



# Academic Senate of El Camino College 2020-2021

March 2, 2021

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

Office location: Schauerman Library, Room 273

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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 outside the Library.

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

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



March 2, 2021

## Academic Senate of El Camino College 2020-2021

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Office location: Schauerman Library, Room 273

### Zoom information for Academic Senate Meeting 3/2/2021

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

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

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

**Meeting ID: 960 6675 9172**

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

- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- If you would like to ask a question or make a comment, please use the raise hand feature and wait until acknowledged, do not just blurt out your question/comment or interrupt another individual.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to [dmcclelland@elcamino.edu](mailto:dmcclelland@elcamino.edu) by noon on Tuesday, March 2. In the subject line, please put Academic Senate Meeting 3/2 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



# Academic Senate of El Camino College 2020-2021

February 16, 2021

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## Officers & Executive Committee

President	<b>Darcie McClelland</b>	VP Finance & Special Projects	<b>Josh Troesh</b>
VP Academic Technology	<b>Pete Marcoux</b>	VP Instructional Effectiveness	<b>Kevin Degnan</b>
VP Ed. Policies/Pres-Elect	<b>Claudia Striepe</b>	Curriculum Chair	<b>Janet Young</b>
VP Faculty Development	<b>Stacey Allen</b>	Secretary	<b>Rocio Diaz</b>
		Parliamentarian	<b>Pete Marcoux</b>

### Part-Time (One-year terms)

**Jack Spencer**

**Ed Muo**

### Behavioral & Social Sciences

**Stacey Allen** 22/23

**Ali Ahmadpour** 22/23

**Kristie Daniel-DiGregorio** 20/21

**Renee Galbavy** 20/21

**Michael Wynne\*** 20/21

### Business

**Kurt Hull** 21/22

**Philip Lau\*<sup>R</sup>** 21/22

**Josh Troesh** 21/22

### Counseling

**Seranda Bray** 20/21

**Anna Brochet\*<sup>R</sup>** 21/22

**Rocio Diaz** 22/23

### Library Learning Resources

**Analu Josephides** 21/22

**Mary McMillan** 21/22

**Claudia Striepe\*<sup>R</sup>** 21/22

### Fine Arts

**Jonathan Bryant** 21/22

**Joe Hardesty** 20/21

**Russell McMillin\*<sup>R</sup>** 21/22

**Joanna Nacheff** 21/22

**Darilyn Rowan** 21/22

### Health Sciences & Athletics/Nursing

**Andrew Alguliar** 22/21

**Ryan Anthony** 22/23

**Nate Fernley** 21/22

**Tiffanie Lau** 20/21

**Colleen McFaul** 20/21

### Humanities

**Sean Donnell** 21/22

**Brent Isaacs** 21/22

**Elayne Kelley** 21/22

**Pete Marcoux\*** 21/22

**Anna Mavromati** 21/22

### Industry & Technology

**Charlene Brewer-Smith<sup>R</sup>** 21/22

**Ross Durand\*** 21/22

**Dylan Meek<sup>R</sup>** 21/22

**Renee Newell** 21/22

**Jack Selph** 21/22

### Mathematical Sciences

**Susana Acuna-Acosta** 22/23

**Diaa Eldanaf** 22/23

**Robert Eleuteri** 22/23

**Le Gui** 20/21

**Ronald Martinez** 21/22

### Natural Sciences

**Shimonee Kadakia** 21/22

**Darcie McClelland** 22/23

**Mia Dobbs** 21/22

**Shanna Potter\*<sup>R</sup>** 22/23

**Jwan Amin** 22/23

### Academic Affairs & Student Services

**Jean Shankweiler**

**Ross Miyashiro**

Associated Students Organization

**Dalyan Johnston**

**Pretty Abraham**

### President/ Superintendent

**Dena Maloney**

### Ex-officio positions

**Kelsey Iino** ECCFT

### Institutional Research

**Josh Rosales**

Dates after names indicate the last academic year of the senator's three-year term, for example 20/21 = 2020/2021.

\*Denotes longest-serving division senator (i.e., the "senior senator"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

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

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

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

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

## **ECC ACADEMIC SENATE MEETINGS:**

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

**FALL 2020:** September 1 & 15, October 6 & 20, November 3 & 17, December 1 & 8 (tentative).

**SPRING 2021:** February 16, March 2 & 16, April 6 & 20, May 4 & 18, June 1 & 8 (tentative).

## **SENATE COMMITTEES:**

**Academic Technology.** Chairs: P. Marcoux & M. Lemons. 2<sup>nd</sup> Thursday, more details TBA.

**Assessment of Learning.** Chairs: Kevin Degnan & Catherine Shultz-Roman. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.

**Academic Program Review.** Chairs: Kevin Degnan & TBA. Thursdays, 1230-2pm, Library 202 or Communications 109.

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

**Distance Education Advisory Committee.** Chair: Moses Wolfenstein. D.E. Liaison: Mary McMillan. 4<sup>th</sup> Thurs, 1:30-2:30, Lib 202.

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

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> 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: Bill Beverly. Senate Rep: Darcie McClelland. 3<sup>rd</sup> Mondays, 4 pm, Alondra.

**Calendar.** Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Ali Ahmadpour. Meets annually or as needed.

**College Council.** Chair: Dena Maloney. Senate Rep: Darcie McClelland. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

**Council of Deans.** Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: Darcie McClelland, 2<sup>nd</sup> Thurs., 8:30-10:30, Alondra.

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

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

**Facilities Steering Committee.** Chair: Jorge Gutierrez. Senate Rep: Claudia Striepe, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Steering Committee: C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1<sup>st</sup> Tues, 2:30-3:30 DE 166.

**Planning & Budgeting (PBC).** Chairs: Iris Ingram and Viviana Unda. Senate reps: Josh Troesh & Sidney Porter, 1<sup>st</sup> & 3<sup>rd</sup> Thurs, 1-2, LIB 202.

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

## ECC (El Camino College) Acronyms

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

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

**Adjunct**

- Chinedu (Ed) Muo
- Jack Spencer

**Behavioral & Social Sciences**

- Ali Ahmadpour
- Stacey Allen
- Kristie Daniel Di-Gregorio
- Renee Galbavy
- Michael Wynne

**Business**

- Kurt Hull
- Phillip Lau
- Joshua Escalante Troesh

**Counseling**

- Anna Brochet
- Rocio Diaz
- Seranda Sylvers

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- Joanna Nachef
- Darilyn Rowan

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- Colleen McFaul

**Humanities**

- Kevin Degnan
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- Elayne Kelley
- Pete Marcoux

**Industry & Technology**

- Charlene Brewer-Smith
- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

**Library and Learning Resources**

- Analu Kameeiamoku Josephides
- Mary McMillan
- Claudia Striepe

**Mathematical Sciences**

- Susana Acosta-Acuna
- Diaa Eldanaf
- Robert Eleuteri
- Le Gui
- Ronald Martinez

**Natural Sciences**

- Mia Dobbs
- Shimonee Kadakia
- Darcie McClelland
- Shanna Potter
- Jwan Amin

**Associated Students Organization**

- Dalyan Johnston
- Pretty Abraham

**Curriculum Chair**

- Janet Young

**Academic Affairs**

- Jean Shankweiler

**Student Services**

- Ross Miyashiro

**President/Superintendent**

- Dena Maloney

**ECC Federation**

- Kelsey Iino

**Institutional Research**

- Joshua Rosales

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

- Taryn Bailey
- April Bernabeo
- David Brown
- Stephanie Burnham
- Nancilyn Burruss
- Keiana Daniel
- Bridget Delahunt
- Greg Fry
- Traci Granger, HSA

- Edith Gutierrez
- Stephanie Hall
- Christopher Hurd, Counseling
- Scott Kushigemachi, Humanities
- Perpetua Okoh
- Grace Perez
- Rossella Pescatori
- Jesus Rubio
- Linabel Sajo

- Russell Serr, HSA
- Sara Tabrizi
- Viviana Unda, IRP
- Celso Uribe
- Gerson Valle, Mathematics
- Moses Wolfenstein

## ACADEMIC SENATE MINUTES

February 16, 2021

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 Darcie McClelland called the first Academic Senate meeting of the Spring 2021 semester to order on Tuesday, February 16<sup>th</sup> at 12:32pm.

D. McClelland:

Quick Reminder:

- Comments/questions not directly related to current agenda item will not be acknowledged until public comment. Additionally, comments/questions on agenda items should contribute to the discussion in a meaningful way. Public comments will be limited to 1 three-minute comment per person per meeting.
- If you type something in the chat that you would like read aloud, please begin the comment with \*\*\*. If your comment does not begin with \*\*\*, we will assume it's just for others to read silently and will not acknowledge it publicly.
- Since today is our first meeting of semester, left extra time for Public Comment, we want to hear about the things you want our Senate to talk about
- Welcome everyone to Spring!

### B. APPROVAL OF MINUTES (p. 6-15)

D. McClelland: See pgs. 6-15 of the packet for minutes from December 1<sup>st</sup> meeting. Motioned by A. Ahmadpour, seconded by K. Degnan.

- Change date
- 42 yes, 0 nos, 1 abstained (B. Isaacs). APPROVED.

### C. UNFINISHED BUSINESS

None

### D. NEW BUSINESS

- a. Guidelines for Camera Use and Recording in Online Synchronous Classes, 1<sup>st</sup> Reading – Moses Wolfenstein
  - Approve for official policy going forward
  - Guidelines provided by the CCC Chancellor's Office, Office of General Council, the following are recommended for synchronous class meetings:
    - Cameras are presumptively optional
    - For any questions, please reach out to Moses
  - G. Valle: How does the policy apply to proctored exams?



- GV: There is a new tool that has been added where you can proctor exam with lock down browser. Separate conversation
- P. Marcoux: Can we require students to turn on cameras to take attendance?
  - MW: It would strike me if you are doing that in live online course, need to consider confidential alternatives. If you have student who has an issue with camera, need to be prepared to meet that need
- Review of FAQs (see slides)
  - We don't have a policy of Zoom settings here at ECC
  - Strongly recommend to review why it cannot be required to turn on their video during a live Zoom session, including homelessness
  - Can prohibit students from publicly sharing recordings or screen captures of a Zoom session showing student participating
  - Accommodations for students with disabilities: all pre-recorded videos do need to be captioned
- A. Ahmadpour: Is it possible to challenge this perception on the ground of effectiveness?
  - Student right to privacy comes from legal ruling. Concern of having students turn on their cameras will increase instructional effectiveness but don't have data that shows that aside from anecdotal
  - AA: can go around this, require students to use a profile picture or virtual background? Can we be creative and go around this decision? MW: We can't because students don't have equal access to technology. AA: I am for student privacy but I think the state is again invading our freedom in so many ways to do what we are supposed to do as teachers. I advocate against this, it will create an environment for students to do whatever they want. If I am responsible for retention and success, need to have an opportunity to achieve that. DM: have to think about equity issues-some students may face trauma from showing their camera, where they live. Students have to be adults and do coursework whether they show their face or not. At the end of the day, the responsibility for success lies on the student. There are arguments on both sides.
  - DM: We will bring this back for a second reading for our next meeting
- MW: One thing we are lacking is student perception on this question.
  - P. Marcoux: maybe send it to ASO

## **E. INFORMATION ITEMS – DISCUSSION**

### **a. Institutional Planning at ECC- Viviana Unda**

- Purpose of document: provide an overview of the plans and planning processes that take place within the institution; introduce and orient readers to additional resources available online at ECC's Institutional Research and Planning website
- There is a section that defines planning, integrated planning, and why we do planning. To be more effective, build consensus toward same vision
- ECC Planning Model – number one-starting with big picture comprehensive planning, number two-strategic planning every 5 years. Number three-basically our

annual planning, this probably what you're most familiar with (program reviews, reports). Number four- monitor and evaluate strategic plan mid-cycle, adjust. Five- adapt based on number four.

- Types of Planning at ECC
  - Comprehensive planning
  - Strategic planning
  - Focused planning – these could vary
    - Equal Employment Opportunity (EEO) plan
    - Enrollment management plan
    - Student equity plan
    - Distance equity plan
  - Program Review
    - Academic program review – related to faculty
    - Student services program review
    - Administrative program review – starting to do planning with them in more articulated way, before was kind of scattered
  - Outcomes Assessment (SLOs, PLOs, ILOs)
    - Steps involved in program review processes - Invite to read these
    - Training
    - Evaluation and planning
    - Approval
    - Dissemination
  - Annual Priority
    - College-wide priority established as a focus area for any given year
    - 2021-22: Black or African American students – group that appears in most of our indicators as DI.
    - Rationale behind annual priority is to maximize resources
    - Could change or stay the same for next year
  - Annual Planning & Budgeting
    - Evaluation and planning
    - Budget development, prioritization and approval
    - Approved budgets and implications for annual plans
  - Planning and Budgeting calendar – shows what happens on planning side and budget side to make joint review
  - Alignment between planning processes – everyone does annual plans. Executive cabinet makes final decision about annual planning process.
- Monitoring Achievement of ECC Plans
  - Lagging indicators – not that action oriented, don't say a lot or give a lot of information. We look at them for reporting, but not the day to day work
  - Leading indicators – tracks progress of our students. Track them when they are still here. The lagging they are gone. We have a window to strategize.
  - Nuventive: planning, monitoring, and reporting platform
- Committees for Planning at ECC
  - Comprehensive and strategic planning task forces

- PBC
- Academic Program Review committee
- Student services program review committee
- Administrative services program review committee
- Questions?
  - A. Ahmadpour: how much of this planning comes from below/from students or teachers? VU: Annual planning occurs every year and should be core of all planning. Academic affairs is one of biggest areas in college, then Admin services. The program review on academic side is much more developed, annual planning has been thought of as requesting money every year. What we are trying to do now is create a thought process to understand that planning is not just asking for resources. Let us set some goals and what kinds of actions and objectives are we going to take to achieve those goals, and assess the following year. I hope that we can do more in annual planning process from academic side and we are working toward that.

D. McClelland: Before we move on to officer reports, we will introduce deans rep for today

R. Diaz: Sorry we don't have a slide for you today, Scott, but please welcome today's deans rep, Scott Kushigemachi from Humanities

S. Kushigemachi: Hi everyone, good to see everyone again. I've been at El Camino since around 2007 as a part-time faculty member. In 2010, I was hired full-time and I've been Associate Dean of Humanities for about three years. Always happy to visit Senate.

DM: Thanks for being here today.

## **F. OFFICER REPORTS**

### **a. President, Darcie McClelland**

- Academic Senate needs your help!
  - We are seeking reps for the following committees:
    - a. Enrollment management
    - b. Student climate survey committee
    - c. A 2<sup>nd</sup> alternate for PBC – pretty urgent, if you are interested please reach out soon
  - If you are interested in either of the first two contact Darcie and if you are interested in PBC contact Josh
- Thank you to our senate equity reps on 2020-2021 faculty and admin hiring committees!
  - Shane Ochoa
  - Analu Josephides
  - Yun Chu
  - Joe Hardesty
  - Mia Dobbs
- Can't get enough Academic Senate in your life?

