is something we can consider for the upcoming Professional Development Day. L. Clowers: As Irene mentioned, this came out of the EEO subcommittee. The other committee is a training subcommittee. We are meeting and all comparing notes. We are trying to have an integrated response to this. KDD: In my report, I have information on how to join one of those subcommittees and how to reach out to Jaynie Ishikawa. A. Gillis: I would like to announce to everybody that we had a check for Compton, and found that over 55% have housing or food insecurities. We have about a 65-70% problem with homelessness on our campus. They found this shocking because it is extremely high. We are having a *Real #114 Housing and Food Insecurities conference at Compton College on Friday, December 7th from 8 am – 4 pm*. It should be in the flex reporter. We have Dr. Sara Goldrick-Rab, she is an expert on food insecurities, and she is going to be our key-note speaker. She is the authority on food insecurities in the nation right now. Topics will include; what are students struggling with, what is the profile of our student community, how does this create barriers. We started our food pantry

late last year and it works primarily off donations. Faculty and staff have been volunteering hours and it has been hugely successful. We can't keep enough food and water in there. A. Ahmadpour: What can we do with this information? This is a huge crisis. Whose job is this? C. Wells: Do we know what other schools are doing to address this? I know that Orange Coast has started some housing on campus. A. Gillis: At Compton, we are looking at small family units. The Olympics are coming so Dr. Curry has been talking to contractors about actually using our major league baseball field for practice for the Olympics. He is trying to work out a deal where we can build some housing. We do have the room on campus. The community is split about 50-50.

I. Graff: We want to recap on the consultation process. We are also planning on talking to the Faculty Development Committee, thank you, Stacey. We will be talking to students as well. We are going to propose an action plan. KDD: Here is your link to the slideshow summarizing the Campus Climate Survey:
https://www.dropbox.com/s/bjkhyba5lovghek/AcademicSenate_CampusClimateSurvey.pdf?dl=0

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

There is a new training module on Special Resource Center and ADA guidance. Watch your emails for more information. All faculty are asked to complete the training so we can provide our students with consistent support.

Please take these Graduation Petitions back and post them in your classrooms. We want to support our students' success. Let students know there is a lot of support from our counseling colleagues to help students get those turned in.

Consider serving on our EEO (Equal Employment Opportunity) subcommittee. There is information here about the different subcommittees. Recruitment, Job Announcements, Measures of Underrepresentation, EER/Committee Member Training, Climate Survey, Guest Speakers.

We are going to have another Town Hall meeting on Thursday, November 8th. College Council minutes are available online to keep our packets as slim as possible.

<http://www.elcamino.edu/administration/campus-committees/college-council/minutes.aspx>

Our Compton colleagues are hosting the Area C meeting on Saturday, October 13, 2018 from 9-3.

<https://www.eventbrite.com/e/asccc-area-c-meeting-fall-2019-tickets-50102728610>

The Fall Plenary is November 1-3, 2018 at the Irvine Marriott. (Apply for conference funding through your division)

<https://www.asccc.org/events/2018-11-01-150000-2018-11-03-210000/2018-fall-plenary-session>

Scholarships are available to attend the ASCCC Fall Plenary. For those who are still interested, you can still apply. Last year they gave out 100 scholarships for senators who wanted to attend.

b. VP Compton College – Amber Gillis

There is a lot going on at Compton. The focus for us is split between AB 705 and 288 implementation. Currently, we have a partnership we have just solidified with the Compton Unified School District and Lynwood Unified School District. We are ironing out the kinks with Paramount School District. We are starting to open up sections for 9th and 10th graders. Lynwood showed us a presentation last week, they were moonlighting with ELAC. ELAC had set up a 4-year path for their 4,000 students to be IGETC certified by the time they graduate from high school. This is forcing us to take a look at some of our board policies and administrative regulations to talk about how to serve some of these students. Currently, with our high school students, we have about 400 students right now who are taking college courses on their campuses. It is increasing significantly, primarily in the Social Sciences. We are trying to look at getting Math and English right into those high school classes.

We are having the Area C meeting. Go to Eventbrite to sign up so we have enough food for everyone.

<https://www.eventbrite.com/e/asccc-area-c-meeting-fall-2019-tickets-50102728610>

There are so many things happening.

c. Chair, Curriculum – Janet Young

This report was tabled until the next meeting.

d. VP Educational Policies –Darcie McClelland

Educational Policies Committee minutes available here:

<http://www.elcamino.edu/academics/academicsenate/EdPolicies.aspx>

e. VP Faculty Development – Stacey Allen (pgs. 17-18)

The nomination for Outstanding Adjunct Faculty deadline is Friday, October 12th.

f. VP Finance – Josh Troesh

Planning and budgeting Committee minutes available here:

<http://www.elcamino.edu/administration/president/pbc/agendaminutes.aspx>

g. VP Academic Technology – Pete Marcoux

We had a meeting last week and I will have the minutes in the next packet. Our next meeting is October 25th, in the Stadium Room from 12:30-2:00 pm.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr

Our assessment status is 87%, (453/520) but I'm sure it is above that by now. At the next meeting I will share some of the great things that have come from the assessments and program reviews. We are getting pretty close to 100%, which is encouraging.

