



Academic Senate of El Camino College 2019-2020

April 21, 2020

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 (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.



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Zoom information for Academic Senate Meeting 4/21/2020

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/94327379750>

Or iPhone one-tap (US Toll): +16699006833,94327379750# or +13462487799,94327379750#

Or Telephone:

Dial:

+1 669 900 6833 (US Toll)

Meeting ID: 943 2737 9750

As the Zoom format is new for many of us, we ask that everyone please keep in mind the following points of 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.
- 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 by noon on Tuesday, April 7. In the subject line, please put Academic Senate Meeting 4/21 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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Officers & Executive Committee

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

Part-Time (One-year terms)

Mayra Ochoa (LLR) 19/20
Karl Striepe (BSS)^R 19/20

Fine Arts

Ali Ahmadpour 21/22
Jonathan Bryant 21/22
Joe Hardesty 20/21
Russell McMillin^{*R} 21/22

Mathematical Sciences

Dominic Fanelli 19/20
Lars Kjeseth^{*R} 19/20
Le Gui 20/21
Ronald Martinez 21/22
Oscar Villareal 19/20

Behavioral & Social Sciences

Stacey Allen 19/20
John Baranski^R 19/20
Hong Herrera-Thomas 20/21
Renee Galbavy 20/21
Michael Wynne^{*} 20/21

Health Sciences & Athletics/Nursing

Andy Al Villar^{*R} 19/20
Traci Granger 19/20
Yuko Kawasaki 21/22
Colleen McFaul 20/21
Tiffany Lau 20/21

Natural Sciences

Shimonee Kadakia 21/22
Darcie McClelland 19/20
Mia Dobbs 21/22
Shanna Potter 19/20
Anne Valle^{*R} 21/22

Business

Kurt Hull 21/22
Philip Lau^{*R} 21/22
Josh Troesh 21/22

Humanities

Sean Donnell 21/22
Brent Isaacs 21/22
Elayne Kelley 21/22
Pete Marcoux^{*} 21/22
Anna Mavromati 21/22

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Associated Students Organization
Jennifer Lopez
President/ Superintendent
Dena Maloney

Counseling

Seranda Bray 20/21
Anna Brochet^{*R} 21/22
Rocio Diaz 19/20

Industry & Technology

Charlene Brewer-Smith^R 21/22
Ross Durand^{*} 21/22
Dylan Meek^R 21/22
Renee Newell 21/22
Jack Selph 21/22

Ex-officio positions

Kelsey Iino ECCFT
Carolee Vakil-Jessop ECCFT
Institutional Research
Josh Rosales

Library Learning Resources

Analu Josephides 21/22
Mary McMillan 21/22
Claudia Striepe^{*R} 21/22

Dates after names indicate the last academic year of the senator's three-year term, for example 19/20 = 2019/2020.

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

FALL 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).

SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.

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

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

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

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

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

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

CAMPUS COMMITTEES:

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

Board of Trustees. Chair: Cliff Numark. Senate Rep: Darcie McClelland. 3rd 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. 1st & 3rd Mondays, 1:30-2:30, Library 202.

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

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

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

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

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

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

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

Process Improvement. Chair: Ross Miyashiro. Senate rep: D. McClelland.

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

ECC (El Camino College) Acronyms

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

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

Adjunct (1 Year)

- Karl Striepe
 Alt: Mayra Ochoa

Behavioral & Social Sciences

- Stacey Allen
 John Baranski
 Renee Galbavy
 Michael Wynne

Business

- Kurt Hull
 Phillip Lau
 Josh Troesh

Counseling

- Seranda Bray
 Anna Brochet
 Rocio Diaz

Library Learning Resources

- Analú Josephides
 Mary McMillan
 Claudia Striepe

Fine Arts

- Ali Ahmadpour
 Jonathan Bryant
 Joe Hardesty
 Russell McMillin
 Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
 Traci Granger
 Yuko Kawasaki
 Tiffanie Lau
 Colleen McFaul

Humanities

- Kevin Degnan
 Sean Donnell
 Brent Isaacs
 Elayne Kelley
 Pete Marcoux
 Anna Mavromati

Industry & Technology

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

Mathematical Sciences

- Dominic Fanelli
 Lars Kjeseth
 Le Gui
 Ronald Martinez
 Oscar Villareal

Natural Sciences

- Mia Dobbs
 Shimonee Kadakia
 Darcie McClelland
 Sanda Oswald
 Shanna Potter
 Anne Valle

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

Associated Students Organization

- Jennifer Lopez
 Izack Saucedo, ASO Representative

President/Superintendent

- Dena Maloney

ECC Federation

- Carolee Vakil-Jessop
 Kelsey Iino

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Idania Reyes, Student Support Services
 Hong Herrera Thomas, BSS
 Sharilyn Thomas, Student Services
 Jeff Baumunk, ITEC/Public Safety
 Lori Suekawa, Counseling
 Keiana Daniel, Guardian Scholars

Excused: A. Ahmadpour, T. Granger, J.
Troesh

ACADEMIC SENATE MINUTES

April 7, 2020

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 third Academic Senate meeting of the spring 2020 semester to order on April 7th at 12:32 p.m. There's about 37 of us on right now and then other can join as they come in.

B. APPROVAL OF MINUTES (p. 6-16)

D. McClelland: See pgs. 6-16 of the packet for minutes from March 3rd meeting. P. Marcoux motioned, B. Isaacs seconded. If you make a motion, or going to say something, please say your name first for the minutes.

Minutes were approved with changes from Claudia Striepe: spelling of name correction (Striepe) on agenda and table of contents; under New Business, bullet 3: correct forms to forums.

The way we are going to do our voting today, under participants, there is an option to say yes or no. If you are a senator, click your yes or no function and then Rocio can go through and see them.