- Consider running for one of the following VP positions that will be up for election this spring
    - a. Academic Technology
    - b. Ed Policies
    - c. Faculty Development
    - d. Finance and Special Projects
    - e. Secretary/Webmaster
  - If interested, please contact the current VP for more information about job responsibilities, compensation, etc. Recommended to let them know ahead of time
  - If you ordered packets from the copy center for students to pick up the pick up times are 2/17 10am-4pm and 5:30-7:30pm. Also 2/19 from 10am-4pm. The pick up will be in Lot B off MBB. It is strongly preferred that students drive up but there will be a booth for walk up if this isn't possible
  - If you completed Distance Education training, stipend checks are coming
  - Big thanks and shout out to Stacey and her FDC team for a wonderful PD day. Most positive feedback I've heard.
  - Guided Pathways United for Student Success Forum: What does institutional success with equity look like? March 25<sup>th</sup> from 12-2pm. Among other things, we will be introducing an exciting new collaboration between Senate, GP, and Academic Affairs: the equity-minded learning academy for faculty – more details at the event
- b. Curriculum – Janet Young
- J. Young: Curriculog is operational. Talk to your Division Clerical Support or CCC Rep to set up trainings. These are you go-to people. All curriculum is launched by clerical support. Your CCC rep is a great resource as you are going through the process. The way we do the trainings are in small groups with people from same division/department.
- c. VP Educational Policies – C. Striepe
- C. Striepe: One of big goals is to find a successor
  - One quick informational statement: our VP committee will start meeting next week. In the meantime, have inactivated \_\_ and \_\_ as they have both been integrated into Credit for Prior Learning – was approved by BOT. That bit of business is concluded.
- d. VP Equity, Diversity, & Inclusion- A. Josephides
- D. McClelland: Analu had an emergency and asked me to give his report today.
    - The Equity, Diversity and Inclusion Committee had their first meeting on December 9<sup>th</sup> and so they are just mobilizing and getting started. They developed a mission statement:  
The El Camino College Equity, Diversity, and Inclusion Standing Committee provides guidance to the AS on matters related to equity, diversity, and inclusion under the 10+1. Under this purview, this committee will create and

implement concrete plans that will increase equity in teaching, learning, and serving our students as well as in relationships among colleagues.

- One of their first projects is partnering with FDC to host the Informed and Inspired series, Stacey will share more about that.
- Also on slide are their goals for the Spring.
- One really important that they are going to be working on this Spring is a cataloguing of equity events that are happening on campus, as we launch 25 live—our new calendaring system—we will be able to put events all in one place. When you don't have to book a room, we find that there are concurrent amazing equity events and not fun to choose between them.
- As we are able to do this, bring these groups together and collaborate

**e. VP Faculty Development- Stacey Allen**

- S. Allen: Please remember to complete the Spring PD evaluation survey
- Help revamp faculty resources of PD website – if interested in workgroup, let me know
- Ways to earn some flex or interested in upcoming equity-focused PD opportunities:
  - February 25<sup>th</sup> – Informed & Inspired
  - March 3<sup>rd</sup>, 9-11am, “They Said What?!” Racial microaggressions on college campuses, *Featuring Student Voices* facilitated by Melissa Fujiwara
  - SITE Faculty Book Club, 1<sup>st</sup> meeting: 11-12 on Friday, February 26<sup>th</sup>. Spring book – *Everyday Antiracism: Getting Real about Race in School*, edited by: Mica Pollock
  - SITE- Text Talks. Weekly opportunities to gather with colleagues
  - SITE – Virtual Hallway Podcasts. All sorts of episodes that are practical, have one on Zoom OH, discussions in CANVAS- watch email for more info

**f. VP Finance- Josh Troesh**

- J. Troesh: Looking for another alternate, please do reach out. Next meeting on the 25<sup>th</sup>.

**g. VP Academic Technology- Pete Marcoux**

- P. Marcoux:
  - Academic Tech Committee
    - Academic Tech conference March 25<sup>th</sup> (unconference-talking about various issues) and 26<sup>th</sup> (typical conference with keynote)
  - College Tech Committee
    - Meet today @ 2
    - Faculty laptops is on agenda

**h. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degnan**

- K. Degnan:
  - Thank you to everyone on the Academic Program Review Committee and all faculty who participated in Program Review in the last few years—it was good to see your hard work and good collaborations recognized by the ACCJC!

- Thank you also to all folks participating in SLO and PLO assessments over the past year! Getting and acting on that data is an excellent way to find where and how our students most need help, especially now
- Fall 2020 SLO reports are due 5 March
- Fall 2020 PLO reports are due 19 March
  - Congrats to BSS for already getting all Fall 2020 PLO reports entered!

## **G. SPECIAL COMMITTEE REPORTS**

### **a. ECC VP of Academic Affairs – Jean Shankweiler**

- Welcome back!
- Accreditation report came back mid-January. Thank you to everyone who helped out, appreciate all their hard work. Very impressed with PD. Areas for improvement for mid-term report:
  - Board policies – better cycle for review. Academic affairs is the best, we keep up really well. Other areas aren't as vigilant.
  - Distance education – regular and substantive interaction. Have to report in 3 years
  - Disaggregating our data in program review and assessment: we disaggregate data sometimes. Have to make sure to disaggregate and then use it
- Spring enrollment is abysmal. Some of you have been impacted by courses
  - Positive attendance not being reported
  - 1100 FTES down
  - In line with national average
- Scheduling – summer/fall
  - Winter enrollment was wonderful
  - Want to build on these strengths for summer enrollment
  - Fall is trickier. Hopeful that with vaccines will have some in-person classes. Want to be able to start bringing back some classes where possible. Using Zoom rooms- will take some equipment.
    - Fall schedule is in production, want students to have an idea of what they are getting into
  - Faculty/manager hiring is ongoing. Committees are formed, have been approved by HR
  - Distinguished faculty awards

### **b. ECC VP of Student Services – Ross Miyashiro**

- Federal work study training program – have about 2,000 who qualify for WS, only hundreds apply for it. We have 120 who applied and didn't find a position.
  - Program will cover equity, inclusion, online etiquette, email etiquette, customer service, academic majors. This way if we are interested in hiring will know they have baseline training
- Social Justice Center Proposal: Will be inclusive large center that houses processes and goals of social justice. Proposal will come out in a week

- Police forum being scheduled for 3/10 from 3:30-5:00pm. Will be a 3 part forum with the last part being an open discussion

c. Online and Digital Education Committee- Mary McMillan

- M. McMillan: We meet tomorrow and part of agenda is setting agenda for term
  - E.g., Policy on cameras in Zoom classroom

D. McClelland: Academic Integrity

- In response to concerns from faculty about increased cheating in the remote environment, the senate has taken a more active role in the College Academic Integrity Committee

**H. FUTURE AGENDA ITEMS**

- a. AP 4105, Distance Education
- b. AP 4231, Prerequisites

**I. PUBLIC COMMENT**

- R. Diaz: I've met with a couple of students, and this impact students more in intersessions of winter and summer. I've worked with students in the process of getting an add code and are on the waitlist. And while they are on the waitlist, they don't have access to the materials on Canvas. What are some recommendations from the faculty or from ODE that can help with that process because students are missing out while they are on the waitlist but don't have access to the material
- D. McClelland: That's a tough one because normally they show up in your classroom and we as faculty can't add people to Canvas.
- M. Wolfenstein: it is occasionally possible to add a WL student when they are going to be added. But we really can't add them because the way they get added is by Colleague pushing them in. It actually messes things up if you put them in the course and then Colleague adds them to the course. We want the long-term solution to this, we want to be able essentially for students to audit a course before it's open. But that's going to be a pretty big overhaul and it's definitely going to require a lot of Colleague update for that to happen first
- P. Marcoux: I think this is a great question issue, I think it might be a good for a breakout during our tech conference because this issue is not going to go away post COVID, it is actually going to be really relevant because we have uploaded so much material into our Canvas courses that we're going to be relying on a lot more, so I would love to have a roundtable to see how faculty are dealing with these kinds of issues. If someone is interested in leading please contact Moses or me
- E. Muo: My name is Ed and I am a new adjunct senator. What I am doing for my Anatomy 32 classes that I have over 10 people waitlisted, I don't have anything due until I add all WL students. The last day that I add WL student is next Monday, so moved all required quizzes until after. So essentially would get into the classroom they would be able to access all materials. I've also sent powerpoints and email correspondence to all students, including WL students. I put the Zoom code and don't have a password yet for the actual zoom class. Nothing is due and no materials required until after add deadline

- DM: That's awesome, thank you for those suggestions. I think we could talk about how we might be able to do this better in the shorter session because there's a big difference between a 16 week course and a 5 week course
- A. Ahmadpour: What is the possibility of removing the code for adding a class which is still open? Will make it much easier for students to add the class. DM: The student is automatically added from WL without an add code. After a certain date—I can ask Lillian—but has to do with when we do drop with nonpayment and things like that, and then they want it to be at the faculty member's discretion after that. Sometimes your WL students have made other arrangement and don't want the class anymore. I think one thing that all of us as teaching faculty can be doing is the day before the semester starts, or the day the semester starts, email our WL students and give them access to materials
- D. Eldanaf: Does student pick up laptop/tech after submitting form, or are they assigned a day/time? DM: I believe they have to wait for a reply, but contact Crystal Martin she'll know for sure

#### **J. ADJOURN**

Motioned to adjourn by A. Ahmadpour, seconded by J. Nachef. Meeting adjourned at 2:08pm.



## Guidance for Camera Use and Recording in Online Synchronous Classes

(Based on the California Community Colleges Office of General Council Legal Opinion: 2020-12: Online Class Cameras-On Requirements)

"While there is no express prohibition against faculty requiring students to attend live online synchronous classes with their cameras on, an indiscriminate cameras-on requirement risks violation of student privacy rights under the California Constitution, and potentially implicates other federal and state privacy and civil rights laws."

Based on the guidance provided by the CCC Chancellor's Office, Office of General Council, the following are recommended for synchronous class meetings:

- Cameras are presumptively optional for live synchronous online classes.
- Audio can be required to the extent necessary to meet learning outcomes, but students should be encouraged or required to mute audio when they are not speaking.
- If both audio and visual student participation is essential:  
Faculty require cameras to be on, but only to the extent necessary to meet learning outcomes , and with adequate notice to students;
  - Clearly identify the essential nature of video for instruction and consider a student's privacy or technical objections and create a confidential "opt-out"; mechanism that allows a student to decline video participation;
  - Consider an alternative to video ;participation such as audio participation;
  - Encourage students to set a profile picture in the video conferencing environment;
  - Encourage the use of electronic video backgrounds; and
  - Allow students flexibility to turn off the cameras unless needed.
- Encourage the use of the video conferencing chat feature for attendance and discussion.

Additional information about photos, video, audio recording under FERPA can be found in the US Department of Education [FAQs on Photos and Videos under FERPA](#).

While this document refers to Zoom, the guidance can be applied to any synchronous video platform, such as Microsoft Teams or WebEx.

If you have questions about how FERPA relates to your specific situation at El Camino College, you can reach out to Dr. Moses Wolfenstein, Distance Education Faculty Coordinator or Lillian Justice, Registrar.

The below FAQs are adapted from [Guidance for Recording Class Sessions with TechConnect \(Confer\) Zoom](#) by Michelle Pacansky-Brock and CVC-OEI, licensed under

[Creative Commons Attribution 4.0](#), and from [Guidance for Synchronous Classes at College of the Canyons](#).

I don't record classes when I teach on-campus. Do I need to record Zoom sessions?

No, you do not need to record Zoom class sessions.

Are video or audio recordings of lectures protected student records?

If a recording includes only the instructor, it is not a student record and FERPA does not limit its use. If the recording includes students asking questions, making presentations or leading a class, and it is possible to identify the student, then the portions containing recordings of the student do constitute protected educational records. Educational records can only be used as permitted by FERPA or in a manner allowed by a written consent from the student.

What recording settings should I select in Zoom to best ensure students are not recorded in the archive?

Before you schedule your meetings:

- Click on My Account
- In the left column, select Settings
- Select the Recording tab and choose the following settings:
- Disable Local Recording. For most instructors, recordings should be kept in the cloud and not downloaded to a local computer
- If you wish to have a video of the speaker recorded during screensharing, enable Record active speaker with shared screen
- Disable Record gallery view with shared screen
- Disable Display participants names in the recording
- Enable Multiple audio notifications of recorded meeting, which plays an automated message whenever a recording is started, or a participant enters a session that is already being recorded.

When your meeting starts, keep your Zoom view set to Speaker View (as opposed to Gallery View). This ensures that only the person who is speaking appears on the screen, as opposed to recording a grid view of all attendees with webcams enabled.

How can I set Zoom settings so that students turn on their videos only when they choose to do so?

When you schedule your meeting, you are advised to set Participant Video to Off to allow students to opt into sharing their video.

Can I publicly share a screen capture of a Zoom session or recording that shows one or more identifiable students?

You should share a screen capture or recording of a student only with that student's consent in order to comply with FERPA. Students should not record you without your permission. Likewise, we encourage you to model informed consent with your students by asking them if and when you can record. In short, we discourage you from making or sharing screenshots of students.

Should I require students to turn on their video during a live Zoom session?

- No. This is problematic for several reasons.
- Students might not have a webcam and owning a webcam was not a condition for them to register for your course.
- Students might not want to show where they are located. If a student is couch surfing or homeless, and you force them to reveal this to class, this might negatively impact their motivation and the way the rest of the class perceives them. (A [2019 survey of California Community College](#) students found that 60% were housing insecure in the previous year, and 19% were homeless in the previous year. And this was before the pandemic!)
- Students might be living with minors or others who are not able to provide informed consent to being viewed or recorded by others
- Students might have a disability that they do not wish to display. In fact, they might have chosen a distance education class so that they would not be subject to stares and whispers of other students.
- Students might have experienced adverse childhood experiences, and being forced to stare at themselves in a camera can be a triggering experience. (The Centers for Disease Control estimate that [60% of US adults had an adverse childhood experience.](#))

For more on the potential negative impacts of cameras in class, and ideas for alternative ways to engage students, see: [Karen Costa, "Cameras Be Damned."](#)

Can students publicly share class recordings or screen captures of a Zoom session or recording that show one or more identifiable students?

No. Instructors should tell students that they should not share the link to any class sessions, or take screen captures of Zoom sessions. Students that violate this request

may be subject to the student code of conduct for disrupting class, especially if you include this in your syllabus. It's more likely that students will respect your instructions in this regard if you model informed consent before recording them or forcing them to turn on their cameras.

Can I show recordings from last year's class to the current class?