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development

Institutional Research and Planning: Measuring College Outcomes, Past and Future; 2020 Strategic Planning; Governance Review Process

Human Resources: Reviewsnap

I. PUBLIC COMMENT

A. Ahmadpour: I have an announcement. We are having a teach-in on October 24th Dr. Robin Kelley, from UCLA is coming to campus. He is a prominent scholar on the issue of race. He is coming with David Barsamian, host of alternative radio and some other people. We will be in Marsee Auditorium. It would be great for Humanities.

J. ADJOURN

The meeting adjourned at 1:55 pm

TG/ECC Fall 2018



Academic Senate of El Camino College 2018-19

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

Office location: Schaurman Library, Room 273

President's Report

October 16th, 2018

There's a lot happening on our campus and with the Senate this semester. Given the number of important business that comes before the Senate, there isn't always time to share news and updates in our meetings. Please see below for information which may be of interest.

Statewide Senate, Academic Senate for California Community Colleges (ASCCC):

- Fall Plenary: November 1-3, 2018. Irvine Marriott. Registration and resolutions being considered for adoption:
<https://www.asccc.org/events/2018-11-01-150000-2018-11-03-210000/2018-fall-plenary-session>. Faculty can apply through their division for conference funding.

El Camino College:

- Supporting Undocumented Students: During the week of October 15-19, the California Community Colleges will engage in a week of advocacy and activities to support and build awareness of undocumented students throughout the state. For more information, please visit: <http://www.elcamino.edu/student/student-services/financialaid/ab540/>
- ECC Town Hall Meeting: Thursday, November 8, 1-2 pm, East Dining Room

Compton College:

- Housing and Food Scarcity: The conference "Real #114 Housing and Food Insecurities" will be offered at Compton College December 7th, 2018, 8 am – 4 pm. Registration is \$150/person or \$600 for a team of up to 5 people. Registration link: <https://www.ccleague.org/node/551/validate>.

Thank you to faculty who have agreed to represent their colleagues:

- Academic Senate for California Community Colleges (ASCCC)
 - Julie Land, Basic Needs Advisory Group,
 - Chris Wells, Legislative Liaison
 - Matt Kline, Noncredit Liaison
 - Janice Pon-Ishikawa and Jenny Simon, Guided Pathways Liaisons
- Food Services Committee
 - Randy Firestone, Behavioral and Social Sciences

10.16.18

Ed Policies Committee Meeting Minutes

Members Present: Kristie Daniel-DiGregorio (AS); Darcie McClelland (Chair, NS); Chris Jeffries (ECCFT); Gary Medina (LLR); Karl Striepe (BSS); Lori Suekawa (CSS); Amy Grant (Deans Rep, NS)

Visitors Present: Irene Graff, Research and Planning

BP 1200

Irene Graff presented changes in BP 1200, Mission Statement, to committee. Strategic planning language was struck out and placed in separate document to be put on website so that planning is not board policy but rather a working document that the board sees for informational purposes. Committee read through two versions of language concerning collegial consultation in mission and selected "The College uses evidence and the collegial consultation process to evaluate the mission, vision, and values, and revises them on a regular basis". The committee discussed a timeline for BP 1200 and Irene indicated that the President would like this BP to the board for approval by January. Lori asked what is meant by regular review of the mission statement and Irene indicated this is every 2-3 years. Motion to approve by Chris seconded by Lori approved unanimously. Will be sent to senate.

AP 7160

Chris expressed that after looking at changes made in the AP that she is satisfied with changes other than why financial reporting was left out. This requirement is in Ed Code and the CCLC Template, so why isn't it our practice? Lori indicated that if accreditation checks and we don't report they may ding us. Darcie will follow up with Jean Shankweiler about where in writing it is indicated this is not needed, and report back the next time. Also, information on where we can see professional development funding information in the budget. Kristie asked that the all cap language be taken out. Will table until 10/23 to give Darcie time to follow up with Dr. Shankweiler.

AP 3050

The special committee recommended to not move forward with BP 3050 and only to approve AP 3050. Ed Policies committee agreed with this and will only review AP 3050. Special Committee used template from other colleges and reworked it. Committee included stakeholders from every part of campus. Lori asked about the use of terms good and right in paragraph 2 and Chris Jeffries who was on special committee indicated that this language was recommended by an attorney on the committee. Kristie asked that a reference to BP 2715 be added. Minor clarity changes were made. Discussion tabled for next time because meeting adjourned at 1:58pm.

Faculty Development Committee Meeting

Minutes for Tuesday, October 9, 2018

Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
	Dustin Black	(DB)	Behavioral & Social Sciences
	Briita Halonen	(BH)	Humanities
X	Amy Herrschaft	(AH)	Counseling
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
	Lisa Mednick Takami	(LMT)	Professional Development
	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

Mission Statement: *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

Fall 2018 Meetings: September 11 & 25, October 9 & 23, November 13 & 27

Spring 2019 Meetings: February 26, March 12 & 26, April 23, May 14 & 28, June 11

Announcement: SA announced that Analu Josephides has had to step down from the FDC. He has been a valuable member of the team and we hope he returns to the committee when his schedules permits. AA noted that Lucy Alamillo (Fine Arts) has expressed an interest in joining the FDC; AA will follow up.