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland: I have several items on agenda for today so will keep my remarks here brief. If there is anything that you have questions or concerns, please reach out to me or any member of the e-board. The Senate is here to support you and help you at this time. We don't know that you need help unless you let us know so please do feel free to reach out. Recently, we have been focused on making sure we're facilitating communication with campus community. Dr. Shankweiler and I have been working on sending out emails to entire faculty every Friday, we plan to continue that for the rest of the semester to keep everyone updated on what's going on, updates from the Chancellor's Office, issues that we might face on campus coming up. If you have questions, or want something addressed in that that is a campus wide issue, let us know. We did send out an email from Professional Development regarding webinars about moving classes online that state wide senate is hosting. I've been hearing those are being well attended so I'm thinking that they may continue to do more of those.

Plenary was suspended for next week. They are thinking of doing it again in the Summer. We are going to be voting online for new representatives for ASCCC leadership. I included minutes from last College Council meeting before the one yesterday. I'll have the minutes from the meeting yesterday in the packet for our meeting next time. One note from College Council, the resolution that we passed at the beginning of the semester on faculty diversification, the President edited to make it more a campus wide effort and is submitting that to the board for their review at the May board meeting. There will be a partner resolution to the one we did about faculty diversification at the May meeting.

Any questions for me at this time? Hearing none, we'll move on to Curriculum.

b. Chair, Curriculum – Janet Young

J. Young: On March 17th, we gave blanket approval for 498 courses based on Chancellor's Office directive for distance ed remote delivery. That is important difference that we need to remember that we have been approved to offer our courses remotely. So now the next step is to formally review courses for distance education delivery from summer and fall. So there'll be 127 summer courses that will need to through the formal distance education addendum procedure and we're prepared for that. And then there are about 375 for fall. What we are going to be doing to facilitate this is send out a list of courses to determine which will need to be submitted for online or hybrid, or what will never be offered online, those will be sent to Division Deans and CCC Reps soon. We will get that list together and work with Dr. Shankweiler on that. Those will come to Curriculum Committee this semester. We're hearing a lot from Chancellor's Office about extending deadlines, but we need to move forward to get these done so that we're in a good place to offer these courses. If you have any questions, you can email me directly because I know we're super busy today.

c. VP Educational Policies – Darcie McClelland

D. McClelland: Ed policies met back in March. There's the second reading of field trips and excursions. First reading of Philosophy for Associate Degree and General Education, if time. We'll have one more ed policies on lactation accommodations that's in the works right now. After that it will depend on if there is a need for new ed policies. There's a couple on the agenda so that is all I have to report.

d. VP Faculty Development – Stacey Allen

S. Allen: Remind everyone that I sent an email a week ago regarding flex. If you are still in need of fulfilling flex hours for the year, you have probably far exceeded that. All you need to do is submit a request through Cornerstone through External Training Form. Email has more details, but you can contact me if you have any questions.

DM: Please, Senators, remind faculty that you can get credit through Cornerstone for putting their courses online.

e. VP Finance – Josh Troesh

none

f. VP Academic Technology – Pete Marcoux

P. Marcoux: At this point, people are pretty sick of technology. Shoutout to ITS and Moses and Gema Perez for doing a great job. If you agree, go to reactions and give them a thumbs up.

g. VP Instructional Effectiveness/ALC & SLOs Update – Kevin Degnan

K. Degnan: Met with ALC, Assessment Learning Committee, to agree on dramatically revised agenda. If you turn to page 23 in your packet, you can see what we talked about.

- Ordinarily, we would have been talking about nailing down completion rates for entering PLO and SLO reports for assessments that happened last semester. One of the great things is that completion rates is quite good. A couple of PLO reports that are straggling. Original deadline was 20th of March which I think there was a couple of things happening around that time.
- We are certainly extending deadlines for that, but if you can get those straggling reports entered that would be wonderful, but we understand that there are other priorities
- Revising our timeline plan for this semester. Ordinarily, we would be assessing hundreds of SLOs in course of a given semester like this one.
 - But no longer looks possible to assess on this scale

- We are dramatically scaling back expectations and assessing only courses that were completely online (not hybrid) from start of the semester or were on timeline to be assessed this semester
- Pretty much everything else we are saying that it will be removed from timeline, there will be a notation that it was removed because of Coronavirus
- In talking to ALC yesterday, it seemed like this would still be possible. In a lot of cases, comes down to a division assessing one course. For instance, in Humanities that would normally be assessing a hundred or so SLOs, will be assessing 3 SLOs in 18 sections, and I think 1 literature course, and that's it for Humanities.
 - Asterisk: once the facilitators consult with their deans more on how the machinery of assessment will work in our new work from home situation, we might need to revise that further and that's fine
 - Currently plan is to assess only courses that were 100% online from start and those that were set to be assessed this semester
- Timeline: one bit of work that still needs to get done is crafting of timeline for assessment for next 4 years. This is something that's part of the normal course of work. We generally update the timeline for assessment every 4 years anyway and it happens that this semester is a year we need to do that
- Keeping in mind that there are still going to be some kind of accreditation visit in the Fall, this is the heart of the SLO plan is to have that timeline. Fortunately, getting that done is pretty easy on part of SLO facilitators and deans. People can feel free to roll over timelines that they've used in the past to me and Catherine Shultz Roman
- We need those worksheets back by May 8th so we can enter in Nuventive
- There were some questions about what to do about massive disruption from this semester with so many courses not being assessed. If in creating of timelines for next 4 years, if faculty want to double up on assessment plans for next semester to account for disruption this semester, that is fine. It is also fine if we say that it is a wash for this semester. We have gotten word that either approach okay, but we do need some sort of a timeline.
- Things might change again, with not really knowing how long epidemic will last and how long disruptions will last, we have to be flexible in being open to revising these timelines and all of our practices.
- We need to plan to be able to revise plan
- In defense of trying to assess even some SLOs this semester, having a brief look at what those courses are that were aligned and already offered on line, those are some of our biggest flagship courses and if we are trying to get some information beyond grades and enrollment to track what the impact of disruption, SLOs are one way of doing that, data that these assessments can contribute are valuable.