Under FERPA, this situation should be treated as if the recordings were being shown to a third-party audience, which requires FERPA compliance through use of consents from identifiable students or by editing out those students from the video.

If I want to all access to a video (that shows students participating) to others outside of the class, is this permitted?

Possibly. There are a couple of ways to use recordings that show students participating.

- The instructor may obtain individualized written FERPA consents from the students shown in the recording. This type of consent can be obtained on a case-by-case basis or from all the students at the outset of a class. ([See ODE Website for an example](#))
- Recordings can be edited to remove portions of the video that show students who have not consented to the use of their voice and/or image (simply blurring a student's image and removing their name is not sufficient, as the student may still be identified).

What is the way to comply with FERPA if I am video recording my class sessions, students will be asking questions/doing presentations, and I wish to share the recording with a future class?

Overall, plan your live Zoom session as carefully as you plan your face-to-face classes.

- Record only the parts of your session that show you. Plan to hold specific Q&A periods during the session and when you get to one, click Pause recording.
- When you are ready to present again, Resume recording.
- Don't refer to students by name (de-identifying the students removes the need for a specific consent from each student depicted). If a student happens to appear on camera, their identity can be edited out or written consent can be obtained.
- Videos of students giving presentations and student-generated video projects are covered by FERPA and copyright (students own the copyright of their work, just as any other author/creator). Therefore, written permission to use these digital works must be obtained by the student

What if my course activities require student demonstrations or recordings?

The course outline of record for some courses requires students to perform certain activities or demonstrate skills in order to meet course objectives. In these cases, instructors should strive to disclose to students what will be required before the start of class. This might occur via the instructor orientation letter, printed comments in the schedule of classes, and/or a department or instructor website.

How do I accommodate students with disabilities who need to view a recording of class with captions?

As suggested above, plan your class session so that you are recording only the parts of class that show you or your instructional material. Also, note that not all live class sessions, e.g., via ConferZoom, need to be captioned. The state Chancellor's Office clarified responsibilities for meeting the needs of students with disabilities in [Memorandum ES 20-16](#). Live class sessions need to be captioned when a student is present who has an Academic Accommodation Plan developed with SRC that identifies captions as an accommodation. Even if there's no student with disabilities, all pre-recorded videos do need to be captioned, in order to make them accessible to all students (aka Section 508 compliance). For questions about accommodations, contact the [Special Recourse Center \(SRC\)](#).

What if I have questions or suggestions about the information here?

Please contact Dr. Moses Wolfenstein, Distance Education Faculty Coordinator, at [mwolfenstein@elcamino.edu](mailto:mwolfenstein@elcamino.edu)

If you plan to record your synchronous course for use in another section or later term you will need to get written permission from all students in that sections. Here is a sample [Permission to Record](#).

## **Board Policy 4260**

## **Prerequisites and Co-Requisites**

The Superintendent/President or designee is authorized to establish prerequisites, co-requisites and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a process by which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Pre-requisites, co-requisites and advisories shall be identified in District publications available to students.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate, as defined in CCR § 53200.

Reference: Title 5 Sections 55000 and 55003

This Board Policy and its related Administrative Procedure replace Board Policy 4260.1.

See Administrative Procedure 4260.

El Camino College

Adopted: 7/20/09

Amended: 6/17/13

Ed Policies 11-24-2020

Council of Deans 12-17-2020

Prerequisites, co-requisites, advisories, and **enrollment** limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories and **enrollment** limitations do not constitute unjustifiable obstacles to student success and access. Therefore, the Education Code, Title 5 and the El Camino College District seek to foster the appropriate balance between student success and access.

### 1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of ~~courses~~ classes:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

### 2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
  1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
  2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.
- B. Grounds for challenge shall include the following:
  1. Those grounds for challenge specified in **Title** 5, Section 55003 (p and q).

(a) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is in violation of this section;

(3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;

(4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;

(5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; or

(6) Such other grounds for challenge as may be established by the district governing board.

(b) In the case of a challenge under item 3, the district shall promptly advise the student that he or she may file a formal complaint of unlawful discrimination pursuant to subchapter 5 (commencing with section 59300) of chapter 10 of this division. If the student elects to proceed with the challenge, completion of the challenge procedure shall be deemed to constitute an informal complaint pursuant to section 59327.

2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate



- competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.
  4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

### 3. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

- A. Establish a curriculum committee and its membership in a manner that is ~~mutually agreeable to the academic senate in consultation with college administration.~~
- B. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200-53204 of Title 5 and within the limits set forth in Title 5 section 55003. Certain limitations on enrollment must be established in the same manner.
- C. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the division do all of the following:
    - a) Approve the course; and,
    - b) As a separate action, approve any prerequisite or co-requisite, only if:
      - i) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
        1. involvement of faculty with appropriate expertise;
        2. consideration of course objectives set by relevant department(s).  
The curriculum review process should be done in a manner that is in accordance with accreditation standards.
        3. ~~be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;~~
        4. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

5. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under 4;
  6. matching of the knowledge and skills in the targeted course (identified under 4.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under 5.); and
  7. maintain documentation that the above steps were taken.
- c) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
  - d) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
  - e) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met ~~with the exception of~~ ~~excepting~~ ~~only~~ approval by the curriculum committee.
  - f) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
2. A course which should have a prerequisite or co-requisite as provided in (e) or (f) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
    - a) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
    - b) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or corequisites.
  3. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
  4. If the college chooses to use content review as defined in Title 5 Section 55000 subdivision (c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5

### Section 55003 subdivision (c).

- ~~5. Periodic Review of Prerequisites and Advisories. As a regular part of the course review process, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. The regular course review process occurs on a six-year cycle, except that prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.~~

Program Review. As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this procedure, the related policy, and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this procedure, the related policy, and with the law.

6. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment. Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
7. Instructor's Formal Agreement to Teach the Course as Described. The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the academic senate and, if appropriate, the local bargaining unit.

[For information about establishing prerequisites and co-requisites for specific courses, please refer to the curriculum handbook.](#)

### **Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having

met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

## 1. Prerequisites and Co-requisites

A. Levels of Scrutiny. Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:

1. The Standard Prerequisites or Co-requisites. The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record ~~that a combination of at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.~~
2. Sequential Courses Within and Across Disciplines. A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.
3. Courses in Communication or Computation Skills. Prerequisites establishing communication or computational skill requirements ~~may not be established across the entire curriculum unless must be~~ established on a course by course basis. ~~Content review may be used to establish a prerequisite or co-requisite for any course except for another course in course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills~~ by Content Review.

Department faculty will work with Institutional Research, key administrators and the College Curriculum Committee to identify and prioritize which courses may need communication or computational prerequisites. The process will be documented using the form provided by the college curriculum committee and attached to the course review proposal in the curriculum data system that establishes the prerequisite. Once prerequisite courses are established, the affected departments will assure the prerequisite courses are reasonably available and will not unnecessarily impede student progress. College curriculum committee members will be trained on Title 5 regulations regarding

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the establishment of prerequisites. As part of Program Review, departments will study the impact of prerequisites on student success, giving special attention to disproportionate impact on historically underrepresented groups.

4. Cut Scores and Prerequisites. Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. Programs. In order to establish a prerequisite for a program, the proposed prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.
6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
  - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
  - b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.
7. Recency and Other Measures of Readiness. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
  - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
  - b) Data are gathered according to sound research practices in at least one of the following areas:
    - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
    - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and

exams, participation in courses or other indicators that the student was or was not ready to take the course.

- (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
- (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.

- c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard established, ~~each~~ the college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.

B. Additional Rules. Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

~~2. **Advisories on Recommended Preparation.** The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required for courses described either as "prerequisites," or as "recommended," in previous versions of the catalog or schedule. the college used to describe such recommendations in its catalog or schedule as or by any other term.~~

**3. Limitations on Enrollment.** The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above, including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

A. Performance Courses. The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
2. The college includes in the course outline of record a list of each certificate or

associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

### **Blocks of Courses or Sections**

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Reference:

Title 5, Sections 55000 et seq.

Adopted: July 20, 2009

Amended: 6/17/13

Ed Policies: 11/24/20

Council of Deans: 12/17/2020



## POLICY & PROCEDURE SERVICE

### BP 4260 Prerequisites and Co-requisites

#### References:

Title 5 Sections 55000 and 55003

**NOTE:** *This policy is legally required.*

The [ **CEO** ] is authorized to establish prerequisites, co-requisites, and advisories on recommended preparation for courses in the curriculum. All such prerequisites, co-requisites, and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, co-requisites, or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a prerequisite or co-requisite may be challenged by a student on grounds permitted by law. Prerequisites, co-requisites, and advisories shall be identified in District publications available to students.

**Revised 2/08**

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## POLICY & PROCEDURE SERVICE

### AP 4260 Prerequisites and Co-requisites

#### References:

Title 5 Sections 55000 et seq.

**NOTE:** *This procedure is **legally required**. Districts may insert their local practice here. The following example was developed by the California Community Colleges Chancellor's Office Task Force in conjunction with the State Academic Senate. Districts should consult with local legal counsel before deviating from this example.*

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

#### 1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite, and satisfactory grade.

#### 2. Challenge Process

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## POLICY & PROCEDURE SERVICE

A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five working days. If the challenge is upheld or the District fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course.
2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

**B. Grounds for challenge shall include the following:**

1. Those grounds for challenge specified in Title 5 Section 55003 subdivision (p).
2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he/she/they would be delayed by a semester or more in attaining the degree or certificate specified in his/her/their educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she/they does not pose a threat to himself/herself/themself or others.
4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

**C. Curriculum Review Process**

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.

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## POLICY & PROCEDURE SERVICE

3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
    - (1) Approve the course; and,
    - (2) As a separate action, approve any prerequisite or co-requisite, only if:
      - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
        - (i) involvement of faculty with appropriate expertise;
        - (ii) consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
        - (iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
        - (iv) specification of the body of knowledge or skills which are deemed necessary at entry or concurrent with enrollment;
        - (v) identification and review of the prerequisite or co-requisite which develops the body of knowledge or measures skills identified under iv.
        - (vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
        - (vii) maintain documentation that the above steps were taken.
      - (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
      - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
      - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student

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## POLICY & PROCEDURE SERVICE

had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.

- (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
  - b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
    - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
    - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
  - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
  - d) If the District chooses to use content review as defined in Title 5 Section 55000 subdivision (f) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 Section 55003 subdivision (c).
4. **Program Review.** As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this procedure, the related policy, and with the law. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this procedure, the related policy, and with the law.
5. **Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.** Implementation of prerequisites, co-requisites, and limitations on

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enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he/she/they has met all the conditions or has met all except those for which he/she/they has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

- 6. Instructor's Formal Agreement to Teach the Course as Described.** Each college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

### Review of Individual Courses

If the student's enrollment in a course or program is to be contingent on his/her/their having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

- 1. Advisories on Recommended Preparation**

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

- 2. Limitations on Enrollment**

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- a. Performance Courses** – The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra,

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theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

- i. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- ii. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- b. **Honors Courses** – A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.
- c. **Blocks of Courses or Sections** – Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the

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other course or courses which satisfy the same associate degree or certificate requirement.

**Revised 8/07, 7/11, 3/12, 9/12, 6/13, 4/20**

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## ECC VERSIONS

### **Board Policy 3200**

### **Accreditation**

The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and the process and standards for ~~the special accreditation of other District programs that seek special accreditation.~~

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

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

References: Accreditation Standard IV.B.1.i Title 5,  
Section 53200

El Camino College Adopted:  
5/21/01 Amended: 4/21/14



## Administrative Procedure 3200 Accreditation

The El Camino Community College District will undergo an educational quality and institutional effectiveness self-evaluation every six years and host a visit by an accreditation team. The accreditation process is an opportunity for the institution to conduct a thorough review against the Eligibility Requirements, Accreditation Standards, federal requirements, Commission Policies, and the institution's own objectives. The process will include active, campus-wide involvement of managers, faculty, staff, and students, which enables the institution to consider the quality of its programs and services and its institutional effectiveness in supporting student success. Self-evaluations and mandatory midterm and follow-up reports will be submitted to the Accrediting Commission.

The following procedure will apply to the preparation of the comprehensive self-evaluation for the reaffirmation of accreditation by the Accrediting Commission of Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC):

1. The preparation of the self-evaluation report and other supporting documentation will begin no less than two years before **the semester of the proposed** accreditation visit.
2. The Superintendent/President will appoint the Accreditation Liaison Officer (ALO) who is responsible for coordinating all activities in preparation for the accreditation team visit.
3. An Accreditation Steering Committee, led by the ALO, will be created that includes:
  - Self-evaluation co-chairs consisting of a faculty member and an administrator.
  - Standard teams led by faculty and administrative co-leads and composed of administrators, faculty, staff, and student(s) from the College.
  - The Academic Senate will approve the faculty co-chairs and team leaders.
4. The self-evaluation draft report will be made available to the faculty, staff, administrators and student leaders for review and comment ~~at least six months~~ **months** before it is sent to the Board of Trustees for approval.
5. The self-evaluation report will be made available to the public after approval by the Board of Trustees.
6. Any subsequent midterm, follow-up or special reports required by the ACCJC will be approved by the Board of Trustees prior to submission to the Accrediting Commission.

In addition to the required accreditation process, a College-Wide Accreditation Team will be established as an on-going committee to provide continual evaluation to the College on areas related to accreditation and the ability of the college to meet accreditation standards. The team will be composed of the Accreditation Liaison Officer, past accreditation co-chairs and standard team leaders, a representative from Institutional Research and Planning, and other interested people.

The duties of the Accreditation Team may include:

1. Review of the ACCJC annual report.
2. Monitor progress of the Strategic Initiative goals and Student Achievement goals.
3. Collect and maintain data and records for the accreditation self-evaluations and midterm reports, **which will include reviewing disaggregated data to ensure equity progress in student success measures**
4. Develop a plan or cycle for accreditation tasks.
5. Make recommendations for the selection of Self-Evaluation co-chairs and team leaders and develop a process for team leader selections.
- 6. Oversee and guide the self-evaluation process, ensuring regular meetings of all committees.**
7. Assist the Accreditation Liaison Officer as needed.

Membership on the College-Wide Accreditation Team will be for four years and be on a rotating basis.