Campus Climate Survey – Gina Park (GP) and Linda Clowers (LC)

GP and LC shared the results of the Campus Climate Survey. Of particular importance to the FDC were the results concerning housing and food insecurity. MS asked if we have data to show the effectiveness of the Warrior Pantry in addressing these issues. LC indicated that we do not have data directly addressing this; however, the results show that students who have experienced food and/or housing insecurities indicated that they feel ECC provides a welcoming environment and is making a positive difference in people's lives. MS also expressed that approaching students who faculty suspect may be homeless can be a sensitive situation. LC noted that ECC Connect is an excellent tool for faculty to utilize in situations such as this. She noted that ECC Connect can be used to build relationships and connect students directly to services that support a variety of needs.

Survey results will be available on the ECC website on October 15, 2018.

Outstanding Adjunct Faculty Award (OAF)

SA reminded the committee that OAF nominations are due by 4:00pm on Friday, October 12th and asked members to encourage colleagues in their division to consider submitting a nomination. The selection committee will consist of Sarah Leinen, Suzanne Gates, Scott Kushigemachi, Stacey Allen and a student from ASO who has yet to be determined.

Informed & Inspired (I&I)

SA reported that the 9.27.18 I&I presentation was well-attended. Erica Brenes and Griselda Castro reprised their Fall PD Day breakout session, "Proven Puente Strategies for Culturally Responsive Teaching in any Discipline." Faculty gained valuable tools to develop their own culturally-responsive practices in their teaching. Anna Brochet, Monica Lanier, and Lori Suekawa are scheduled to present "Preparing for Generation Z: Teaching and Engaging a New Generation of College Students" 10.25.18 and Elice Hennessee will present "Learning Across the Curriculum: Diverse & Inclusive Cross Curricular Course Content & Student Engagement" on 11.29.18. Faculty who attended these sessions on Fall PD Day found them to be very engaging and useful, and recommended offering these sessions again. This is a great opportunity for faculty who were unable to attend these sessions in August to do so now.

Sample Syllabus Statements

Members were provided with a list of sample academic integrity and ADA syllabus statements to review and discuss during our next meeting on 10.23.18.

Spring PD Day – February 6, 2019

SA reported that she and LMT met with Dr. Shankweiler earlier in the day to discuss plans for Spring PD Day. SA expressed the FDC's enthusiasm for a PD Day theme centered on supporting students with disabilities. Lyn Clemons has been invited to attend the next FDC meeting and has provided a list of folks from the Special Resource Center who might also want to participate in the planning of the day's program. SA will follow up.

Faculty Needs Assessment

SA noted that data from the Campus Climate Survey may be useful in our development of the faculty needs assessment. The committee will be provided with results of the 2015 assessment to review and discuss in our next meeting.

Adjourned: 1:54

SA/10.11.18

Background:

The El Camino Community College District intends that its graduates master the competencies required by Title 5 of the California Code of Regulations. This entails the completion of required courses to obtain a degree or certificate with appropriate documentation as specified in Title 5, Section 56006 (DSPA Regulations). El Camino Community College District’s policy is to respond to a student request for reasonable accommodations in a timely manner. However, provision of these accommodations does not guarantee the outcome of the student’s endeavors. The Superintendent/President or designee shall establish standards of review for academic requirements to ensure that such requirements do not discriminate against students with disabilities or have the effect of excluding students solely on the basis of disability.

Verification of educational limitations and prescriptive planning of academic accommodations with otherwise qualified students with a disability is the responsibility of the Special Resource Center (SRC). The El Camino College District shall provide students ~~with a disability~~ a process to request reasonable accommodations, which may include course substitution of degree requirements. ~~As outlined in the SRC student handbook,~~ It is the student’s responsibility to request accommodations. Additionally, it is the student’s responsibility to provide documentation of disability along with identified educational limitations to support their request for accommodations. Accommodation requests are considered on an individual basis. Considerations include, but are not limited to, whether the student is an otherwise qualified student with a disability, documentation of educational limitations, the essential nature of the course and program, and accommodations and disability management strategies previously utilized by the student.

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~~Academic Accommodations Committee:~~

~~The Committee shall be constituted as follows:~~

~~The El Camino College 504/Americans with Disabilities Compliance Officer or representative (chair)~~

~~The dean of the division or a designee from the department in which the course is taught~~

~~A full time instructor who teaches the course in question or an instructor from the department in which the course is taught, or if not available, from a closely related discipline~~

~~A full time faculty member or representative from the department of the student’s major or field of concentration~~

~~The El Camino College DSP&S faculty member knowledgeable with the disability~~

| ~~and/or educational limitations of the student.~~

Requests for Academic Accommodations:

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There are two types of request for academic accommodations:

- 1. Request for Reasonable Accommodations – an adjustment that allows a student with a disability an equal opportunity to complete course requirements;
- 2. Request for Course Substitution – the replacement of a required course with an approved alternative course [to complete program or degree requirements](#).