Dean's Representative: Idania Reyes

D. McClelland: Idania Reyes, our Dean of Students, has joined us.

I. Reyes: Hi everyone, my name is Idania, I am the Dean of Student Support Services. Thank you for allowing me to talk briefly with you. Thank you for hard work you have been doing to get all your classes up and running. Second, as I'm out there working with programs like Puente, Project Succeeds, EOPS, FYE, and deans from student support services and from student services in general, we want to say to you that the front lines of folks are talking to students [inaudible]

- About 500 EOPS students, of 1900 students, reported back on the survey and a lot of them don't have internet access and are really struggling with computers. Some students were never part of a dialogue to understand Canvas and struggling with Canvas and how to turn documents in
- We are working on the front lines to get this ameliorated. Let's have some flexibility. If there are any problems, they can always contact Dipte Patel, Robin Dreizler, or myself, and we can help you with whatever students are struggling with

- Have Warrior Pantry open for students struggling with food insecurities, and will continue to be there
- We're hearing some bad news on the front lines from some of our students, some of our students from outside district that come to us from areas that are struggling not just with COVID 19 but with robberies in their own homes and cars, are also struggling with being at school. I want to thank you for working with our students and giving them a little bit of understanding as they're trying to get assignments to you
- I'm getting bombarded every day. Have about 60 students that call every single day and it is quite extensive on the front lines of Student Services.

DM: Thank you. Please continue to pass along the message to your colleagues to be flexible, give students the benefit of the doubt right now. If your students tell you they are struggling, they are probably really struggling. Keep in mind how jarring this has been for all of our lives and knowing that many of our students do not have the resources we have at this time.

IR: We just had a meeting yesterday with Ross, the VP of Student Services, and core team of Deans. We are compiling resources for students which we will send. Everyone is working separately on resources—we want to gather them all up and vet them. I will leave a note in the video chat, there is a resource that we have in Student Services, it is called What I Need. What this resource does it allows you to get that to your students, it has all these different tabs if students need shelter, or food bank. Perhaps you can download or add to syllabus for Summer and direct students to this. Thank you.

DM: Question from Tiffanie Lau: can we mail a letter of the different resources? That's a good idea, I will work on seeing if we could do that as a campus to mail out letters to their physical addresses for those who have problems with internet access.

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

J. Shankweiler: Good afternoon, a few quick updates:

- Accreditation. Kevin touched on this. We had a couple of calls from ACCJC. One was just to check in to see if we were going to complete our institutional self evaluation report and I said yes, hopefully. We have our first review today and we are making a lot more progress.
 - Assured us that everyone is in the same boat trying to do all the things we normally do with SLOs and program review. As long as we show we have a cycle, it's understandable, they were very reassuring in that sense
 - The second call we got from ACCJC: ACCJC visit scheduled for Sept 28-Oct 2 will be a virtual visit, will be all online. At the beginning of March, I went to Norco College and we did not need to be there for 4 days, we could have been there for 1 ½ days and done all the work. Because you mostly have the report written before you even get there. So I don't think it's too much of a problem. Reassuring they are calling to check in.
- Chancellor's office guidance on distance ed for Summer and Fall 2020. When they say there is guidance for summer and Fall 2020 and listening to Chancellor on webinars, they are telling us to be prepared to be remote not just for summer, but Fall, too. You need to be thinking about that as well in terms of what courses we are offering
 - Last time in addendum for spring, send us a list, this can be online. That's not the case this time. They are expecting more time for us to prepare to be online as an approved distance ed online or hybrid course
 - Janet and curriculum committee have already prepared for this already. Thank you, Janet. So we've kind of got halfway there with what they're asking us to do

- Anything that we send as a blanket addendum for summer of fall, as to include a plan—if not already approved, how will it be approved. Scared me a little bit because courses we will do hybrid, we might have trouble offering these in the summer or fall. So we have to be prepared
- Last thing: Faculty hiring. Since we aren't really used to doing interview remotely we are working towards that. For most faculty hiring it will be postponed or pushed back. We don't know what that might look like for Fall, but this semester:
 - Vets counselor will proceed because it's already been a year that they haven't had a fulltime counselor and it's a requirement
 - CIS is finished
 - Life sciences selected 3 finalists and it went fairly well, President Maloney selected a candidate
- One last thing, we are asking people to please, please do not come to campus. People have been popping in. Buildings have all been cleaned and locked down and no one wants to come in and clean them after they're locked down. If there is something you absolutely have to have:
 - Contact your dean
 - Schedule an appointment with Campus Police
- So you can't just come and pick up a few things

S. Bray: You might not have the answer to this just yet, Dr. Shankweiler. I am curious if we do work remote for Fall, I've been working with a number of STEM students, and they are really concerned about what classes will be offered. I am assuming for summer no science classes with labs. If we move remote for Fall, will science classes with lab be offered?

JS: I don't have an answer for that. I know that the science departments are talking about it and they're looking at resources like Labster, which is a demo product for labs that can be used. Chancellor Oakley is not a scientist, he thought it might be a good substitute. I looked at it and what might take eight hours in a lab, they did in a 30 minute demo. So it is no where near what we consider to be acceptable. I know they are looking at kits that students could do the lab experiments at home, but it is very expensive and a reoccurring expense. The options are getting slim and I don't know what's going to happen. But they are getting creative and working really hard. You are not helping people if you do it really poorly. I'm not saying they're doing it poorly, I'm saying it is a hard place we're in. As soon as they figure it out, they'll let us know.

b. ECC VP of Student Services – Ross Miyashiro

R. Miyashiro: I was on campus today and we set a record for helping most students in a day, I left at 12:20 and they had already broken a record. Channel 2 and 9 showed up to interview Food Pantry person, Kim Cameron, so there should be footage tonight.