## References:

Accreditation Eligibility Requirement 21;  
Accreditation Standard IV.B.1.i  
*Manual for Institutional Self Evaluation (Sept. 2012 Ed.)*

El Camino College  
Adopted 4/21/14  
Revised 6/17/19



## POLICY & PROCEDURE SERVICE

### BP 3200 Accreditation

#### References:

Title 5 Section 51016;  
ACCJC Accreditation Eligibility Requirement 21 and ACCJC Accreditation  
Standards I.C.12 and 13

**NOTE:** *This policy is required by the Western Association of Schools and Colleges (WASC)/Accrediting Commission of Community and Junior Colleges (ACCJC) accreditation standards.*

The [ **CEO** ] shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The [ **CEO** ] shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The [ **CEO** ] shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The [ **CEO** ] shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

**Revised 3/12, 4/14, 11/14**

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### AP 3200 Accreditation

#### References:

ACCJC Accreditation Eligibility Requirement 21;  
ACCJC Accreditation Standards I.C.12 and 13;  
Title 5 Section 51016

**NOTE:** *This procedure is **legally required**. Insert local practice here regarding procedures related to accreditation self-study processes and accreditation standards. The procedures may reference or incorporate portions of the Accrediting Commission for Community and Junior Colleges (ACCJC) Guide to Self-Study.*

Revised 3/12, 4/14, 11/14

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## **Board Policy 4300 FIELD TRIPS AND EXCURSIONS**

The Superintendent/President shall establish procedures that regulate the use of District funds **transportation and planning** for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The Superintendent/President, under authorization from the Board of Trustees, may authorize field trips and excursions for students in connection with courses of instruction or college-related social, educational, cultural, athletic or ~~musical~~ **performing arts** activities to and from places in California, or any other state, the District of Columbia, or a foreign country. The Superintendent/President may delegate the authority to the appropriate Vice President.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from District funds. No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

### **Reference:**

Title 5, Section 55220

El Camino College  
Adopted  
Revised  
EPC 2/23/21

## **Administrative Procedure 4300 FIELD TRIPS AND EXCURSIONS**

*This is the OFFICIAL title, and even though the BP/AP now includes Alternate Site, it was felt better to stick to the original title*

This document will serve to assist District employees and students in conducting and completing Field Trips, Excursions, and Alternate Site Activities. This document will be maintained in the Business Services office and campus-wide divisions and departments.

### **Definitions**

A. *Field Trip* shall be defined as an instructional trip which provides for registered students to attend a designated program of instruction away from the El Camino College campus for a specified period of time and for which the instructor arranges transportation.

B. An *Excursion* shall be defined as an extra or co-curricular, social, educational, cultural, club, athletic, or ~~musical~~ **performing arts** activity.

BC. An *Alternate Class Site(s)* Meeting shall be defined as one in which the regularly scheduled class location is changed and for which students arrange their own transportation.

~~A field trip within the boundaries of the District or within a fifty (50) mile radius of the campus may be designated as a class held at an alternate site off campus, if the period of instruction is to run for seven (7) or fewer hours.~~

~~An *Excursion* shall be defined as an instructionally related social, educational, cultural, athletic, or musical activity.~~

D. Student Organizations include Associated Students Organizations, Inter-Club Council, and student clubs registered through the Student Development Office.

## General Principles

- A. **For field trips**, The District may either provide transportation by use of District equipment or contract with a transportation carrier to the sites of approved field trips/excursions. When District equipment is used the governing board shall secure liability insurance as appropriate. When a contracted transportation carrier is used, the vendor is required to show Certificate of Insurance coverage pursuant to the District's required insurance limits, including, but not limited to, Comprehensive General Liability, Automobile Liability and Workers' Compensation coverage.
  
- B. Every **reasonable** effort shall be made to allow students with disabilities to participate in field trips and alternate class site meetings. In the event that a student with a disability is unable to participate, an alternate activity shall be provided. **A student with a documented disability who will be requiring accommodations on a field trip, excursion, or alternate site activity must notify the instructor that they will be requesting accommodations at least ten (10) working days before the event is scheduled.**
  
- C. **Students who cannot participate in a field trip due to circumstances outside their control including but not limited to documentation status, incarceration status, or financial hardship will be provided an alternative assignment.** **Undocumented students, formerly incarcerated students, and/or students who would have financial issues related to participating will also have an opportunity to complete an alternate assignment.** The student must give notice that they will be requesting an alternative assignment prior to the field trip.
  
- D. The following activities must be coordinated with, and approved by ~~the Area of Student Services: and Community Advancement:~~ **Athletic activities, off-campus activities involving student organizations, clubs, etc., Participation in recreational events/sports activities and events, Dances, Picnics, Approved and calendared non-District sponsored activities.**

E. The District Travel Form must be completed for each field trip or excursion per AP 7400. The form will be routed to the appropriate VP for approval.

F. District Employees who are in charge of the field trip, alternate class site, or excursion are considered Campus Security Authorities under the Clery Act; Clery Act Campus Security Authority (CSA) training must be completed prior to the departure.

G. All field trips and excursions in excess of 5020 miles must be approved by the Vice President of Academic Affairs, Student Services or designee. Immediately after field trips have been approved by the Vice President the dean shall be informed. See note

H. Any Field Trip or Excursion costing over \$50,000 must be approved by the Board of Trustees per AP 6330.

I. An information item submitted to the board will include approved field trips and excursions.

## Procedures for Field Trips and Excursions

### A. Planning and Approval Procedures for Field Trips

1. Notice of required field trips and estimated time and cost should must be provided in advance on the instructor's syllabus. The instructor must submit properly completed forms to his/her division dean at least four (4) weeks prior to the date of the event.
2. All field trips and excursions in excess of 5020 miles must be approved by the Vice President of Academic Affairs or Student Services or designee. Immediately after field trips have been approved by the Vice President the dean shall be informed.



3. No ~~class or~~ group may be authorized to take a field trip under this policy if any student ~~who is a member of such an identifiable group~~ would be excluded from participation in the field trip because of **inclusion in a protected class** ~~lack of funds or disability~~. All students shall be given an equal opportunity to participate.
4. All field trips ~~must~~ **shall** be supervised by a **classified, certificated, or management** employee of the District.

~~If the field trip is canceled, immediate notification shall be given to the responsible dean.~~

5. Only ~~regularly~~ enrolled members of the class may participate in the field trip.  
**Clarification needed...what category are auditing students, do their funds cover "extras" etc**
6. ~~Reconnaissance-~~ If instructor reconnaissance is deemed necessary in preparation for the field trip, approval ~~for~~ **and** District transportation ~~may~~ **shall** be obtained from the responsible dean.
7. Immediately prior to departure, an accurate roster of all participants shall be left with the Campus Police **Office**.
8. A field trip within the boundaries of the District or within a **twenty five (2050)** mile radius of the campus may be designated as a class held at an alternate site off-campus, if the period of instruction is to run for seven (7) or fewer days.

## B. Planning and Approval Procedures for Excursions

1. Student organizations ~~wishing~~ **planning** to ~~partake in~~ **take an** excursions ~~shall~~ **must** submit an ~~A completed~~ "Excursion Approval Form" with a copy of the minutes showing approval of the excursion by the club ~~and shall be submitted to the~~ **Student**

Development Office ~~Office of Student Development/Life~~ at least four (4) weeks prior to the event.

2. Athletic excursions shall provide an accurate athletic schedule through the athletic director.

~~All excursions in excess of 50 miles must receive prior approval by the Vice President, Student & Community Advancement or designee.~~

3. Other co-curricular excursions must be approved by the appropriate Dean or Director and submitted to the ~~Office of the Vice President, Student Services and Community Advancement.~~
4. All excursions in excess of ~~50~~ 20 miles must receive prior approval by the Vice President, Student Services or designee.

### C. Transportation for Field Trips and Excursions

1. The instructor/employee must schedule the use of District-owned vehicles through Campus Police, the Facilities Division or the Health Sciences & Athletics Division. The instructor/employee must complete appropriate vehicle-use forms and submit them to ~~his/her~~ the appropriate Dean or Director at least four (4) weeks prior to the event.
2. All field trips and excursions shall proceed directly to the location designated in the original application using the safest route unless emergency or hazardous conditions ~~shall~~ make it unsafe to do so. When such conditions arise, the only acceptable alternative is to return to the College by the shortest safe route available. It shall be the duty of the employee designated as the responsible representative to determine when conditions are too hazardous to continue the trip.
3. A toll road transponder may be requested from Campus Police, the Facilities Division or the Health Science & Athletics Division if needed.

#### D. Regulations for Field Trips and Excursions

1. The employee designated as the responsible representative **must** make ~~such~~ counts or checks of students during field trips/excursions **to ensure** ~~as may be deemed necessary for the~~ **safe** return of all students and other personnel.
2. All students participating in field trips/excursions shall be subject to the supervision and discipline of the employee designated as the responsible representative ~~(See Board Policy 5138)~~.
3. ~~It shall be the duty of~~ The employee designated as the responsible representative of the District **shall** notify all selected students of the starting time and location of the trip, and under the jurisdiction of ~~his/her~~ **the appropriate** Dean/Director, ~~to~~ complete any other arrangements necessary for the purpose and safety of the trip.
4. The District shall, ~~at the discretion of the Superintendent/President,~~ transport students, instructors, supervisors, or other personnel by the use of one ~~of the following means:~~ district equipment or contracted to provide transportation. or arrange transportations by the use of other equipment.
5. **In order to reduce their liability,** designated District employees, must exercise "ordinary care and skill" ~~Ordinary care and skill mean that District authorities must ascertain~~ **by ensuring compliance with** the following **requirements**:
  - a. All persons who drive District or contracted rental vehicles must receive the District's Safe Driver training prior to departure and pass certification requirements to operate a ~~district vehicle~~ 12-passenger car or van.
  - b. Drivers will rotate every three hours and will observe posted speed limits, and no cell phone use shall take place by drivers at any time while operating the vehicle.

- c. All drivers of personal vehicles transporting participants must have completed the District's Safe Driver training.
- d. Drivers shall not be physically ill, under disabling medication, or otherwise physically or emotionally unfit to safely drive the vehicle at the time of the proposed driving.
- e. The District-owned vehicles in question have been inspected by designated District employees and such employees are reasonably satisfied that the vehicles are safe, having established a reasonable inspection system and by requiring meticulous adherence to that system.
- f. Contracted vehicles must be inspected by the designated responsible employee for safety, including all lighting systems, license plate, registration, brakes, and spare tires. Verification of the registration and appropriate license plates must also be conducted.
- g. Each District vehicle must carry a current copy of the District's insurance certificate and procedures for necessary actions in the event of an accident. In addition, prior to departure each driver is responsible for securing (and inspecting the contents of) a first aid kit for each vehicle. (See Section V.B and V.D of this Procedure)

## **Procedures for Alternate Class Sites**

### **A. Planning and Approval Procedures**

1. It is ~~recommended~~ **required** that the instructor notify ~~his/her~~ **the appropriate** division dean at least one (1) or more weeks prior to the date of the event.
2. All alternate class sites ~~shall~~ **must** be supervised by an academic employee of the

District.

3. If the alternate class site is canceled, immediate notification ~~must shall~~ be given to the responsible dean and the students.
4. Only regularly-enrolled members of the class and auditors may participate in the alternate class site.
5. Students ~~must~~ be notified of the alternate class site at least two (2) meetings in advance and shall be convened and dismissed at the alternate class site.

#### B. Transportation

1. Students shall ~~arrange their own~~ travel to the alternate class site ~~in the same manner in which they travel to attend the regularly assigned class.~~
2. The instructor shall NOT arrange private transportation for students either to or from the alternate class site.
3. When available, district vehicles can be used to transport students to an alternate class site. The request should be four (4) weeks in advance for approval by the division dean or director.

#### C. Regulations

1. All students participating at the alternate class site shall be subject to the supervision and discipline of the certificated employee designated as the responsible representative. (See Board Policy ~~5138~~ 5500 and Administrative Procedure 5500 and 5520).
2. ~~It shall be the duty of~~ The academic employee designated as the responsible representative of the District ~~to~~ ~~must~~ notify all selected students of the starting time, location, and duration of the alternate class site meeting. Under the jurisdiction of ~~the appropriate~~ ~~his/her~~ dean, ~~this individual must also~~ complete any other arrangements necessary for the purpose and safety of the meeting.
3. Designated District employees, in order to reduce their liability, must exercise

"ordinary care and skill" when conducting a class at an alternate class site.

### **Insurance and Liabilities for Field Trips, Excursions and Alternate Class Sites**

- A. The Director of Purchasing and Risk Management shall ensure that the District has sufficient insurance to protect the District and its employees from liability in the performance of their approved, legitimate duties under these procedures.
  
- B. The District will provide vehicle insurance information, roadside assistance information, and other appropriate documentation as needed to the district employee in charge of supervision.
  
- C. The District shall provide or make available **medical/hospital** service, or accident insurance for students participating in field trips, excursions and alternate class site meetings.
  
- D. When district equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in a foreign country.
  
- E. All persons participating in making a participants in voluntary field trips, or excursions, and alternate class site meetings are deemed to have waived all liability claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.
  - 1. All participants and the parents/guardians of minor student participants must sign a statement advising them of this waiver.
  
  - 2. A Field Trip/Excursion ~~Waiver Form~~ **Waiver, Release and Indemnity Agreement (hereafter referred to as "Waiver Form")** must be filled out and signed by each participant prior to the departure of each field trip/excursion.

3. The **waiver form** shall be submitted to the appropriate office prior to departure.

F. An employee of the District shall be present for the entire duration of the field trip, excursion or alternate class site meeting. ~~He/She~~ and will have the same liability coverage as for on-campus activities.

## **Emergencies and Inappropriate Activities for Field Trips, Excursions and Alternate Class Sites**

### A. Misconduct

1. ~~P~~rior to the field trip, excursion or alternate class site meeting ~~the~~ instructor/employee shall inform students that misconduct could result in suspension from the trip, additional discipline, and/or that participants may be sent home during a trip if their conduct is deemed detrimental to the purpose and safety of the group. The student is responsible for the cost of transportation home.
2. The instructor may supplement the standards of conduct identified in Board Policy 5138 with additional regulations, which must be explained prior to the event.
3. The instructor shall exercise the same amount of care that a "reasonable person" would exercise in any incidents involving student misconduct or questionable legal activities.
4. Should ~~a problem or concern~~ **misconduct** arise during the field trip, excursion or alternate class site meeting, the instructor shall notify his/her dean and Office of Student Development/~~Life~~ immediately upon the return to campus and initiate the appropriate course of action.

### B. Accidents involving a Student, District Employee, or Vehicle

1. The instructor/employee shall obtain prompt emergency treatment for any injured individuals.
2. If the injury needs immediate care, the instructor/employee shall call 911 and have the individual transported to the paramedic-designated hospital. If the

instructor/employee has any doubts, he/she is to follow the most conservative path -- call for help and send the individual to the hospital as soon as possible.

3. The District provides accident coverage for all students. This insurance is secondary to the individual's own medical coverage. In an emergency, this insurance may be used to get the student treated in any hospital. In a non-emergency situation, care must be taken to refer the student to the appropriate medical facility. All first aid kits should contain the District's medical insurance form.
4. If a vehicle is involved in an accident, the passengers and injured should be removed to a point of safety. The nearest law enforcement agency should be contacted. Employee(s) and students should not leave the scene of the accident until the accident is reported to the law enforcement officials and the disposition of passengers and vehicle has been arranged.
5. In the event of a mechanical breakdown or other road emergencyies, the employee should contact Campus Police to determine the best means to get the vehicle back to campus.
6. The appropriate accident report form shall be completed and filed immediately upon return.