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Reasonable Accommodations

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The District recognizes the provision of reasonable accommodations is intended to mitigate functional limitations to facilitate a student’s academic access and ability to complete a course or achieve proficiency. For most students with documented disabilities, this first level of accommodation will involve an attempt to complete the course with additional help such as learning facilitation, in-class support services, educational material in alternate formats, assistive technology, auxiliary aids, test accommodations, and note-taking assistance. Other options may include a request to complete an extended version of the course, and/or advisement to complete developmental courses or courses in an alternate format to promote academic success.

Procedure for requesting an accommodation:

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1. Students are responsible for requesting course accommodations with a counselor or disability specialist in the SRC and providing appropriate documentation of a disability.

- a. As an alternative, students who don’t want to use the services of the SRC may contact the Dean of Student Support Services and request reasonable accommodations.
- b. Students are highly encouraged to request accommodations at the start of the matriculation application/registration process. A timeline for requesting services is available in the SRC student handbook posted on the District website. Reasonable accommodations are not retroactive and will commence in a timely manner relative to factors including but not limited to the term of enrollment, time of request, approval of the disability/documentation, and the interactive process, and resources available.
- c. The SRC professional staff or Dean of Student Services, in collaboration with the student, will evaluate and determine reasonable accommodations based upon the student’s educational limitation(s) related to a documented disability.

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~~It is the student’s responsibility to provide appropriate documentation of a disability and to request course accommodations with a counselor or disability specialist in the Special Resource Center. As an alternative, students who do not want to use the services of the SRC may contact the Dean of Enrollment Services and request reasonable accommodations.~~

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~~The SRC professional staff, in collaboration with the student, will evaluate and determine reasonable accommodations based upon the student’s educational limitation(s) related to a documented disability. Reasonable accommodations will commence in a timely manner~~

2. After consultation, ~~if the student disagrees~~ with the recommendation for accommodations made by the SRC or Dean of Student Support Services, ~~if the student disagrees with the SRC's recommendation for accommodations~~, the student may request a review of the accommodations through the grievance procedure outlined in the SRC student handbook. This request for review must be submitted to the SRC within ~~2~~ seven (10) business days of the time the student receives the recommendation for accommodations.

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3. If approved, ~~reasonable~~ accommodations are not being provided by the instructor or appropriate staff, students must notify the SRC within ten (10) ~~calendar~~ business days, in accordance with the SRC grievance procedure. ~~Additionally, if a conflict arises regarding the recommended accommodations at this level with the instructor point~~, the SRC will ~~initially~~ attempt to resolve the conflict within ~~five (5)~~ ten (10) business days.

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4. If a resolution is not attained regarding the accommodation, the student, instructor, or SRC professional staff will refer the matter to the ~~504~~ Americans with Disabilities Compliance Officer ("ADA Officer") or representative for review. The ADA Officer or representative will review and attempt to resolve the conflict informally with the student and faculty member within five (5) business days.

5. If no resolution is reached,

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The ~~504/Americans with Disabilities~~ ADA Compliance Officer or representative will convene an Academic Accommodations Committee to investigate and resolve the issue within ten (10) business days. Depending on the circumstances and pursuant to the grievance procedure, the Academic Accommodations Committee may consist of the following:

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- a. The El Camino College ADA Officer or representative (chair)
- b. The dean of the division or a designee from the department in which the course is taught
- c. ~~An full-time~~ instructor who teaches the course in question, ~~and/or an instructor from the department in which the course is taught, or if not available, from a closely related discipline.~~
- d. The SRC faculty or staff member ~~knowledgeable with~~ with knowledge of the disability and/or educational limitations of the student.

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During this time period the SRC will continue to provide ~~interim~~ recommended reasonable accommodations pending a final resolution.

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Grounds for Academic Accommodations

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The Academic Accommodations Committee will evaluate and determine the appropriateness and feasibility of the accommodation to ensure access, and whether the requested academic adjustment fundamentally alters the course or program of instruction, or if implemented, will conflict with a direct licensing requirement or jeopardize a requirement essential to the program of instruction.

If necessary, the Academic Accommodations Committee will evaluate and determine alternative academic adjustments that may be considered to ensure the student is not denied the benefits of, or is excluded from participation in the academic program without impacting the integrity of the course.

~~During this time period the SRC will continue to provide interim accommodations pending a final resolution.~~

Course Substitution

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A course substitution is the replacement of a required course with an approved alternative course. ~~The substituted course must provide concept mastery comparable to that of the required course.~~

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A course substitution may be appropriate provided that ~~a student with a verified disability believes asserts that the following four conditions are met:~~

1. The required course is found by the Academic Accommodations Committee to be nonessential to the student's course of study.