- WIN app that Idania was talking about- I met a student today while handing her food who recommended the WIN app to Kim. Kim is part of Idania's team and they got that going. Kudos to us working with our students.
- Secondly, student services is online. Financial aid department is 100% virtual and can handle any service. We have four departments that will continue to work at El Camino College:
 - Admissions and Records
 - Food Pantry
 - EOPS
 - Veterans
- Finally, commencement committee met, and we looked at 2 vendors for virtual commencement. It is obvious that we will not be able an in person commencement this year. It is going to cabinet and coming out with more info next week

E. Kelley: Will food pantry be open during Spring break? RM: Food pantry will not be open spring break. It is open Tuesdays and Wednesdays from 11am-2pm

J. Hardesty: Ways for us to donate to food pantry during shut down? DM: Ways to donate through the foundation, they are welcoming monetary donations. As far as actually donating food itself, are we taking actually food donations? RM: If it's canned I guess they'll take it in if you come Monday. But monetary is easiest for food pantry to process.

c. Online and Digital Education Committee-Mary McMillan

- M. McMillan: Obviously a lot going on with online and distance education in that area of the college at the moment. As Pete mentioned, I really commend Moses and Gema and everyone who has so quickly done what they need to do to adapt to new technologies and get resources out to our students and it's been amazing to watch virtually
- DEAC will be meeting again in 2 weeks, and it will be at the same time as Senate on the 21st, but will be bringing forward a lot for us to be looking at
- Distance education plan- it is on agenda for next Academic Tech meeting as well. We will review at that meeting
- You will see things coming through from Moses regularly about opportunities to take his self-paced course to get the online learning certification. Reach out to him for that. Right now, waiting for his lead on where we're going for the rest of the semester, and I'm sure some of that is in flux. Right now the primary thing that he's looking at is the DE plan and I'll be back with more on that after our next meeting.

DM: We will see DE plan later this semester, probably in May.

One other question in chat about drive through pantry: are drive through services literally drive through only? Some students rely solely on public transportation. RM: Yes, we have a walk-up service. It's socially distanced. Students can come to food pantry on cars, bicycles, and walkup.

E. UNFINISHED BUSINESS:

a. Accreditation Institutional Self Assessment 2nd Reading and vote- Jean Shankweiler and Claudia Striepe

D. McClelland: Motion to approve our accreditation institutional self-evaluation. Moved by P. Marcoux, seconded by K. Degan. Are there any questions about institutional self evaluation for accreditation? Or discussion? This document looked good to everyone? No comments or suggestions? Then I will ask everyone who is a Senator, please go into your participants tab and vote to approve the self evaluation as it is in the document. Click yes to vote in favor, click no if you don't vote in favor. If you are going to abstain, type abstain in chat. Result: 26 yes, 0 no's, and no one abstained.

Approved, no objections.

b. AP 4300, Field Trips and Excursions, 1st Reading- Darcie McClelland

D. McClelland: Skip for now, will come back to this if we have time.

F. NEW BUSINESS:

a. Making Decisions Guide 1st Reading-Darcie McClelland and Pete Marcoux

D. McClelland: First reading of our new making decisions guide.

- Two senate reps for new making decisions guide: myself and Pete Marcoux. The two of us were one this committee that drafted the new making decisions guide. It's just an update from the last one.

- This is a first reading so we will bring it back for second reading and vote to approve next time.
- I got one suggestion from Stacey-there was a typo in the mission so we will make sure that gets corrected
- Any questions or comments? Seeing and hearing none, we will move on and bring to second reading and vote at our next meeting. Encourage your faculty in your division to read it and come back with any feedback for our April 21st meeting

b. Resolution in support of Pass/No Pass grading 1st Reading-Darcie McClelland

- D. McClelland: I would like to ask for a motion and a second from the floor to consider this an urgent agenda item so that we can do first and second reading and vote on it today. The reason for this is that the deadline we are going to set up for students to select this option is May 15th, our current Withdrawal deadline
- Lillian Justice has asked for May 15th deadline for this to give her department to have enough time to be able to go through and make the changes behind the scenes that need to be made in the system in order to assign P/NP
- Would like to be board approved before May 15th deadline so would like to bring this to the board in April
- Motioned by L. Kjeseth motioned, seconded by P. Marcoux
- R. Miyashiro: this is very pro student
- L. Suekawa: have a couple of questions about P/NP grading. As Ross mentioned, this is definitely a very pro student approach for students during this pandemic. Is this something that can be looked at past spring? There are many community colleges that do this and set up parameters such that UC will grant up to 14 units of P/NP grading. My question is will this be just for this semester, or something that will be brought back for future consideration?
 - DM: When I was collaborating with Dean of Counseling Dipte Patel, she suggested we make some policy revisions that can be a long-term thing. The big hiccup to making a long-term policy is that it states in title 5 that we have to have a local process and our local process is to note in course catalog. So our current AP says that if a student takes a class in PNP, that options has to be stated in course catalog, so we'd have to go through and revise the policy. For now, for this semester, we are asking to suspend this policy so we can address this right away, but we can definitely look into revising that policy. Jean, did you have something to add?
 - J. Shankweiler: For it to be in the catalog, has to go through curriculum, so that would be an extra layer
 - DM: Sending through curriculum and getting notation in catalog for more courses is certainly something we can work on
- L. Suekawa: Are we going to be talking about the process to do this? A form for students to fill out? How does student turn it in? Is that going to be a discussion that comes up later with Lillian and Robin Dreizler?
 - RM: Process will be sent out to students, as you can see there is a deadline in May, this is a manual change in students grade that has to be done one by one in Admissions and Records. The difference in this resolution is that in state guidelines for COVID 19, the NP carries no negative connotations whereas in a regular scenario, the NP would carry negative connotations
- L. Suekawa: I'm looking at "e", does a student meet with a counselor first to talk about the consequences? I worry about some of our students not really understanding the consequences.
 - RM: The only negative consequence at this time is on a UC campus basis. UC has not given a blanket acceptance of P/NP for their lower division requirements. Lori, I was going to get in contact with you to reach out to your UC AO counterparts to ask which UC are and are not going to accept P/NP for lower division requirements.
- DM: I got some feedback from Counseling faculty, they asked that we take out letter e about meeting with counselor. Suggested that we as a campus put together a video to give advice to students about how you need to be careful with your majors courses but they don't have bandwidth to meet with every single student