#### C. Illness

1. Each participant shall be cautioned in advance that health care is his/her personal responsibility. ~~(Students should be warned about this in advance.)~~
2. A student who appears to be ill prior to the trip or who becomes ill may be sent home upon the decision of the employee. The student may be responsible for the cost of transportation home in such an instance.

#### D. First Aid Kits:

1. A first aid kit containing the District's medical insurance form(s) shall be in the possession of the instructor/employee for all field trips, excursions and alternate class sites.



## **Fees, Costs and Reimbursement for Field Trips/Excursions and Alternate Class Sites**

1. All fees or related costs required of participants in field trips shall be clearly listed in advance of enrollment in the course. The refund policy shall conform to the District's general refund policies.
2. District representatives shall be reimbursed for authorized and/or emergency expenses.

Reference:

Title 5, Section 55220

Approved: 3/16/09

Revision: 10/9/19

Ed Policies 2/25/20

Revision 02/23/2021

Senate:



## POLICY & PROCEDURE SERVICE

### BP 4300 Field Trips and Excursions

#### References:

Title 5 Section 55220;  
Government Code Section 11139.8

**NOTE:** *This policy is legally required.*

The [ **CEO** ] shall establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from District funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

**NOTE:** *Government Code Section 11139.8 prohibits a state agency from requiring its employees, officers, or members to travel to, or approving a request for state-funded or sponsored travel to, any state that, after June 26, 2015, has eliminated protections against discrimination on the basis of sexual orientation, gender identity, or gender expression. This prohibition also applies to any state that has enacted a law that authorizes or requires discrimination against same-sex couples or their family or on the basis of sexual orientation, gender identity, or gender expression, subject to certain exceptions. The California Community Colleges Chancellor's Office has indicated it will not approve requests from local community college districts to travel to a restricted state. The California Community Colleges Chancellor's Office has also opined that Government Code Section 11139.8 does not apply to local community college districts. However, California law has recognized local community college districts as state agencies for certain purposes, among those is the community college funding mechanism. Thus, districts should consult with legal counsel in implementing Government Code Section 11139.8.*

Revised 8/07, 10/17

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## POLICY & PROCEDURE SERVICE

### AP 4300 Field Trips and Excursions

#### References:

Government Code Section 11139.8;  
Title 5 Section 55220

**NOTE:** *The following procedure is **legally advised**. Local practice may be inserted, which should address the following concepts.*

**NOTE:** *Government Code Section 11139.8 prohibits a state agency from requiring its employees, officers, or members to travel to, or approving a request for state-funded or sponsored travel to, any state that, after June 26, 2015, has eliminated protections against discrimination on the basis of sexual orientation, gender identity, or gender expression. This prohibition also applies to any state that has enacted a law that authorizes or requires discrimination against same-sex couples or their family or on the basis of sexual orientation, gender identity, or gender expression, subject to certain exceptions. The California Community Colleges Chancellor's Office has indicated it will not approve requests from local community college districts to travel to a restricted state. The California Community Colleges Chancellor's Office has also opined that Government Code Section 11139.8 does not apply to local community college districts. However, California law has recognized local community college districts as state agencies for certain purposes, among those is the community college funding mechanism. Thus, districts should consult with legal counsel in implementing Government Code Section 11139.8.*

The District may conduct field trips and excursions in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country for students.

The District shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District.

The District shall, at the discretion of the [ **designated position** ], transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment.

When District equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

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## POLICY & PROCEDURE SERVICE

The District may pay expenses of instructors, chaperones and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the [ **designate position** ]. The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source.

No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds. The District shall coordinate efforts of community services groups to provide funds for students in need of them.

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

**Revised 8/06, 8/07, 10/17**

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# El Camino College

## Employee Campus Climate Survey

### Spring 2021- 1<sup>st</sup> Draft

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#### Questions Prompt

Questions will begin with the following prompt: *“Please indicate how much you agree or disagree with each of the following statements,”* and use the following scale: *Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree, or N/A (if respondent has no opinion or the statement does not apply to respondent).*

#### Mission

- A. ECC makes a positive difference in people’s lives.
- B. ECC provides excellent comprehensive educational programs and services. **(included 2013 & 2018)**
- C. I understand my role in helping ECC make a positive difference in people’s lives. **(included 2013 & 2018)**

#### Work Environment

- A. The College is a welcoming environment for faculty and staff. **(included in 2013 & 2018)**
- B. ECC’s campus is clean and well maintained.
- C. I feel safe when I am on campus during the daytime.
- D. I feel safe when I am on campus after dark.
- E. I am confident that ECC is prepared for a large-scale emergency (for example, earthquake, armed intruder, public health crisis).
- F. I believe ECC has protected employees during the COVID-19 pandemic. **(new question)**
- G. I believe ECC has provided the proper support to work from home during the COVID-19 pandemic. **(new question)**
- H. I believe ECC is working towards an environmentally sustainable campus.
- I. Overall, the needs of employees are addressed by the College.
- J. Faculty and staff treat each other with respect when services are requested. **(included in 2013 & 2018)**
- K. Staff members respond efficiently and effectively to requests coming from other staff members of the College.
- L. Administrators, faculty, and staff members communicate well among each other.
- M. Supervisors, managers and administrators lead by example. **(included in 2013 & 2018)**
- N. Overall, the President, Vice Presidents, Deans, and other leadership staff are genuinely concerned about my well-being.
- O. Overall, the President, Vice Presidents, Deans, and other leadership staff treat employees fairly.

#### Sense of Belonging and College Value

- A. Teamwork is part of the ECC climate.

- B. I have opportunities to participate in department planning.
- C. I have opportunities to participate in department evaluation of programs and services.
- D. My input has translated into meaningful changes in policy, practices or other administrative changes. **(included in 2013 & 2018)**
- E. I take pride in working for ECC because my work helps to support learning and success of ECC students.
- F. I feel that my work at El Camino College is valued and important. **(new question)**

## Professional Development

- A. Employees at ECC are given meaningful feedback concerning their performance. **(included in 2013 & 2018)**
- B. I have access to the training that can help me improve my job skills. **(included in 2013 & 2018)**
- C. I am familiar with College's programs and services used to support student achievement and student learning.
- D. I feel prepared to address the needs of different students, including:
  - a) Students of different races/ethnicities
  - b) Students of different genders
  - c) Students with different sexual orientations
  - d) Students with disabilities
  - e) Students from different economic backgrounds
  - f) Students with different religious affiliations
  - g) Students with different political affiliations
  - h) Students with different immigration statuses
  - i) Students of different ages or generations
  - j) Students who are homeless

## Job Satisfaction

- A. Overall, I am satisfied with my job at ECC.
- B. I feel like I am part of ECC.
- C. I feel valued as an individual at ECC.
- D. I feel close to people at ECC.
- E. I believe that employees at ECC respect one another.
- F. I am satisfied with my current work-life balance at ECC.
- G. I believe my current position meets my professional goals and aspirations.

## Communication and Vision/Direction of the College

- A. El Camino College is effectively planning for the future.
- B. I believe change and innovation is occurring on campus.
- C. Senior management effectively addresses the challenges facing ECC. **(included in 2013 & 2018)**
- D. I feel that I can talk to management about my concerns. **(included in 2013 & 2018)**
- E. I feel I can talk to my direct supervisor about my concerns. **(new question)**
- F. ECC communicates openly with employees at all levels.

- G. ECC disseminates information relevant to me in a timely manner.
- H. I read College publications and webpages to help me understand the campus and its concerns.
- I. If you indicated Agree or Strongly Agree in the previous question, which publication(s) have you read in the last year? (check all that apply)
  - a. President's Newsletter
  - b. ECC Matters
  - c. ECC in the News
  - d. Other news items, press releases or media coverage emailed to employees
  - e. ECC Community Newsletter
  - f. ECC's Facebook page
  - g. Other webpages (please specify)
  - h. Other social media platforms (e.g., Instagram, Twitter, etc.) (please specify)

## Service to Students

- A. ECC is a welcoming environment for students. **(included in 2013 & 2018)**
- B. The College is improving processes for students. **(included in 2013 & 2018)**
- C. The College makes it clear to students how to access resources and services. **(new question)**
- D. The needs of diverse students are addressed by College employees, including:
  - a) Students of different races/ethnicities
  - b) Students of different genders
  - c) Students with different sexual orientations
  - d) Students with disabilities
  - e) Students from different economic backgrounds
  - f) Students with different religious affiliations
  - g) Students with different political affiliations
  - h) Students with different immigration statuses
  - i) Students of different ages or generations
  - j) Students who are homeless

## Equity & Diversity

- A. I am satisfied with my campus experience regarding diversity at this college. **(included 2013 & 2018)**
- B. I am satisfied with college efforts regarding equity, diversity and inclusion.
- C. ECC is addressing racism issues in relation to college employees and students.
- D. The needs expressed by employees are addressed by the College leadership including:
  - a) Employees of different race/ethnicities
  - b) Employees of different genders
  - c) Employees with different sexual orientation
  - d) Employees with disabilities
  - e) Employees from different economic backgrounds
  - f) Employees with different religious affiliations
  - g) Employees with different political affiliations
  - h) Employees with different immigration statuses
  - i) Employees of different ages or generations

- E. I am treated fairly and with respect at the College.
- F. If you indicated Somewhat Disagree or Strongly Disagree in the previous question, do you believe that is based upon:
  - a) Your race/ethnicity
  - b) Your gender
  - c) Your disabilities
  - d) Your economic background
  - e) Your religious affiliation
  - f) Your political affiliation
  - g) Your sexual orientation
  - h) Your age
  - i) Your employee role (faculty, staff, administrator)
- G. I have opportunities to participate in training that prepares me to live and work in a racially diverse society.

### Open-Ended Questions

- A. Please list up to 3 things you like best about working at El Camino College.
- B. Please list up to 3 things that would improve your work experience at El Camino College.
- C. Please complete the following section if you have additional comments or suggestions.

### Demographics

A. Employee Group	Faculty Staff Student Employee Manager/Administrator/Supervisor Other
B. Administrative Area	Academic Affairs Administrative Services Student Services Human Resources or President's Office



C. Years employed at ECC	Less than 1 year 1 to 5 years More than 5, but less than 16 years 16 years or more
D. Employment Status	Full Time Part Time
E. Please indicate how often you check your ECC email account.	Daily Weekly Monthly or less often Never or don't have one
F. Which term best describes you? (Gender)	Man Woman I prefer another term. Please feel free to specify: Decline to state
G. Do you identify as transgender?	Yes No Decline to State
H. Which term best describes your sexual orientation?	Bisexual Gay Heterosexual or straight Lesbian Questioning I prefer another term. Please feel free to specify: Decline to state
I. Ethnicity (Check all that apply)	African American or Black American Indian or Alaska Native Asian Latino or Hispanic Pacific Islander or Hawaiian Native White Other Decline to state
J. Disability Status	I do not have a disability that affects my learning, working or living conditions. I have a disability that affects my learning, working or living conditions. I have a disability, but it does not affect my learning, working or living conditions. Decline to state
K. Veteran Status	I am a veteran (Not disabled) I am a veteran (Disabled) I am not a veteran Decline to state

## Overall Experience

Thinking about your experience at El Camino College, please indicate how much you agree or disagree with each of the following statements. Please provide an answer that best reflects how you feel.

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

1. ECC makes a positive difference in people's lives. #
2. ECC provides excellent comprehensive educational programs and services. #
3. ECC is a welcoming environment for students. #
4. If I could start my college experience over, I would select ECC again. #
5. I will be able to reach my educational goal(s) in the amount of time I had planned.

## Physical Environment and Safety

6. Did you enroll in sections that required you to be physically on campus during Fall 2020 or Spring 2021? *Yes/No*  
Yes logic leads to Q9. No skips to question 17

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree, N/A*

7. I feel safe when I am on campus during the daytime.
8. I feel safe when I am on campus after dark.
9. I know how to contact the El Camino College Police Department if I need to.
10. I feel comfortable contacting the El Camino College Police Department.
11. Overall, campus police are genuinely concerned about my well-being.
12. ECC's campus is easy to navigate and I am able to find where I need to go.
13. Signs and maps are clearly posted on campus.
14. ECC's campus is clean and well maintained.

## Campus Life and Activities

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

15. I feel part of a wider ECC community. #

16. I feel close to people at this college.
17. I feel knowledgeable about college events and activities.
18. I often participate in college events and activities.

## Diversity and Inclusion

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

19. ECC values the diversity of its student body. #
20. The ethnic mix of the faculty and staff reflects the diversity of the student body.
21. I feel comfortable expressing my political views on campus.
22. ECC respects and supports its diverse students, including... #
  1. Students of different races/ethnicities
  2. Students of different genders
  3. Students with different sexual orientations
  4. Students with disabilities
  5. Students from different economic backgrounds
  6. Students with different religious affiliations
  7. Students with different political affiliations
  8. Students with different immigration statuses
  9. Students of different ages or generations
  10. Students who are parents
  11. Students who are homeless
23. Leaving aside different political affiliations, have you had any negative experiences with other El Camino students or employees included in the groups mentioned in the previous question?
24. I believe that ECC is trying hard to make sure that all students are treated fairly.

*Scale: Often, Sometimes, Never*

25. During this academic year, how often have you had serious conversations with students of a different race or ethnicity other than your own?\*
26. During this academic year, how often have you had a serious conversation with students who differ from you in terms of their religious beliefs, political opinions, or personal values?\*

## Services and Resources

27. I prefer to take classes:
  - a. Day, Evening, Online (Synchronous), Online (Asynchronous), Hybrid (online and on campus)

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

28. It was easy for me to enroll and register for classes at ECC.
29. I enrolled in the courses I needed to begin my educational path at ECC.
30. I knew all the courses I needed to begin my educational path when I first enrolled at ECC.
31. I feel comfortable approaching and asking questions of ECC employees.
32. Counselors and advisors are available when I need them. #
33. Overall, employees at ECC are genuinely concerned about my well-being.
34. There is an ECC counselor, instructor, or other staff member I feel comfortable turning to if I need support. #
35. There are enough academic support and tutoring services available to ECC students. #
36. I feel supported in finding financial aid and other resources to help me pay for college and my living expenses.

*Scale: I received the help I needed, Some of my concerns were addressed, My concerns were not addressed, I was unable to contact anyone regarding my issues, I did not attempt to contact*

37. During Fall 2020 or Spring 2021, I was able to receive services from:

1. Financial Aid
2. Counseling
3. Admissions
4. Division/department offices
5. Instructors
6. Tutoring and academic support services

Open ended: Please share any feedback (positive or negative) about your attempts to get services.