~~2. a) reasonable accommodations offered do not enable him/her to successfully complete a required course and~~

~~b) 3. that attempts with additional or different accommodations have been exhausted or if that his/her the student's identified educational limitations are of such magnitude that any attempt at completing the course would be futile.~~

4. A suitable course for substitution exists

The institution shall explore alternatives such as Independent Study, but is not required to develop a substitute course should one not exist. Academic requirements essential to the program of instruction or major being pursued by the student, or directly related to licensing requirements, will not be regarded as discriminatory.

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Procedure for Requesting a Course Substitution

1. The student will consult with the SRC to evaluate and determine reasonable alternative courses to meet degree requirements based upon the student's educational limitation(s)

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- a. ~~Students are highly encouraged to request course substitutions~~ substitutions two semesters before applying for graduation.
2. If a course substitution is not obtained, the student is referred to the ADA Officer for consultation. Upon meeting with the student, the ADA Officer will then consult with appropriate college representatives to determine appropriate course substitutions informally. The student will be notified of results within (10) business days.
3. If no course substitution is approved, the student ~~submits~~ must submit an Academic ~~Aeeomodations~~ Accommodations Request form with supporting documentation to the ADA Officer or representative.
 - a. The student is encouraged to consult with an appropriately qualified SRC disability specialist or counselor to review all submitted documents for accuracy and completeness prior to submission to the ADA Officer.
 - b. It is the student's responsibility to provide all required documentation at the time of request.
4. Once a complete request is received, the Academic Accommodations Committee shall convene within twenty (20) business days within a primary (spring and fall) term to review the student's request.
 - a. The student will have an opportunity to present ~~his/her~~ the request accompanied by any relevant documentation for an academic accommodations to the committee.
 - b. The student may choose to have an advisor present to support them through the process. However, the advisor may not speak on behalf of the student during the process.
 - e. ~~Thereafter.~~ Thereafter, the committee will deliberate and reach a consensus for the appropriate academic accommodations – course adjustments or substitution.
 - d. The ADA Officer or representative shall notify the student of decisions within five (5) business days and maintain records of all decisions of the Committee.
5. An exception to the timeline will be made if the petition is received so late in a primary term it ~~erats~~ creates a challenge for the committee to complete its process within the term. ~~IN~~ such case, the Chair of the Academic ~~Aeeomodations~~ Accommodations Committee ~~would~~ will convene the committee at the earliest possible time during the following primary term. The timeline for the committee's decision will remain the same and begin the first day of instruction of the following primary term.
6. Pending the decision of the Academic Accommodations Committee, accommodations will be made in ~~this~~ the interim period as recommended by the ADA Officer or

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Grounds for a Course Substitution

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~~A course substitution can may be granted under provided the following three conditions are met.:~~

~~1. The required course is found by the Academic Accommodations Committee to be nonessential to the student's course of study.~~

~~2. The student is not likely to successfully complete the required course even with the provision of all reasonable accommodations by the college.~~

~~3. A suitable course for substitution exists.~~

~~The institution shall explore alternatives such as Independent Study, but is not required to develop a substitute course should one not exist. Academic requirements essential to the program of instruction or major being pursued by the student, or directly related to licensing requirements, will not be regarded as discriminatory.~~

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~~As specified in Title 5, Section 56006 and the Special Resource Center's student handbook, the student submits an Academic Accommodations Request form wit~~

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~~supporting documentation to the 504/Americans with Disabilities Compliance Officer or representative.~~

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~~5. Once a complete request is received, the Academic Accommodations Committee shall meet and resolve the issue within twenty business days within the primary (fall and spring) term.~~

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~~7.~~ 7. Completion of a substitute course shall not be construed as meeting the prerequisite for other courses.

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8. 8. A course waiver is the elimination of a required course from a student's program of study. Academic Accommodations committee may consider course waiver under the following three conditions:

a. ~~1.~~ There is evidence the student has met ~~all of~~ the requirements noted above for substitution.

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b. ~~2.~~ There are no viable alternative courses offered at El Camino College, as determined by judgment of the Academic Accommodations Committee.

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c. ~~3.~~ The required course is peripheral to the student's course of study or major, and the student must not require any further classes or training in the specified area.

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A waiver of the course requirement will not be considered a waiver of the student's responsibility to complete the minimum number of units required by the institution for completion of the course program of study. A waiver of a course requirement shall not be construed as a waiver of any prerequisite for any other course. The absence of a substitute course does not automatically establish grounds for a waiver.

Exceptions to Timeline:

~~An exception to the timeline will be made if the petition is received so late in a primary term creating a challenge for the committee to complete its process within the term. In such case, the Chair of the Academic Accommodations Committee would convene the committee at the earliest possible time during the following primary term. The timeline for the committee's decision will remain the same and begin the first day of instruction of the following primary term. Pending the decision of the Academic Accommodations Committee, accommodations will be made in this interim period as recommended by the 504/Americans with Disabilities Compliance Officer or representative.~~

Recognition by Other Institutions:

A course substitution or waiver applies to El Camino College courses exclusively. Students shall be informed that a substitution or waiver granted by El Camino College may not be recognized by another educational institution. Similarly, the college does not recognize substitutions or waivers granted by another institution. It is the responsibility of

the student ~~for contacting to~~ contact potential transfer institutions regarding the acceptability of the substitution to meet transfer requirements.