- RM: That is only for UC. CSU already has executive order that they will take P/NP for their lower division major courses
- S. Bray: I feel like Lori hit on some of my points, the impact for transfer to UCs and P/NP for major prep courses and how that could negatively impact students. It would make it so that students can make their class P/NP, but would need to take some actions to do that and recommendation to speak with counselor
- L. Kjeseth: Wondered about bandwidth of counselors, letter “e” only problematic thing. Maybe students are advised to talk with counselor, but shouldn’t have to meet with a counselor before they initiate this I think. Good info to share about possible consequences but don’t think they have bandwidth to do this
- A. Brochet: it does say in the policy that GE was okay, but they would need to see counselor for major requirements. It’s really hard—how would a person know if the class was for a major? It’s not always intuitive. E.g. Math could be GE or major prep. Even for a student, if they take a class P/NP, who is going to determine whether that is a major requirement class at some transfer institution, and then they need to go see a counselor for the approval
- R. McMillin: what if we recommend just for students looking to transfer to UCs?
- DM: Perhaps what we need to do when we announce this to students, if your goal is to transfer to a UC, please be very helpful and try to speak with a counselor before you take your major requirements. Would we rather not allow for major prep courses be taken PNP? Or do we want to put on students to get the information themselves before they decide to do that.
- S. Bray: A tricky part is that there could be a class like Psych 5 that is a major prep for a psych major, but not for a poli sci major. There are some classes where it’s going to be major prep or could be either or, depending on school.
- Question from Shanna Potter: can you clarify what the UCs and CSUs are allowing as far as P/NP for transfer students in Spring 2020?
 - DM: CSUs has blanketly allowed any class for P/NP, including Golden Four
 - But for UCs, the two exceptions system wide are to get rid of 14 unit cap and they are allowing for GE across board to be taken P/NP. LS: But major prep is going to be up to individual UC campus. What may be good for Berkeley may be different for UC Riverside, it’s department by department, and whether it is a highly selective a campus. So that’s where it gets kind of dicey for students to sort of make that decision
- DM: And yes, major prep course is hard to determine. A lot of this is going to be on the student. If you are a bio major, calc is considered by UC to be major prep class, but here at El Camino we would not consider that to be a part of your major, that’s where it gets dicey.
- RM: This is all discoverable by Assist, but you are right. Some of this falls on Lori to start communicating on CEAC listserve and find out. Questions are probably already on listserve on which UCs are going to accept this
- Suggestion from Pete Marcoux: change “e” to The senate also recommends that students with a counselor to discuss possible consequences for transfer and/or graduate and professional school admission that students be allowed to take majors preparatory courses P/NP.
 - DM: Do we like it better like this? A suggestion to meet with a counselor instead of absolute you must.
 - LS: I think that’s better
- S. Bray: I know we’re going to be sending this out via email and there was a recommendation of making a video. Do you think this is something we can also send out to students as a letter? For students who don’t have access to WIFI consistently just so they know. I am thinking of all of the ways we can get this messaging out to students
 - Second question is that will faculty get this email ahead of time? There have been some communications that have been sent to students and faculty find out later. And then we’re trying to scramble to figure out what the message is. For example, with W, the marketing communication that

went out, it is helpful for us to get that in order to digest it, understand it, and at least as counselors be able to respond to students

- DM: I can talk to Marketing about making sure that any announcement that is sent to students is also sent to faculty at the same time. About physically mailing out, Jean or Ross, would it be possible to mail to student?
- RM: I don't think at this time, we don't have anyone to process letters.
- J. Shankweiler: And so many of them come back anyway
- DM: So we may have trouble getting the mail piece
- RM: We know that 98% of student have a cell phone that accept text, and if we have their number in database, they will get it in text immediately
- Question from Hong Herrera Thomas: If a student takes a class P/NP and later needs a letter grade, will we allow them to repeat the course for a letter grade?
 - JS: No, that is why you have be cautious
 - RM: Against code. Once the grade is posted, you can't go back and change it
 - SB: Could we add this in resolution so that students know you can't go back
 - RM: That will be in the communication
 - AB: Just to clarify-the question was about repeating the class for a letter grade if failed it with P/NP
 - DM: The question was if they passed the first time and realized later that they need a letter grade
 - RM: You cannot repeat a class that you have passed
- LK: How will this actually be implemented? We enter a letter grade and registrar will change it to a P? Or will we get a list of students who want a P/NP and enter it ourselves? That's my main question
 - DM: We had started discussions of this, and Lillian indicated that it would be possible for them to go in and change it themselves afterwards. Though, I think that is something we have to leave up to them. Either they send info to faculty or they handle in Admissions and Records
 - RM: Decision point will be if Lillian can override grading basis for student, or if she can't, she'll have to process override manually one by one. I'll make sure that faculty member is communicated if student has filed grading basis to P/NP
- R. Galvaby: Does P/NP get calculated in GPA?
 - DM: Not for El Camino. One thing that students will have to talk to their transfer institutions about is that there are colleges in this country who consider a P as 2.0 in grade points, so its important that they contact their transfer institution to make sure, but here at El Camino we would not
 - RG: shouldn't that be put front and center?
 - RM: In UC and CSU, it is not counted in GPA
 - RG: It might be important for them to know that variable
 - RM: the predominant situation where it is counted is most likely a law school. And some law schools do accept students with an AA degree. I think Pete's wording captured it all. Professional schools are the ones who would lean that way
 - RG: I just think that it should be up close and personal. I know majority are going to California schools, but seems to me something that is important
 - DM: My big hesitancy in putting this forward is exactly that concern. That we can't be certain for every single student on where they are going to transfer. We can put it out there for them, but at end of the day, a lot of this is going to fall on student to do research on their own because we don't have bandwidth as a college to check for every single student. So they are going to have to take some responsibility if they choose to do this to make sure it's not going to impact them. Yes, we can put out a video for students with information about this. We can work on telling them in emails and texts, but at end of the day, it is going to be up to students to read and do due diligence on their research on this