*Scale: Very much, Quite a bit, Some, Very little*

38. How much does ECC emphasize providing the support you need to help you succeed at this college? \*
39. How much does ECC emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds? \*
40. How much does ECC emphasize helping you cope with your non-academic responsibilities (work, family, etc.)? \*
41. How much does ECC emphasize providing the financial support you need to afford your education? \*

*Scale: Often, Sometimes, Never*

42. During this academic year, how often have you used academic support services like tutoring, computer lab, or skills centers?

## Classroom Instruction

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree, N/A*

Thinking about your experience with the online classroom environment this academic year, please indicate how much you agree or disagree with each of the following statements. Please provide an answer that best reflects how you feel.

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

- 43. I am able to communicate with instructors
- 44. Faculty are prepared to teach online
- 45. I have adequate technology to succeed in my courses
- 46. I have a positive experience taking exams online

For the following questions, indicate how much you agree or disagree with each statement. Please think about your overall experience in your classes at El Camino, not just in your classes this semester or the class you are in right now.

*Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree*

- 47. My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching. #
- 48. For the most part, my instructors include course materials that reflect/include a variety of diverse populations. #
- 49. Instructors welcome and encourage students to contribute diverse perspectives in class. #
- 50. My instructors are available outside of class time if I have questions or need help.
- 51. I feel comfortable talking to my instructors outside of class.
- 52. Overall, instructors at ECC treat students fairly. #
- 53. Overall, instructors at ECC are genuinely concerned about my well-being. #

*Scale: Often, Sometimes, Never*

- 54. During this academic year, how often have you made a class presentation?\*
- 55. During this academic year, how often have you worked with classmates on an assignment (in or outside of class)?\*
- 56. During this academic year, how often have you worked on a paper or project that required integrating ideas or information from various sources?\*
- 57. During this academic year, how often have you come to class without completing readings or assignments?\*
- 58. During this academic year, how much does your course work emphasize analyzing the basic elements of an idea, experience, or theory?\*
- 59. During this academic year, how much does your course work emphasize asking judgments about the value or soundness of information, arguments, or methods?\*

60. During this academic year, how much does your course work emphasize applying theories or concepts to practical problems or in new situations?\*
61. During this academic year, how much does your course work emphasize memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form?\*
62. During this academic year, how often have you discussed grades or assignments with an instructor?\*
63. During this academic year, how often have you talked about career plans with an instructor or advisor?\*
64. During this academic year, how often have you received prompt feedback (written or oral) from instructors on your performance?\*

## Demographics

65. What is your educational goal?
  - Transfer (with or without a degree)
  - Receive a degree or certificate
  - Retrain or recertify
  - Receive my GED
  - Personal enrichment and improvement
  - Other
  - Undecided
66. During your time at ECC, have you been involved with any of the following cohorts or programs: Athletics, ASO, ICC, SEAC, student clubs, CalWORKs, EOPS, FYE, Guardian Scholars, HTP, international students, SEA, MESA/ASEM, Project Success, Puente, Special Resource Center (SRC), or Veterans?
  - Yes, I have been involved with one or more of the cohorts/programs listed
  - No, I have not been involved with any of these cohorts/programs
67. Which term best describes you?
  - a. Man
  - b. Woman
  - c. Non-binary/Gender non-conforming
  - d. *Please feel free to specify:*
  - e. Decline to state
68. Do you identify as transgender?

Yes  
No  
Decline to State

69. Which term best describes your sexual orientation?
- a. Bisexual
  - b. Gay
  - c. Lesbian
  - d. Heterosexual or straight
  - e. Questioning
  - f. I prefer another term. *Please, feel free to specify:*
  - g. Decline to state
70. What is your ethnicity? *(Select all that apply)*
- African American or Black
  - American Indian or Alaska Native
  - Asian
  - Latino or Hispanic
  - Pacific Islander or Hawaiian Native
  - White
  - Other
  - Decline to state
71. Which of the following best describes you?
- a. I do not have a disability that affects my learning, working or living conditions
  - b. I have a disability that affects my learning, working or living conditions
  - c. I have a disability, but it does not affect my learning, working or living conditions
  - d. Decline to state

## Food Security

*These next questions are about the food eaten in your household in the last 12 months, since April of last year and whether you were able to afford the food you need.*

*The following are statements that people have made about their food situation. For these statements, please indicate whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months—that is, since last April.*

72. “The food that (I/we) bought just didn’t last, and (I/we) didn’t have money to get more.”
- a. Often true

- b. Sometimes true
  - c. Never true
  - d. Don't know
73. "(I/we) couldn't afford to eat balanced meals."
- a. Often true
  - b. Sometimes true
  - c. Never true
  - d. Don't know
74. In the last 12 months, since last April, did you or other adults in your household ever cut the size of your meals or skip meals because there wasn't enough money for food?
- Yes, almost every month
  - Yes, some months but not every month
  - Yes, only 1 or 2 months
  - No
  - Don't know
75. In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?
- Yes
  - No
  - Don't know
76. Have you taken advantage of the Warrior Food Pantry or any food security resources provided by the college?
- a. Yes, No (Skip logic to 83 if no)
77. If so, how often do you utilize these resources?
- a. Once per semester
  - b. A few times per semester
  - c. once a month
  - d. once a week
  - e. twice or more per week

## Housing Security

*This next set of questions are about your housing situation in the past 12 months, since April of last year and whether or not you or your family found it difficult to pay for housing.*

*If you live with a parent or guardian, you may indicate if they had difficulty paying for housing for your family.*

*Scale: Yes, No, Don't know*

78. In the past 12 months, was there a rent or mortgage increase that made it difficult to pay?
79. In the past 12 months, did you not pay or underpay your rent or mortgage?
80. In the past 12 months, did you not pay the full amount of a gas, oil, or electricity bill?
81. In the past 12 months, have you moved two times or more?



82. In the past 12 months, did you move in with other people, even for a little while, because of financial problems?
83. In the past 12 months, did you live with others beyond the expected capacity of the house or apartment?

## Homelessness

*This next set of questions are about where you have lived in the past 12 months, since April of last year.*

*Scale: Yes, No, Don't know*

84. In the past 12 months, were you thrown out of your home by someone else in the household?
85. In the past 12 months, were you evicted from your home?
86. In the past 12 months, did you stay at a shelter?
87. In the past 12 months, did you stay in an abandoned building, an automobile, or any other place not meant for regular housing, even for one night?
88. In the past 12 months, did you not know where you were going to sleep at night, even for one night?
89. Currently, where do you live?
- a. House
  - b. Duplex or multi-family home
  - c. Apartment
  - d. Mobile home or trailer
  - e. Do not have a home – please specify:
  - f. Other – please specify
90. Have you reached out to El Camino staff regarding housing needs?
- a. Yes, No (Skip logic to 97 if no)
91. Was the support helpful? Please explain. (open ended)

*In the past 12 months, since April:*

*Scale: Yes, No, Decline to state*

92. Have you witnessed domestic violence?
93. Have you experienced domestic violence?
94. If you have witnessed or experienced domestic violence, did you reach out to El Camino staff for support?
- a. Yes/no
95. Was the support helpful? Please explain. (Open ended)

## Finances

96. The following statements describe different dependent and caregiving responsibilities. Please mark all that apply to you.

- a. I do not have any dependents
- b. I have dependents who live with me
- c. I have dependents, but none of them live with me
- d. I am a single parent
- e. I am a primary caregiver for an elderly or disabled adult

97. Which of the following ways do you use to pay for the expenses associated with attending college? Mark all that apply to you.

- a. I have a work-study job
- b. I work at a job that isn't a work-study job
- c. I get grants from the federal or state government
- d. I get a scholarship from another organization
- e. I take out student loans
- f. I get help from family or friends
- g. I use savings
- h. I use credit cards
- i. My employer pays
- j. Other \_\_\_\_\_

98. How many hours per week are you currently working for pay?

- a. 0 or only work occasionally or seasonally
  - 1 to 9
  - 10 to 19
  - 20 to 29
  - 30 to 39
  - 40 or more

#### OPEN ENDED

99. Please list up to three things that ECC is doing well.

100. Please list up to three things that ECC can do to improve.

101. Use this space to add any other comments or suggestions.

102. To what extent do you think El Camino provides a quality education in a remote environment?  
Please explain.

103. What could El Camino do to better support you while we are in a remote environment?  
(open ended)

104. Please share any personal or academic challenges that may have impacted your educational experience (multiple choice)

105. Please share any experiences, practices, resources, or support you have received that has had a positive impact on your educational experience: (multiple choice with Other)

- a. laptop loan, wifi loan, emergency grant, food pantry, online health , online mental health, financial aid, tutoring, counseling, other





# El Camino College

**College Council Minutes**  
**Tuesday February 16, 2021**  
**1:30 – 2:30 p.m. Via Zoom**

## **Attendance**

Breeanna Bond, Giancarlo Fernandez, Edith Gutierrez, Kelsey Iino, Rose Mahowald, Dena Maloney, Darcie McClelland

## **Absent**

Kenny Galan

## **Support/Presenters**

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler / Dipte Patel, Kristina Martinez, Taryn Bailey, Jenny Simon, Janice Pon-Ishikawa

## **Minutes**

### 1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review, College Council moved to approve the February 1, 2021 meeting minutes as presented.

### 2. Board Agenda Review

In compliance with Governor Newsom's Executive Order N-25-20, in response to the ongoing COVID-19 pandemic, the District will conduct the Board of Trustees meetings as audio only teleconferences. There are two dedicated email addresses for public comment - one for public comments on Closed Session agenda items and one for public comment on Open Session agenda items and non-agenda items.

An overview of the [agendas](#) for the February 16, 2021 Special Board Meeting/Budget Workshop and Regular Board of Trustees meeting was provided.

College Council received the information in the Budget Workshop presentation at the February 1, 2021 meeting.

The review of the Regular Board of Trustees meeting included Closed Session items, Presentations, Consent Calendar items, Action items, Future Action Items/General Information and Policies and Procedures.

The Vice Presidents highlighted Consent Calendar items of particular interest from their areas and answered any questions.

Jean Shankweiler - Academic Affairs

Ross Miyashiro - Student Services

Iris Ingram – Administrative Services and Measure E

Jane Miyashiro - Human Resources

Dena Maloney highlighted Community Advancement and President/Board agenda items and the Action items.

### 3. Aligning Counseling with Guided Pathways

Dipte Patel and Kristina Martinez provided [a presentation on the Counseling Meta Major Support Network](#). The presentation included background and context for the restructure and alignment. The extensive use of data, provided important information. Students in cohorts/special programs perform better. Counselors collaborating with academic divisions are more in touch with students and more effective in case management. The goal is to align counselors with the meta majors and Success teams to provide the opportunity to develop student communities beyond the special programs. The presentation also included an overview of the Counselors' roles, network partnerships, tool kits, resources available to support student success and identify students who need the most support from the Meta Major counselors, the engagement of Graduate Student interns as Success Coaches and the opportunities and benefits of the transition.

These efforts are intended to institutionalize this framework and create networking communities and practices that will continue beyond the funding for the Guided Pathways initiative ending in 2021-22.

ASO expressed interest in having representatives on the Meta Majors Success teams, in forming meta majors *Meet Ups* to help build a community of students with similar education goals, realign Student Senators with the meta majors, inviting career professionals to the *Meet Ups* to develop mentorship opportunities and prioritizing ASO Senators Office Hours.

There is a need to expand student community support systems to the general population. Using predictive analytics can identify students that are in most need and create equity. Coordinated communication between the Meta Major counselors, the campus community and all student support programs is critical to create a wide network of support and equity. All resources (i.e. Career Coach Software) should be highly accessible and advertised to make the most impact.

Academic Senate also advocated for developing large scaled learning communities/study groups based on meta majors and career goals. The opportunity for a panel of experts to speak to such group for career planning is a natural fit. The sense of community among students is invaluable. Another suggestion, is to assign counselors to foster and encourage the learning community with whom they most align and where they are most informed on the curriculum and expectations.

A common challenge in community colleges is building connections with people and developing a group of friends. Using the meta majors framework or career alignment is one way to create this opportunity. Operationalizing this requires more conversation.

Block scheduling is suggested. In principle, a consistent group of students take the same curriculum and similar tandem classes, over a course of time. This creates a learning community - studying and learning together. Terminology changes – what used to be called blocked scheduling in high school can be called meta majors in community colleges.

Guided Pathways is also reaching out, observing and asking questions about learning communities, assessing students, placing them in tiered interaction and breaking down silos. The conversation today is invigorating. The opportunity to collaborate on these ideas is exciting. MyPath is one option, being explored by Guided Pathways, to create cohorts of students and facilitate their journey at El Camino and beyond. It is exhilarating similar ideas and conversations are taking place at the same time from various areas on campus. It is a testament that our college is ready to make these transitions and implement a culture change.

4. How to Sustain Guided Pathways Discussion  
*Due to time constraints the Guided Pathways presentation was tabled for a future meeting.*

United for Student Success Forum is the next Guided Pathways Event - March 25 at 12:00-2:00pm.

5. Adjournment  
Parting comments: Hate crimes against Asians is on the rise. It is suggested to post the [Statement Against Discrimination](#) from June 15, 2020 for the campus community.

Meeting adjourned.

## **2020 - 21 College Council Goals**

1. Provide orientation to all new and returning members of College Council on the Council's purpose, goals, and expectations of its members. Annually evaluate the College Council's effectiveness.
2. Complete/continue the development and regular updates to, legally advised and legally required policies and procedures, placing priority on legally required policies and procedures.
3. Support the Accreditation Peer Review Team visit and the reaffirmation of accreditation of El Camino College.
4. Be informed of the work of the President's Advisory Committee on Race and Equity and engage in discussions on strengthening campus climate, reduction of student equity gaps using standardized disaggregated data methodologies and enhanced inclusion and diversity at El Camino College. Explore opportunities for inclusionary spaces for cross-campus dialogue.
5. Receive regular updates from the COVID-19 Task Force and facilitate campus communications that inform College Council constituents on actions taken in response to the COVID-19 pandemic.
6. Ensure College Council is informed of and discusses college initiatives, including but not limited to:
  - Guided Pathways and Equity Outcomes
  - Associated Student Organizations initiatives
  - Technology modernization
  - Impact of facilities on the student experience
  - Sustainability plan progress
  - Enrollment operations and enrollment management
  - Strategic Plan implementation and monitoring
  - Facilities Master Plan developments
  - Impact of fiscal developments on the campus
7. Strengthen campus communications by creating a communications plan designed to inform the stakeholders on major developments that affect the campus.