Review Meeting

~~An appropriately qualified DSP&S Specialist will review all submitted documents for accuracy and completeness prior to submission to the Academic Accommodations Committee. The Academic Accommodations Committee will convene to review the student's request in the specified time frame. The student will have an opportunity to present his/her request accompanied by any relevant documentation for academic accommodations to the committee. If desired by the student, an advocate of the student's choice may accompany the student. Thereafter, the committee will deliberate and reach a consensus for the appropriate academic accommodations—course adjustments or substitution. The El Camino College 504/Americans with Disabilities Compliance Officer or representative shall maintain records of all decisions of the Committee and notify the student of decisions.~~

Notification:

The ~~El Camino College 504/Americans with Disabilities Compliance~~ ADA Officer or representative shall notify the student, the Special Resource Center, the ~~Director of Registrar in~~ Admissions and Records and all other pertinent offices of any changes allowed by the Academic Accommodations Committee to the student's course of study in writing within five (5) business days after a decision has been determined.

Appeals:

~~The decision of the Academic Accommodations Committee is final unless there is new information that was not previously available. Under this exception, In the event a request for academic accommodations is denied, the student may appeal the Academic Accommodations Committee's decision. If there is new information for consideration by the Academic Accommodations Committee, the student may only appeal the decision one (1) time and submit documents or information not previously submitted that ~~s/they~~ and ~~DSPS~~ the SRC specialist believes are pertinent in support of the appeal. If the appeal is denied, the student may submit a written request to the ~~504/Americans with Disabilities Compliance~~ ADA Officer that the appeal be forwarded to the Vice President of Academic Affairs for review. This request must be submitted within ~~30~~ calendar ~~twenty (20) business~~ days of notification of the committee's decision. The decision of the Vice President of Academic Affairs is final.~~

Commented [KD2]: Council of Deans 10.11.18

November 28, 2011

DRAFT REVISIONS Aug 29, 2018

DRAFT

Revised:

OCR task force August 29, 2018

Council of Deans 9/13/19, 10.11.18

Ed Policies 9/25/18

Administrative Procedure 5500

Standards of Student Conduct

Student conduct at El Camino College must conform to federal and state laws and District policies and procedures. Standards will apply to all students on District-owned facilities or controlled property or at District-sponsored or supervised functions or electronic media.

Violation of such laws, policies, and procedures ~~or behavior adversely affecting suitability as a student,~~ will lead to student disciplinary action. Student disciplinary actions as noted in Board Policy 5500, Administrative Procedure 5500, and Administrative Procedure 5520 may be taken against any person who engages in behavior defined as misconduct.

Students alleged to have violated ~~the Sexual Misconduct Policy with regards to sexual assault, sexual harassment, rape, domestic violence, dating violence, stalking, and retaliation~~ the Sexual and Gender-Based Misconduct policy (BP/AP 3540) with regards to any sexual assault or gender-based misconduct or physical abuse, including but not limited to rape, sexual violence, sexual harassment, domestic violence, dating violence, and stalking, will be referred to the Title IX Officer. The Title IX Officer will work in coordination with the Director of Student Development or designee to address any violations to the Standards of Student Conduct that are in addition to the allegations of sexual misconduct.

Students who engage in any of the following conduct are subject to the procedures outlined in Administrative Procedure 5520.

DEFINITIONS: The following misconduct shall constitute good cause for discipline including, but not limited to, the removal, suspension, or expulsion of a student:

DISHONESTY

1. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined in the College catalog.
2. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
3. Copying from another student or former student or allowing another student to copy from one's work.
4. Allowing another individual to assume one's identity or assuming the identity of another individual.
5. Unauthorized collaboration-intentionally sharing or working together on an academic exercise when such actions are not approved by the course instructor.
6. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.

Commented [CG1]: The Senate is seeking to provide faculty with direction regarding student recording in the classroom. The topic was discussed three times in the Senate and this attached draft of revisions to AP 5500 was passed on May 16. The changes have been approved by Deans Council, Greg Toya, and Jaynie Ishikawa.

The revisions to AP 5500 include the following:

1. A new statement regarding recording in the classroom that draws its language from Ed Code.
2. Updates to bring AP 5500 into alignment with the new AP 3540 Sexual and Gender-Based Misconduct.
3. Updates to bring AP 5500 into alignment with the new BP 3570 Smoke and Tobacco Free Campus.

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Commented [WU2]: Sdtf recommendation 1/16/18

Commented [CG3]: FYI – the following is the recommended syllabus statement approved by the Senate on May 16: “The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct.”

Commented [CG4]: This change brings AP 5500 into alliance with the new BP/AP 3540 Sexual and Gender-Based Misconduct. Jaynie Ishikawa and Greg Toya approved this update.

7. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.
8. Obtaining or copying exams, test questions, or other course materials when prohibited by the instructor.
9. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
10. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor or District personnel.
11. Handing in the same paper or other assignment in more than one class when prohibited by the instructor.
12. Any other action which is not an honest reflection of a student's own academic work.
13. Dishonesty, forgery, alteration, or misuse of District documents, records or identification, or knowingly furnishing false information to the District.

DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT, AND EXPRESSION

1. Disruptive behavior, willful disobedience, profanity or vulgarity, or the open defiance of the authority of, or abuse of, District personnel or another person.
2. Causing, or attempting to cause a disturbance, or threatening, or carrying out acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm to another person.
3. Lewd, indecent, or obscene conduct or expression on District-owned facilities or controlled property or at District-sponsored or supervised functions, including public urination or defecation, public sexual acts, taking intimate pictures of another person without consent, disrobing in public, possession and distribution of any obscene material, or viewing pornographic material.
4. Engaging in expression which is obscene, libelous or slanderous, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District-owned facilities or controlled property or at District-sponsored or supervised functions, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
5. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including, but not limited to, its community service functions or to authorized activities held off-campus.

6. Obstruction or disruption includes, but is not limited to, the use of skateboards, bicycles, radios, and roller skates.

7. Failure to comply with the directions of a member of the District certificated personnel, college management or supervisory personnel, college staff member, or campus police acting within the scope of his or her duties.

8. Conducting, organizing or participating in any activity involving gambling except as permitted by federal and state law.

9. Using any electronic listening or recording device in any classroom without the prior consent of the instructor, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Disabled students who require this accommodation must inform their instructor(s) prior to recording and provide official documentation from the Special Resource Center or the Office of the Dean of Student Support Services.

10. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typed class notes, still photos, audio, or video recording, except as permitted by any District policy or administrative procedure.

DRUGS, ALCOHOL, CANNABIS, AND SMOKING

1. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed federal law Controlled Substances Act (21 U.S.C. §811) or in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in federal law, Controlled Substances Act (21 U.S.C. §811) or and in California Health and Safety Code Section 11014.5 on District-owned facilities or controlled property or at District-sponsored or supervised functions.

2. Willful or persistent smoking (including tobacco and vapor cigarettes) in any area where smoking has been prohibited by law or by regulation of the District. Smoking or using cigarettes, e-cigarettes, vape pens, cigars, cannabis, snuff, snus, water pipes, pipes, hookahs, chew and any other non-combustible tobacco product.

THEFT, ROBBERY, AND DAMAGE

1. Committing or attempting to commit robbery or extortion.

2. Causing or attempting to cause damage to District property or to private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

Commented [CG5]: This is a new statement. The language is adapted directly from Education Code section 78907, which states: "The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law."

Commented [CG6]: This second sentence is in addition to Ed Code.

Commented [WU7]: Sdtf recommendation 1/16/18

Commented [CG8]: This is our existing language regarding student recording that is derived from the CCLC template with small changes. It focuses on forbidding the distribution of recordings and records of class work, presumably to avoid copyright infringement and cheating.

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Commented [CG9]: This is updated to reflect our new BP 3570 Smoke and Tobacco Free Campus that restricts the use of tobacco products on any district property/facilities.

3. Stealing or attempting to steal District property or private property or knowingly receiving stolen District property or private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

4. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals District-owned facilities or controlled property or at District-sponsored or supervised functions.

SEXUAL AND GENDER-BASED MISCONDUCT

1. Committing sexual and gender based misconduct including, but not limited to, sexual harassment, domestic violence, dating violence, stalking, sexual assault (non-consensual sexual contact and/or intercourse), sexual exploitation, intimidation, retaliation, and rape as defined by law or by District policies and procedures.

~~2. Lewd, indecent, or obscene conduct on District-owned or controlled property or at District-sponsored or supervised functions~~

2. Other misconduct offenses in violation of the El Camino College Sexual and Gender-based Misconduct Policy.

DISCRIMINATION, HARRASSMENT, THREATENING, AND VIOLENT BEHAVIOR

1. Causing, attempting to cause, or threatening to cause physical injury to another person on District-owned facilities or controlled property or at District-sponsored or supervised functions.

2. Engaging in intimidating conduct or bullying against another person through words or actions, including direct physical contact, verbal assaults, such as teasing or name-calling, social isolation or manipulation, and cyberbullying.

3. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

~~4. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel or another person.~~

~~5. Willful misconduct which results in injury or death to another person or which results in cutting, defacing, or other injury to any real or personal property owned by the District or controlled property or at District-sponsored or supervised functions.~~

6. Other misconduct offenses relative to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law including, but not limited to, bullying, discrimination, threatening, or causing abuse (including physical and/or verbal).

Commented [CG10]: Greg Toya and Jaynie Ishikawa revised this section. Although it appears to overlap with the Sexual and Gender-Based Misconduct, Greg needs it here in order to enforce the decisions that come from Jaynie's office. They recommend #2 be deleted because it is also listed in #3, Disruptive Behavior.

Commented [WU11]: Recommendation by Jaynie Ishikawa and Greg Toya.

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67. Violence between those in intimate/dating relationships to each other, and stalking, as defined by law or by District policies and procedures.