- SB: I agree with you Darcie that students will have to do research but also just being mindful that most disproportionately impacted students will be again be more impacted by this as well. The students who are super tech savvy and able to access counselors and figure out how to make virtual and phone appointments, they will continue to succeed. But thinking of it from equity perspective, that is important as well.
- DM: I think we're going to go ahead and vote on this resolution now, I've corrected it on the slide.
 - Vote in participants tab, or abstain in chat: 25 yes, 0 no, 2 abstain: Claudia Striepe and Brent Isaacs
 - Resolution passes. A lot of this is going to get put on Lillian and Robin and their office to carry this out, but we will put this forward to Board of Trustees that this is our recommendation. Thank you everyone.

c. Resolution in support of Spring 2020 Semester extension for programs requiring in person hours to complete 1st Reading- Darcie McClelland

D. McClelland: We will do first reading today and come back and vote next time. Our executive board voted discussed extending the semester for all courses and voted unanimously against that. So we do not believe that the semester should be extended for most courses. We believe that it is important for all of us as faculty and for our students that are going to be doing summer school that we actually get our week off to be able to breathe a little bit before we jump right back into summer. But we did have some feedback from faculty and some administrators in Health Sciences and Athletic and Industry and Technology that there are a few courses out there where students are required to do lab hours to complete program or get licensed

- If had opportunity to complete their lab hours, can complete program and graduate on time, which is a big thing for our students, especially in those types of programs because a lot of times from these programs, students are going straight into the working field. So this means they would be able to get a job now as opposed to having to wait till after summer or after Fall
- Clause now reads: Now therefore be it resolved that the Academic Senate for El Camino College recommends that the Board of Trustees extend spring semester 2020 to a date no later than June 30, 2020, for programs that require in-person instructional hours for students to fulfill completion and/or licensing requirements.
 - Notice that it is very narrow and only if required for your program, and faculty member would have to show that is required. You can't just decide to extend your class. You would have to show there is a requirement for in person hours (e.g. Cosmetology, Rad Tech, Nursing, Respiratory Care, EMT, etc)

L. Kjeseth: Is there a reason I'm not thinking of where this cant be resolved by giving students incompletes and completing the work? I'm not opposed to this, it seems to me there are options to give incompletes. Come this period of time between June 14th and June 30th—what if campus is still closed and we can't do that? I don't have any concerns, but why can't incompletes be used to handle this?

- J. Shankweiler: I agree with lars, but it would be a lot of work. But I also agree that 2 weeks is probably not making that much difference to most of the programs
- J. Young: It affects your success and retention rates. If you give an incomplete and student does work and gets an A, that doesn't change. That incomplete is a ding against your success and retention rates. That is one down side, if anyone can confirm that.
- LK: I'll confirm that—that is true. I'm not terribly concerned about it for me, if it is for students. I wouldn't worry too much about one or two students. But if it's many, maybe
- JY: Just so we know all the ramifications, that's all
- C. Brewer Smith: We have a lot of Cosmetology students who are on the verge of completing their hours as a state requirement and have done coursework and want to continue on at El Camino to get their AS degree. If the incomplete is going to give a ding, I wouldn't want to see that. We do have many that will be completing by June 30th

- JY: It's not a ding for students, it's a ding for us
- DM: If we approve this, it will be at discretion of faculty member whether they want to extend semester or do incomplete
- Question from Tiffanie Lau: How would summer school courses be affected if these courses were extended?
 - DM: We would have to look at that from a faculty perspective. From the student perspective, there probably won't be a problem because these are students who are trying to complete anyway. So if they are trying to complete anyway, they probably won't be taking summer school
- Question from Seranda Bray in chat: So in our resolution would we specific certain courses that could be extended past the regular semester?
 - DM: SO the course would have to require in person lab, either for completion of the program or for licensing. So yes, we would limit it only those courses
- Question from Hong Herrera Thomas: Can we extend when grades are due? That will help students if they needed a few extra days to get some work in.
 - DM: That would be a discussion we would have to have with Admissions and Records and deans about whether we can extend when grades are due. I would be hesitant to push that too far only because I know a lot of our students are waiting on their grades to be able to report to their transfer institutions especially after Spring.
- Question from Anna Brochet: Incompletes negatively affect students for progress probation as well as financial aid until the course is completed. Will the negative impact also be suspended during this semester?
 - DM: Jean, do you know the answer to that?
 - JS: It's in the guidance and I don't remember the answer to that. I'm guessing because the NP doesn't affect the students that the Incomplete wouldn't either. But I want to read the guidance and make sure so I can send to Darcie and she can share
- DM: Any other questions or comments on this right now?
- CBS: I want to add how my program works, and I feel for all the programs out there, but I can speak on mine. Freshman cosmetology class can't even come to my floor. It's really serious with Cosmetology until they have completed a certain amount of hours until students have completed certain amount of hours. Another question for Jean, you mentioned earlier that we may be remote in Fall?
 - JS: We are being asked from Chancellors Office to be prepared to be remote in Fall. So big concern about extending the semester, is that it won't help with hours because we still won't be able to come to campus by June 30th
- DM: Please bring this back to your division. Information coming out day by day, things are changing very rapidly. Please consider this and talk to other faculty members in your division about it. Come ready to vote on it on April 21st. Keep in mind if we approve this, it doesn't mean everybody has to do it, it just gives faculty another option and it would be at faculty discretion. What we don't want to have happen as an administrator looking at a faculty and say, You must teach until June 30th even though you didn't start out that way. We want the faculty to be involved in this.
 - Kelsey lino in chat: Darcie I know you mentioned this to the federation because it would affect working conditions. I'll take it to the federation as well.
 - DM: And thank you, Kelsey, we would love to have federation perspective on this as well.
- I'm going to leave policies and procedures for next time, discussion on block scheduling for next time.
- The last thing I want to bring to your attention is that we are doing nominations for officer elections for senate eboard. We have two positions up for this year:
 - Accepting nominations for President and VP Instructional Effectiveness
 - Pete will be running our elections because it's a conflict of interest for me to run elections while I'm a candidate for the election. Please send any nominations to Pete before our April 21st meeting

- Reminder: you must be a senator to be able to serve on executive board. Only nominations for current senators.
- Any questions or public comment?