**Future Meeting Dates: 1:30 p.m. - Board Room, Adm 150      D. Maloney      Reminder only**

### **Winter/Spring 2021 College Council Meetings**

- Monday, March 1, 2021
- Monday, March 15, 2021                      (Board Day)
- Friday, March 26, 2021                      (Policy Review Day)
- Monday, April 5, 2021
- Monday, April 19, 2021                      (Board Day)
- Monday, May 3, 2021

- Monday, May 17, 2021 (Board Day)
- Monday, June 7, 2021
- Monday, June 21, 2021 (Board Day)

## **El Camino College – Educational Policies – An Academic Senate Committee**

**VP Ed Policies:** Claudia Striepe (LLR)

**Ed Policies Committee Members:** Charlene Brewer-Smith (IT) Kristie Daniel-DiGregorio (BSS); Kathryn Marsh (Math); Darcie McClelland (NS); Chris Jeffries (ECCFT); Lori Suekawa (CSS); Eric Villa (HSA); Stephanie Merz (Hum); Camila Jenkin (LLR); Elayne Kelley (Hum)

**Deans Rep:** Amy Grant (NS)

### **Spring 2021 Meeting Dates and Times**

**Ed Policies Committee Meeting Dates:** Feb 23; March 9 & 23; April 27; May 11 & 25, June 8 (tentative depending on AS appropriation of tentative date – see below)

Usually **1-2pm, and via Zoom** for the semester.

**Alternating with Academic Senate Meeting Dates for Spring 2021:** February 16; March 2 & 16; April 6 & 20; May 4 & 18; June 1 & 8 (tentative).

### **MINUTES of Meeting 1, February 23<sup>rd</sup> 2021**

#### **Agenda Items**

**1. Announcements:**

a. CS will take minutes for the AS packet and the record.

b. CS reported that AP 4236 (Advanced Placement and Internationals Baccalaureate) and AP 4237 (Credit for Military Service) were placed on the College Council Board Policy review agenda. The policies are redundant, since they are incorporated into BP/AP 4236 (Credit for Prior Learning), which was approved earlier at Senate and the Nov/Dec 2020 BOT meeting. Informational announcements to this effect were made at Senate and Council of Deans meetings. See AS minutes 2/16/2021

#### **Purpose and Goals:**

Academic Senate President McClelland had asked VPs for a purpose statement and goals for the Spring semester. The statement below was deemed acceptable (with minor corrections) with the addition of the statement suggested by KDD to echo some of what is in the constitution and the Making Decisions document. With a new administration coming in – in both the CEO and the CIO roles – it was felt to be a good idea to add some extra “explanation” of our purview. This was approved by all. President McClelland would like these purpose statements and goals for the AS webpage.

**The purpose of the Educational Policies Committee is to provide a forum for informed discussion and development of policies, and their effect on students and faculty. The Committee reviews and recommends policy and procedures for further approval by other governing and consultation bodies as appropriate.**

**The Educational Policies Committee, as a standing committee of the ECC Academic Senate, fosters the effective and full participation by community college faculty in all academic and professional matters. Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes primary responsibility for decision-making in the “10+1” areas in Senate purview (BP 2510).**



## **Goals**

- As recommended by the President's Advisory Committee on Race and Equity, the Ed Policies Committee will work with the Senate VP Equity and Inclusion to review BP/APs for Equity -minded language
- Will find a successor VP Education Policies for Fall 2021
- Work on BP/APs that address current issues on campus
- Will continue to regularly review BP/APs for routine updating as required and recommended by Accreditation 2020

### **2. BP/AP 3200 Accreditation**

Dr, Shankweiler asked that we review BP/AP 3200 Accreditation. Dr. Maloney assigned this BP/AP to Academic Affairs for review. They are pretty up to date, but Dr Shankweiler wants us to consider questions like: *The AP talks about an Accreditation Committee. I added a timeline of meeting at least once per semester. I also think we want to have the committee review and follow the data for our equity efforts and make that part of the duties. Last of all – should we consider a tri-chair model and include a classified member on all the committees?* These comments were discussed and certain changes made . The document will be sent to the senate for a first reading.

See end for the texts.

### **3. BP/AP 4300 Field Trips and Excursions**

Dean Serr asked that we look at this again as it needed updated information/Cleary Act info inserted. He knows that this committee looked at it not too long ago!  
These comments were discussed and changes made . The document will be sent to the senate for a first reading.

See end for texts

4. **Other/Comment** : AS President DM confirmed that there were no outstanding BP/Aps requiring the Committees attention.
5. **Next Meeting**: March 9<sup>th</sup>, 1pm. Zoom link to be sent via email

CCL TEMPLATES

**BP 3200 Accreditation**

**References:**

*Title 5 Section 51016;*

*ACCJC Accreditation Eligibility Requirement 21 and ACCJC Accreditation*

*Standards I.C.12 and 13*

**NOTE:** *This policy is required by the Western Association of Schools and Colleges (WASC)/Accrediting Commission of Community and Junior Colleges (ACCJC) accreditation standards.*

The [ **CEO** ] shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.

The [ **CEO** ] shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The [ **CEO** ] shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The [ **CEO** ] shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

**Revised 3/12, 4/14, 11/14**

**AP 3200 Accreditation**

**References:**

*ACCJC Accreditation Eligibility Requirement 21;*

*ACCJC Accreditation Standards I.C.12 and 13;*

*Title 5 Section 51016*

**NOTE:** *This procedure is **legally required**. Insert local practice here regarding procedures related to accreditation self-study processes and accreditation standards. The procedures may reference or incorporate portions of the Accrediting Commission for Community and Junior Colleges (ACCJC) Guide to Self-Study.*

**Revised 3/12, 4/14, 11/14**

#### **ECC VERSIONS**

#### **Board Policy 3200**

#### **Accreditation**

The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and the process and standards for ~~the special accreditation~~ of other District programs that seek special accreditation.

The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of accreditations.

The Superintendent/President shall ensure that the Board is involved in any accreditation process in which Board participation is required.

The Superintendent/President shall provide the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

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

References: Accreditation Standard IV.B.1.i Title 5,  
Section 53200

El Camino College Adopted:  
5/21/01 Amended: 4/21/14

## Administrative Procedure 3200 Accreditation

The El Camino Community College District will undergo an educational quality and institutional effectiveness self-evaluation every six years and host a visit by an accreditation team. The accreditation process is an opportunity for the institution to conduct a thorough review against the Eligibility Requirements, Accreditation Standards, federal requirements, Commission Policies, and the institution's own objectives. The process will include active, campus-wide involvement of managers, faculty, staff, and students, which enables the institution to consider the quality of its programs and services and its institutional effectiveness in supporting student success. Self-evaluations and mandatory midterm and follow-up reports will be submitted to the Accrediting Commission.

The following procedure will apply to the preparation of the comprehensive self-evaluation for the reaffirmation of accreditation by the Accrediting Commission of Community and Junior Colleges (ACCJC), a part of the Western Association of Schools and Colleges (WASC):

1. The preparation of the self-evaluation report and other supporting documentation will begin no less than two years before **the semester of the proposed** accreditation visit.
2. The Superintendent/President will appoint the Accreditation Liaison Officer (ALO) who is responsible for coordinating all activities in preparation for the accreditation team visit.
3. An Accreditation Steering Committee, led by the ALO, will be created that includes:
  - Self-evaluation co-chairs consisting of a faculty member and an administrator.
  - Standard teams led by faculty and administrative co-leads and composed of administrators, faculty, staff, and student(s) from the College.
  - The Academic Senate will approve the faculty co-chairs and team leaders.
4. The self-evaluation draft report will be made available to the faculty, staff, administrators and student leaders for review and comment ~~at least six months~~ before it is sent to the Board of Trustees for approval.
5. The self-evaluation report will be made available to the public after approval by the Board of Trustees.
6. Any subsequent midterm, follow-up or special reports required by the ACCJC will be approved by the Board of Trustees prior to submission to the Accrediting Commission.

In addition to the required accreditation process, a College-Wide Accreditation Team will be established as an on-going committee to provide continual evaluation to the College on areas related to accreditation and the ability of the college to meet accreditation standards. The team will be composed of the Accreditation Liaison Officer, past accreditation co-chairs and standard team leaders, a representative from Institutional Research and Planning, and other interested people.

The duties of the Accreditation Team may include:

1. Review of the ACCJC annual report.
2. Monitor progress of the Strategic Initiative goals and Student Achievement goals.
3. Collect and maintain data and records for the accreditation self-evaluations and midterm reports, **which will include reviewing disaggregated data to ensure equity progress in student success measures**
4. Develop a plan or cycle for accreditation tasks.
5. Make recommendations for the selection of Self-Evaluation co-chairs and team leaders and develop a process for team leader selections.
- 6. Oversee and guide the self-evaluation process, ensuring regular meetings of all committees.**
7. Assist the Accreditation Liaison Officer as needed.

Membership on the College-Wide Accreditation Team will be for four years and be on a rotating basis.

## References:

Accreditation Eligibility Requirement 21;  
Accreditation Standard IV.B.1.i  
*Manual for Institutional Self Evaluation (Sept. 2012 Ed.)*

El Camino College  
Adopted 4/21/14  
Revised 6/17/19

## **Board Policy 4300 FIELD TRIPS AND EXCURSIONS**

The Superintendent/President shall establish procedures that regulate the use of District funds **transportation and planning** for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The Superintendent/President, under authorization from the Board of Trustees, may authorize field trips and excursions for students in connection with courses of instruction or college-related social, educational, cultural, athletic or ~~musical~~ **performing arts** activities to and from places in California, or any other state, the District of Columbia, or a foreign country. The Superintendent/President may delegate the authority to the appropriate Vice President.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from District funds. No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

### **Reference:**

Title 5, Section 55220

El Camino College

Adopted

Revised

## **Administrative Procedure 4300 FIELD TRIPS AND EXCURSIONS**

*This is the OFFICIAL title, and even though the BP/AP now includes Alternate Site, it was felt better to stick to the original title*

This document will serve to assist District employees and students in conducting and completing Field Trips, Excursions, and Alternate Site Activities. This document will be maintained in the Business Services office and campus-wide divisions and departments.

## Definitions

A. *Field Trip* shall be defined as an instructional trip which provides for registered students to attend a designated program of instruction away from the El Camino College campus for a specified period of time and for which the instructor arranges transportation.

B. An *Excursion* shall be defined as an extra or co-curricular, social, educational, cultural, club, athletic, or ~~musical~~ performing arts activity.

BC. An *Alternate Class Site(s)* Meeting shall be defined as one in which the regularly scheduled class location is changed and for which students arrange their own transportation.

~~A field trip within the boundaries of the District or within a fifty (50) mile radius of the campus may be designated as a class held at an alternate site off campus, if the period of instruction is to run for seven (7) or fewer hours.~~

~~An *Excursion* shall be defined as an instructionally related social, educational, cultural, athletic, or musical activity.~~

D. Student Organizations include Associated Students Organizations, Inter-Club Council, and student clubs registered through the Student Development Office.

## General Principles

A. For field trips, The District may either provide transportation by use of District equipment or contract with a transportation carrier to the sites of approved field trips/excursions. When District equipment is used the governing board shall secure liability insurance as appropriate. When a contracted transportation carrier is used, the vendor is required to show Certificate of Insurance coverage pursuant to the District's

required insurance limits, including, but not limited to, Comprehensive General Liability, Automobile Liability and Workers' Compensation coverage.

- B. Every reasonable effort shall be made to allow students with disabilities to participate in field trips and alternate class site meetings. In the event that a student with a disability is unable to participate, an alternate activity shall be provided. A student with a documented disability who will be requiring accommodations on a field trip, excursion, or alternate site activity must notify the instructor that they will be requesting accommodations at least ten (10) working days before the event is scheduled.
- C. Students who cannot participate in a field trip due to circumstances outside their control including but not limited to documentation status, incarceration status, or financial hardship will be provided an alternative assignment. Undocumented students, formerly incarcerated students, and/or students who would have financial issues related to participating will also have an opportunity to complete an alternate assignment. The student must give notice that they will be requesting an alternative assignment prior to the field trip.
- D. The following activities must be coordinated with, and approved by ~~the Area of Student Services: and Community Advancement:~~ Athletic activities, off-campus activities involving student organizations, clubs, etc., participation in recreational ~~events/sports activities and events,~~ dances, picnics, approved and calendared non-District sponsored activities.
- E. The District Travel Form must be completed for each field trip or excursion per AP 7400. The form will be routed to the appropriate VP for approval.
- F. District Employees who are in charge of the field trip, alternate class site, or excursion are considered Campus Security Authorities under the Clery Act; Clery Act Campus Security Authority (CSA) training must be completed prior to the departure.



G. All field trips and excursions in excess of 5020 miles must be approved by the Vice President of Academic Affairs, Student Services or designee. Immediately after field trips have been approved by the Vice President the dean shall be informed. See note

H. Any Field Trip or Excursion costing over \$50,000 must be approved by the Board of Trustees per AP 6330.

I. An information item submitted to the board will include approved field trips and excursions.

## Procedures for Field Trips and Excursions

### A. Planning and Approval Procedures for Field Trips

1. Notice of required field trips and estimated time and cost should must be provided in advance on the instructor's syllabus. The instructor must submit properly completed forms to his/her division dean at least four (4) weeks prior to the date of the event.
2. All field trips and excursions in excess of 5020 miles must be approved by the Vice President of Academic Affairs or Student Services or designee. Immediately after field trips have been approved by the Vice President the dean shall be informed.
3. No class or group may be authorized to take a field trip under this policy if any student who is a member of such an identifiable group would be excluded from participation in the field trip because of inclusion in a protected class lack of funds or disability. All students shall be given an equal opportunity to participate.
4. All field trips must shall be supervised by a classified, certificated, or management employee of the District.

~~If the field trip is canceled, immediate notification shall be given to the responsible dean.~~

5. Only ~~regularly~~-enrolled members of the class may participate in the field trip.  
Clarification needed...what category are auditing students, do their funds cover "extras" etc
6. ~~Reconnaissance~~: If instructor reconnaissance is deemed necessary in preparation for the field trip, approval ~~for~~ and District transportation ~~may~~ shall be obtained from the responsible dean.
7. Immediately prior to departure, an accurate roster of all participants shall be left with the Campus Police ~~Office~~.
8. A field trip within the boundaries of the District or within a ~~twenty~~ fifty (2050) mile radius of the campus may be designated as a class held at an alternate site off-campus, if the period of instruction is to run for seven (7) or fewer days.

## B. Planning and Approval Procedures for Excursions

1. Student organizations wishing ~~planning to partake in~~ take an excursions shall ~~submit an~~ must submit a completed "Excursion Approval Form" with a copy of the minutes showing approval of the excursion by the club ~~and shall be submitted to the~~ Student Development Office ~~Office of Student Development/Life~~ at least four (4) weeks prior to the event.
2. Athletic excursions shall provide an accurate athletic schedule through the athletic director.

~~All excursions in excess of 50 miles must receive prior approval by the Vice President, Student & Community Advancement or designee.~~

3. Other co-curricular excursions must be approved by the appropriate Dean or Director and submitted to the ~~Office of the Vice President, Student Services and Community Advancement.~~
4. All excursions in excess of 50 20 miles must receive prior approval by the Vice President, Student Services or designee.