WEAPONS

Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object including, but not limited to, any facsimile firearm, knife, or explosive on District-owned facilities or controlled property or at District-sponsored or supervised functions, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Superintendent/President or designee.

MISUSE OF FACILITIES

Unauthorized entry upon or use of District-owned facilities or controlled property or at District-sponsored or supervised functions.

MISCELLANEOUS

1. Introduction of animals on District-owned facilities or controlled property or at District-sponsored or supervised functions are not permitted with the exception of service animals that provide assistance as permitted by federal and state law.
2. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
3. The commission of any act constituting a crime under federal or state law on District-owned facilities or controlled property or at District-sponsored or supervised functions.

References:

Education Code Sections 66300, ~~and~~ 66301 and 78907
Accreditation Standards I.C.8 and 10
~~June 15, 2015~~ [Controlled Substances Act \(21 U.S.C. §811\)](#)
[California Health and Safety Code Section 11053](#)

Ed Policies Committee: 3/14/17, 9-25-2018
Deans & VPAA: April 2017; 3/21/18; 5/10/18
Academic Senate: May 2, 2017; passed May 16, 2017, 10/2/18.
[Student Discipline Task Force: 1/16/18](#)
College Council:
Board of Trustees:

AP 5500 Standards of Student Conduct

References:

Education Code Sections 66300 and 66301;
ACCJC Accreditation Standards I.C.8 and 10 (*formerly II.A.7.b*)

NOTE: *The standards of conduct for students may be included in Board Policy (see BP 5500) or delegated to the [CEO] for inclusion in these Administrative Procedures. **If delegated, this procedure is legally required**, and the following standards or similar ones are legally advised:*

Definitions: The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the [**designate position**].
- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to District property or to private property on campus.
- Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
- Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.
- Committing sexual harassment as defined by law or by District policies and procedures.
- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
- Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.

- Willful misconduct that results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined by **[insert local practice]**.
- Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
- Unauthorized entry upon or use of District facilities.
- Lewd, indecent or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
- Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

Students who engage in any of the above are subject to the procedures outlined in AP 5520 titled Student Discipline Procedures.

Revised 9/01, 2/07, 3 /12, 11/14, 4/16

NEW

Administrative Procedure 4022

Course Approval

All new courses shall be approved by the El Camino Community College District Board of Trustees and shall be submitted to the California Community Colleges Chancellor's Office for approval as required. All new courses must be approved by the El Camino Community College District Board of Trustees.

All recommendations for new courses, changes or revision of courses, or other modifications of curriculum must be approved by the College Curriculum Committee and the Office of the Vice President of Academic Affairs.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:

1. These courses must be approved by the College Curriculum Committee.
2. The individuals on the College Curriculum Committee must have received the training provided for in Title 5, Section 55100.
3. Unless modified to properly address the reasons for denial by the California Community Colleges Chancellor's Office, no courses may be offered that were previously denied approval.
4. Students may count a maximum of 18 semester units of coursework approved under this procedure toward a certificate or associate degree.

~~*CCLC Template: Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.~~

5. No group of courses approved under this procedure which total 18 or more semester units in a single four-digit Taxonomy of Programs (TOP) code may be linked to one another by means of prerequisites or co-requisites.
6. All courses approved must be reported to the California Community Colleges Chancellor's Office.

References:

Title 5 Section 55100

Review: Council of Deans 1/12/17

Draft 2/15/17

DRAFT

AP 4022 Course Approval

Reference:

Title 5 Section 55100

Note: *This procedure applies to the processes for approving individual credit and non-credit courses. Local practice may be inserted, but **must address** the following requirements of Title 5 Section 55100.*

Procedures for submitting for Board approval individual degree-applicable credit courses offered as part of an educational program approved by the California Community Colleges Chancellor's Office.

Procedures for course approval of non-degree applicable credit courses and degree-applicable credit courses that are not part of a permitted educational program must address at least the following:

These courses must be approved by the curriculum committee.

The individuals on the curriculum committee must have received the training provided for in Title 5 Section 55100

Unless modified to properly address the reasons for denial, no courses may be offered that were previously denied separate approval by the California Community Colleges Chancellor's Office.

Students may only count a limited amount of semester or quarter units approved toward satisfying the requirements for a certificate or completion of an associate degree.

Regulatory limits on the number of courses that may be linked to one another by prerequisites or co-requisites.

All courses approved must be reported to the California Community Colleges Chancellor's Office.

New 8/07

FACCCorner

Rocio Diaz, FACCC Governor-At-Large
ECC Senator, Counseling
rodiaz@elcamino.edu

- Catch up with [The Weekly](#), FACCC's weekly email highlighting the latest news in the CA Community Colleges.
- [Part-time Faculty Symposium](#): Saturday, November 3rd 10am-2pm at Compton College. Discuss the needs of part-time faculty, including the 67% law.
- View FACCC's current federal and legislative [priorities](#). Have ideas or feedback for 2019? [Share them here](#).
- Interested in learning more about FACCC, or [becoming a member](#)? Let me know! Anyone who signs up will receive **free** membership for this academic year.