Motion to adjourn by S. Bray, seconded by C. Brewer Smith. Thank you everyone so much. If you have any additional questions or feedback, please feel free to email me and I will do my best to get back to you as soon as possible. Thank you for everything you're doing on behalf of our students and working for our college right now. We really do appreciate you. Thank you so much for your participation today.

G. INFORMATION ITEMS – DISCUSSION

H. FUTURE AGENDA ITEMS:

- a. Low Cost Course Designation
- b. Elections
- c. AP 5203, Lactation Accommodations

I. PUBLIC COMMENT

None.

J. ADJOURN

The meeting adjourned at 2:00 pm
RD/ECC Spring 2020



El Camino College

College Council Minutes

Monday, March 2, 2020

1:30 – 2:30 p.m. Library 202

Attendance

Kenny Galan, Edith Gutierrez, Kelsey Iino, Urwa Kainat, Rose Mahowald, Dena Maloney, Darcie McClelland, Debbie Turano

Absent

Jean Shankweiler

Support/Alternates

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien

Presenters/Guests

Robin Dreizler

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney welcomed members of College Council and opened the meeting.

After review, the minutes from the February 18, 2019 meeting were approved.

Opening remarks:

On the advent of the spread of the Coronavirus (COVID-19) to the United State and California, an El Camino College COVID-19 task force is being assembled to assess our readiness to deal with any crisis – adjustment to schedules, facilities closures, risk management etc. Faculty from microbiology and sociology will be invited to participate in the task force. A Pandemic Response Plan is being developed through the leadership of Susan Nilles, Faculty Coordinator of the Student Health Center. This Pandemic Response Plan will help ECC develop responses to moderate disruptions up to full disruption to the campus. This is a planning effort. It is better to be ready, plan for any business disruptions to the campus and assure faculty, student and staff that health and safety is primary.

The first meeting is this week. Campus communication is being prepared.

Discussion:

Other divisions on campus have already increased their order of hand sanitizers in preparation.

Other districts have sent similar communications to their campuses.

It is highly unlikely there will be full campus closures at this time.

The Chancellor's Office will provide guidance in the event of closures.

It is important that messaging does not induce panic. At this time, mortality is more prevalent with the flu than COVID-19.

2. Technology Update – Strata ERP Study

Iris Ingram provided a broad summary of the study conducted by Strata Information Group (SIG) on our ERP system, Ellucian/Colleague and how it is used, particularly in our Student Information system and as an enterprise management tool. A campus wide survey was conducted. The results were shared with the work group - a part of the Technology committee. Individual sessions were conducted among heavy users of the product. Two more focus groups will be surveyed – faculty and students. A preliminary draft

of recommendations has been submitted. Results will be released when the full report is provided. SIG will return to provide a formal presentation to the work group. There are a series of well-founded recommendations about the path moving forward. The Technology committee will conduct the deployment of any recommendations. SIG will assist with the implementation plan. This implementation plan will serve as a model for future IT initiatives.

Comment: The student focus group should reach beyond the traditional leadership population and include students from diverse populations.

3. State Budget Update/P1 Recalculation

Iris Ingram provided an overview of the P1 allocation. The P1 apportionment is determined from last fiscal year. P1 is essentially a reconciliation of the reported FTES in July.

The state makes a determination on the amount funded to institutions using either the old funding formula, which was solely based on FTES (base) + COLA, and the new Student Centered Funding Formula (SCFF), which is FTES plus the student success metrics and the Equity portion (student need). Institutions would receive the higher of the two amounts. Half of the institutions fared better with the SCFF, El Camino being one of them. However, last spring it was evident that the state did not have enough funding to fulfill the SCFF. A deficit factor was implemented and applied. Our funding was *constrained* to Base + COLA (Hold Harmless). We are planning and budgeting using the assumption that we will receive Base + COLA until the state can fully fund the SCFF.

The State traditionally provides an estimate of projected revenue from property taxes. Last year the state estimated a deficit of \$103M. This was due to the lag in reporting of property taxes. The actual deficit is now determined to be \$3M. The question is, where is the \$100M and how will it be allocated? We hope to recover some of the funds that were not distributed to the District last year.

This year the deficit is estimated at \$250M for the system. There is still a constraint factor of 3.867%. That reduces the revenue to all districts. When the actual property tax report is finalized, we anticipate the deficit to decrease. More precise FTES projections will also provide more clarity. P2 is due in June as well as a recalculation next year for this current year.

COVID-19, capital gains and stock performance will also play a factor on the economy and the potential for a recession. We are in a volatile climate.

The Governor released the budget proposal in January and is going through Budget hearings now. There is a sense there will be movement of certain projects, with certain funds allocated, that will change during the negotiation process with the legislature. The May Revise should give us an indication of what the state budget will look like in June.

A road map on how funding is allocated from Sacramento/State to the District will be presented at the Town Hall on March 12, 2020. This will include how the district is impacted and our plan moving forward. Another topic will be improving the alignment of planning with budgeting and resource allocation.

4. Advocacy Update

Dena Maloney provided a quick overview of the legislation El Camino is supporting. We met with our legislators in Sacramento in January advocating the following:

- Fully funding the SCFF
- STRS/PERS relief
- Local Projects – Public Safety Training Center
- Financial Aid reform

We went to Washington D.C. and advocated for Federal issues:

- Second chance Pell grants for formerly incarcerated student
- Short term Pell and higher education reauthorization

The current focus is on financial aid. Financial Aid reform will have a big impact on homelessness and food insecurities.