### C. Transportation for Field Trips and Excursions

1. The instructor/employee must schedule the use of District-owned vehicles through Campus Police, the Facilities Division or the Health Sciences & Athletics Division. The instructor/employee must complete appropriate vehicle-use forms and submit them to his/her the appropriate Dean or Director at least four (4) weeks prior to the event.
2. All field trips and excursions shall proceed directly to the location designated in the original application using the safest route unless emergency or hazardous conditions shall make it unsafe to do so. When such conditions arise, the only acceptable alternative is to return to the College by the shortest safe route available. It shall be the duty of the employee designated as the responsible representative to determine when conditions are too hazardous to continue the trip.
3. A toll road transponder may be requested from Campus Police, the Facilities Division or the Health Science & Athletics Division if needed.

### D. Regulations for Field Trips and Excursions

1. The employee designated as the responsible representative must make such counts or checks of students during field trips/excursions to ensure as may be deemed necessary for the safe return of all students and other personnel.
2. All students participating in field trips/excursions shall be subject to the supervision and discipline of the employee designated as the responsible representative (See

Board Policy 5138).

3. ~~It shall be the duty of~~ The employee designated as the responsible representative of the District shall notify all selected students of the starting time and location of the trip, and under the jurisdiction of ~~his/her~~ the appropriate Dean/Director, ~~to~~ complete any other arrangements necessary for the purpose and safety of the trip.
  
4. The District shall, ~~at the discretion of the Superintendent/President,~~ transport students, instructors, supervisors, or other personnel by the use of one ~~of the following means:~~ district equipment ~~or contracted to provide transportation. or arrange transportations by the use of other equipment.~~
  
5. ~~In order to reduce their liability,~~ designated District employees, must exercise "ordinary care and skill" ~~Ordinary care and skill mean that District authorities must ascertain by ensuring compliance with~~ the following requirements:
  - a. All persons who drive District or contracted rental vehicles must receive the District's Safe Driver training prior to departure and pass certification requirements to operate a ~~district vehicle~~ 12-passenger car or van.
  
  - b. Drivers will rotate every three hours and will observe posted speed limits, and no cell phone use shall take place by drivers at any time while operating the vehicle.
  
  - c. All drivers of personal vehicles transporting participants must have completed the District's Safe Driver training.
  
  - d. Drivers shall not be physically ill, under disabling medication, or otherwise physically or emotionally unfit to safely drive the vehicle at the time of the proposed driving.

- e. The District-owned vehicles in question have been inspected by designated District employees and such employees are reasonably satisfied that the vehicles are safe, having established a reasonable inspection system and by requiring meticulous adherence to that system.
  
- f. Contracted vehicles must be inspected by the designated responsible employee for safety, including all lighting systems, license plate, registration, brakes, and spare tires. Verification of the registration and appropriate license plates must also be conducted.
  
- g. Each District vehicle must carry a current copy of the District's insurance certificate and procedures for necessary actions in the event of an accident. In addition, prior to departure each driver is responsible for securing (and inspecting the contents of) a first aid kit for each vehicle. (See Section V.B and V.D of this Procedure)

## **Procedures for Alternate Class Sites**

### **A. Planning and Approval Procedures**

1. It is ~~recommended~~ **required** that the instructor notify ~~his/her~~ **the appropriate** division dean at least one (1) or more weeks prior to the date of the event.
  
2. All alternate class sites ~~shall~~ **must** be supervised by an academic employee of the District.
  
3. If the alternate class site is canceled, immediate notification **must shall** be given to the responsible dean and the students.
  
4. Only regularly-enrolled members of the class and auditors may participate in the alternate class site.

5. Students **must** be notified of the alternate class site at least two (2) meetings in advance and shall be convened and dismissed at the alternate class site.

## B. Transportation

1. Students shall **arrange their own** travel to the alternate class site ~~in the same manner in which they travel to attend the regularly assigned class.~~
2. The instructor shall NOT arrange private transportation for students either to or from the alternate class site.
3. When available, district vehicles can be used to transport students to an alternate class site. The request should be four (4) weeks in advance for approval by the division dean or director.

## C. Regulations

1. All students participating at the alternate class site shall be subject to the supervision and discipline of the certificated employee designated as the responsible representative. (See Board Policy ~~5138~~ 5500 and Administrative Procedure 5500 and 5520).
2. ~~It shall be the duty of~~ The academic employee designated as the responsible representative of the District ~~to~~ **must** notify all selected students of the starting time, location, and duration of the alternate class site meeting. Under the jurisdiction of ~~the appropriate~~ his/her dean, **this individual must also** complete any other arrangements necessary for the purpose and safety of the meeting.
3. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill" when conducting a class at an alternate class site.

## Insurance and Liabilities for Field Trips, Excursions and Alternate Class Sites

- A. The Director of Purchasing and Risk Management shall ensure that the District has sufficient insurance to protect the District and its employees from liability in the performance of their approved, legitimate duties under these procedures.

B. The District will provide vehicle insurance information, roadside assistance information, and other appropriate documentation as needed to the district employee in charge of supervision.

C. The District shall provide or make available **medical/hospital** service, or accident insurance for students participating in field trips, excursions and alternate class site meetings.

D. When district equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in a foreign country.

E. All persons participating in making a participants in voluntary field trips, or excursions, and alternate class site meetings are deemed to have waived all liability claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims.

1. All participants and the parents/guardians of minor studentparticipants must sign a statement advising them of this waiver.
2. A Field Trip/Excursion ~~Waiver Form~~ Waiver, Release and Indemnity Agreement (hereafter referred to as "Waiver Form") must be filled out and signed by each participant prior to the departure of each fieldtrip/excursion.
3. The waiver form shall be submitted to the appropriate office prior to departure.

F. An employee of the District shall be present for the entire duration of the field trip, excursion or alternate class site meeting. ~~He/She~~ and will have the same liability coverage as for on-campus activities.

**Emergencies and Inappropriate Activities for Field Trips, Excursions and Alternate Class Sites**

## A. Misconduct

1. Prior to the field trip, excursion or alternate class site meeting the instructor/employee shall inform students that misconduct could result in suspension from the trip, additional discipline, and/or that participants may be sent home during a trip if their conduct is deemed detrimental to the purpose and safety of the group. The student is responsible for the cost of transportation home.
2. The instructor may supplement the standards of conduct identified in Board Policy 5138 with additional regulations, which must be explained prior to the event.
3. The instructor shall exercise the same amount of care that a "reasonable person" would exercise in any incidents involving student misconduct or questionable legal activities.
4. Should a ~~problem or concern~~ **misconduct** arise during the field trip, excursion or alternate class site meeting, the instructor shall notify his/her dean and Office of Student Development/~~Life~~ immediately upon the return to campus and initiate the appropriate course of action.

## B. Accidents involving a Student, District Employee, or Vehicle

1. The instructor/employee shall obtain prompt emergency treatment for any injured individuals.
2. If the injury needs immediate care, the instructor/employee shall call 911 and have the individual transported to the paramedic-designated hospital. If the instructor/employee has any doubts, he/she is to follow the most conservative path -- call for help and send the individual to the hospital as soon as possible.
3. The District provides accident coverage for all students. This insurance is secondary to the individual's own medical coverage. In an emergency, this insurance may be used to get the student treated in any hospital. In a non-emergency situation, care must be taken to refer the student to the appropriate medical facility. All first aid kits should contain the District's medical insurance form.



4. If a vehicle is involved in an accident, the passengers and injured should be removed to a point of safety. The nearest law enforcement agency should be contacted. Employee(s) and students should not leave the scene of the accident until the accident is reported to the law enforcement officials and the disposition of passengers and vehicle has been arranged.
5. In the event of a mechanical breakdown or other road emergencyies, the employee should contact Campus Police to determine the best means to get the vehicle back to campus.
6. The appropriate accident report form shall be completed and filed immediately upon return.

#### C. Illness

1. Each participant shall be cautioned in advance that health care is his/her personal responsibility. ~~(Students should be warned about this in advance.)~~
2. A student who appears to be ill prior to the trip or who becomes ill may be sent home upon the decision of the employee. The student may be responsible for the cost of transportation home in such an instance.

#### D. First Aid Kits:

1. A first aid kit containing the District's medical insurance form(s) shall be in the possession of the instructor/employee for all field trips, excursions and alternate class sites.

#### **Fees, Costs and Reimbursement for Field Trips/Excursions and Alternate Class Sites**

1. All fees or related costs required of participants in field trips shall be clearly listed in advance of enrollment in the course. The refund policy shall conform to the District's general refund policies.
2. District representatives shall be reimbursed for authorized and/or emergency expenses.

Reference:

Title 5, Section 55220

Approved: 3/16/09

Revision: 10/9/19

Ed Policies 2/25/20

Revision 02/23/2021

Senate:

## **Faculty Development Committee Meeting**

**Minutes for Tuesday, February 23, 2021**

Via Zoom: [https:// https://elcamino-edu.zoom.us/j/98267985325](https://elcamino-edu.zoom.us/j/98267985325) 1-1:50 pm

Present	Name		Division
X	Stacey Allen*	SA	Behavioral & Social Sciences
X	Alireza Ahmadpour	AA	Behavioral & Social Sciences
X	Anna Brochet	AB	Counseling
X	Amy Herrschaft	AH	Counseling
X	Amy Himsel	AJH	Behavioral & Social Sciences
X	Crystle Martin	CM	Library & Learning Resources
X	David McPatchell	DMc	Compton College
X	David Moyer	DM	Fine Arts
X	Polly Parks	PP	Natural Sciences
X	Margaret Steinberg	MS	Natural Sciences
	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 2020 Meetings:** September 8 & 22, October 13 & 27, November 10 & 24

**Spring 2021 Meetings:** February 23, March 9 & 23, April 27, May 11 & 25

### **Introductions**

After brief introductions, the committee welcomed our newest member, David Moyer of the Music Department. David was hired in 2019 and is eager to be more involved in campus activities and PD planning. In addition to teaching music, he is Director of Jazz Studies at ECC. The committee will miss Claudia Striepe who will retire at the end of the semester and is now serving as VP of Ed Policies and Yuko Kawasaki who has taken a position as Dean of Health Occupations at Mission College in Santa Clara.

### **Spring PD Day: Where Do We Go From Here? Addressing Racism at El Camino College**

Members reflected on Spring Professional Development Day which took place on Wednesday, February 10<sup>th</sup> and featured keynote speaker Dr. Daniel Solórzano, a leading scholar on racial microaggressions at UCLA. While many felt that Dr. Solórzano's presentation was meaningful and helped reinforce the need to address racial microaggressions experienced by ECC students and employees, some felt the keynote address lacked concrete examples of racial microaggressions that occur in educational settings. PP acknowledged that Dr. Solórzano implored us to gather our own data to most accurately understand the microaggressions people experience at ECC and suggested we consult with him to develop targeted questions for the campus climate survey administered by IRP. AB noted useful data could also be collected once a racial microaggressions reporting system has been implemented at ECC. SA reported the President's Advisory Committee on Race and Equity is currently working on a reporting system. AJH highlighted that considerable scholarship already exists in this area; for example, she recommended an article published in 2019 in the *Psychological Bulletin*, "Associations Between Microaggressions and Adjustment Outcomes: A Meta-Analytic and Narrative Review" by Lui and Quezada, noting the subheading "Conceptualization and Taxonomy of Microaggression" as particularly relevant.

### **Spring PD Day Breakout Sessions**

The committee discussed the schedule and breadth of Spring PD Day breakout session offerings and agreed that hosting a variety of sessions over several weeks leading to PD Day should remain a permanent feature, even when in-person instruction resumes, especially if conducted virtually. This arrangement offers a convenient way to maximize learning opportunities on a variety of topics prior to the start of the semester.

Dr. Solórzano presented “Using the Critical Race Tools of Racial Microaggressions and Microaffirmations, to Examine Everyday Racism in Academic and Social Spaces” in a breakout session intended specifically for classified staff. Veronica Palafox, Chris Dela Cruz, Brian Krause, Nailah Lee, and Keiana Daniel served as facilitators of breakout room discussions with over 100 staff in attendance. SA reported that despite a concerted effort to limit this opportunity only to classified staff, some managers attended the session. Faculty and managers have expressed an interest in having Dr. Solórzano facilitate additional sessions geared specifically for them.

### **Tenure Reception**

SA reported that 28 newly tenured faculty were honored on February 10<sup>th</sup> at the 5<sup>th</sup> Annual Tenure Reception. Former Academic Senate President Kristie Daniel-DiGregorio opened the ceremony by introducing President Maloney and credited her for being instrumental in the implementation of this important annual event. Following President Maloney, BOT President Nilo Michelin offered remarks. FDC member Amy Herrschaft was among those honored during the virtual celebration. Honorees received a pen giftset monogrammed with the El Camino College logo, compliments of the Academic Senate and Bookstore, and were featured in a digital program created by Marketing & Communications.

SA was notified that Gifford Lindheim (HSA) was inadvertently left off the list of honorees. To make amends for this very unfortunate mishap, Coach Lindheim will be honored in a special celebration during the next Academic Senate meeting on March 2<sup>nd</sup>.

### **Informed & Inspired (I&I)**

SA reported that “Aggressions and Affirmations: Nothing Micro About It” took place on December 3, 2020 and was very well attended. FDC member Anna Brochet participated alongside fellow panelists, Seranda Sylvers, Erica Brenes, and Shane Ochoa in a powerful discussion highlighting examples of racial microaggressions experienced by ECC students and employees and ways to address and disrupt aggressions by routinely employing micro affirmations.

The FDC will partner with the newly formed Equity, Diversity, and Inclusion Standing Committee to co-sponsor this semester's I&I series which will build upon our Spring PD Day theme: "Where Do We Go From Here? Addressing Racism at El Camino College." Our spring I&I theme, "Where Do We Go From Here? Cultural Transformations at ECC," will offer programs who have demonstrated a commitment to equity and anti-racism an opportunity to showcase their efforts and illustrate how they're transforming culture. We are looking forward to interactive sessions that provide faculty and staff with tangible tools that empower them to engage in these transformations.

The series will kick off on February 25<sup>th</sup>, 11-12pm, with a presentation by Guided Pathways. IRP is scheduled to present on March 18<sup>th</sup>, SITE will facilitate a session on April 29<sup>th</sup> and we'll close out the series with a presentation by MyPath on May 27<sup>th</sup>.

### **Updating PD Website**

CM reported that major updates will be made to the Faculty Resources Guide on the PD website this semester and invited the FDC to assist with this initiative. The committee reviewed the topic list noting that much of the information included in the guide is outdated or no longer relevant. CM will upload a document to the FDC Teams site for members to review and provide input.

### **Announcements**

SA encouraged members to attend the upcoming student panel presentation on racial microaggressions, “They Said What?!” facilitated by Melissa Fujiwara on March 3<sup>rd</sup>, 9-11 am.

Adjourned 1:55

SA/2.26.21