At the state level, There are two pieces of legislation that are second year bills – SB 291 (Leyva) designed to help financial aid awards base on the total cost of education and a proposal from the Student Aid Commission which proposes to raise the current \$1600 per student to \$6000 per student in financial aid award amounts. This will cost the state \$1B. It would also expand Cal Grant awards to 300,000 more community college students. Hearings are in progress.

It is important to focus on student financial aid and ensure students have equitable access to financial assistance.

5. Enrollment Update - Hand out

Robin Dreizler provided an encouraging update for spring enrollment. Add/Drops continue through the weekend. No Shows reports will also affect enrollment number. We are in good shape compared to where we were last year. We are only 60 away from our goal. This does not include positive attendance from short-term classes and dual enrollment. There are a number of classes we added that still have seats available. Messaging is going out to students on waitlists who have an application on file for the spring but have zero units and students with registration appointments with zero units. The fill rate is higher than last year with increased number of sections, but our fill rate could have been even higher. The implementation AB705 decreased enrollment in English 1A and math courses.

This is the second term where we will meet or exceed our enrollment goal. Retention rates should also be monitored. A similar report that tracks returning student during the registration cycle would be useful. Retention reporting should have the same weight as FTES reporting. Enrollment trends during registration should be monitored on the same day from the start of registration, term-to-term and year to year to identify accurate patterns. Development and implementation of registration strategies can be more informed and effective. The Enrollment report is just the tip of the iceberg. Tracking outreach efforts and demographic trends of registering student would be very interesting. This data could assist with managing waitlists, class enrollment and section management. The new processes for drop for non-payment has also positively impacted enrollment as we are not experiencing large decreases in enrollment after the drop is processed.

6. 2020 Spring Agenda Topics

Dena Maloney reviewed the [list of suggested topics](#) for the remainder of spring.

Darcie McClelland provided an overview on the Academic Senate's resolution on faculty ethnic and racial diversification on campus. College Council might consider adopting a similar resolution as well. A few members of College Council will be attending a symposium on Faculty and Staff Diversification March 19. At the next College Council meeting, a briefing of the symposium will be provided. This is an important topic and should be an institutional commitment.

The Facilities Master Plan could be another possible topic.

7. Making Decision Guide Update

Dena Maloney provided a brief update on the last meeting of the Making Decision Guide workgroup. They met February 24. The remaining work was identified. Everyone is working on their sections and will send in the completed work Friday, March 6. The workgroup will meet next week to review their progress. The Guide will go through consultation when it is completed. Great progress is being made.

8. Adjournment

Meeting adjourned

2019 - 20 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. Lead the design of a 2020-25 Making Decisions at El Camino College document, which reflects the institution's commitment to collegial consultation and the purpose and responsibilities of each collegial consultation committee, its relationship to other committees, and the process for moving recommendations to the Board of Trustees through the Superintendent/President.
3. Complete/continue the development of legally required policies and procedures.
4. Consult collegially on the Institutional Self Evaluation Report. Attend assigned campus forums and provide feedback to the College Council.
5. Consult collegially on the organizational structure needed to support guided pathways at El Camino College.
6. Ensure that the College Council is informed of college initiatives including but not limited to:
 - Associated Student Organizations initiatives
 - Technology modernization
 - Impacts of facilities on the student experience
 - Sustainability plan progress
 - Climate Survey plan progress
 - 2020-23 Strategic Plan and new institutional planning model

Future Meeting Dates: 1:30 p.m. Library 202 D. Maloney Reminder only

Winter/Spring Council Meetings

- Monday, March 23, 2020 (Board Day)
- Monday, April 6, 2020

- Monday, April 20, 2020 (Board Day)
- Monday, May 4, 2020
- Monday, May 18, 2020 (Board Day)
- Monday, June 1, 2020

Summer/Fall College Council Meetings

- Monday, June 15, 2020 (Board Day)
- Monday July 13, 2020 (Board Day)
- Monday, August 17, 2020 (Board Day)
- Tuesday, September 8, 2020 (Board Day)
- Monday, September 21, 2020
- Monday, October 5, 2020
- Monday, October 19, 2020 (Board Day)
- Monday, November 2, 2020
- Monday, November 16, 2020 (Board Day)
- Monday, December 7, 2020
- Monday, December 21, 2020 (Board Day)

Making Decisions at El Camino College 2020-25

DRAFT

Making Decisions at El Camino College

2020 – 2025

Introduction:

Decision making at El Camino College is founded upon a partnership among the Board of Trustees, faculty, staff, administration and students. All stakeholders in this process are committed to seeking the best interests of our students and reflects a shared vision that student success is the goal of everyone’s work at El Camino College. All stakeholders seek to make recommendations in an environment of cooperation, trust and a belief that having all voices represented results in better decisions for the institution.

The purpose of this document is to describe the governance and decision-making processes by which the District ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions. This document includes the purpose, membership, and reporting structure for each group, as well as the processes by which decisions are made.

This document was first developed in 2015. A Task Force was charged to *write Making Decisions at El Camino College*, a document that explains to the college community our structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through college consultation committees. *Making Decisions* also describes how committee recommendations move forward to the Superintendent/President and, where appropriate, are considered by the Board.

In 2019, the College Council recognized the need to update the Making Decisions Guide and formed a representative Task Force to develop the 2020-25 Guide. This document is a result of that work, which underwent consultation in Spring 2020. The updated Guide was presented to the Board of Trustees in June 2020 and adopted in July 2020.

It is our desire that this document will continue to build goodwill and trust among all stakeholders engaged in the decision-making process. It clearly delineates the structure, process, roles and responsibilities integral to the collegial consultation process at El Camino College.

Signature of College Council Member:

X

Dean P. Maloney
El Camino College Superintendent/President

X

Darcie McClelland
President, Academic Senate

X

Kenny Galan
Police Officer's Association

X

Ross Miyashiro
Vice President, Student Services

X

Edith Gutierrez
Director, EOPS, CARE, CalWORKS & Guardian Sc...

X

Jane Miyashiro
Vice President, Human Resources

X

Kelsey Iino
El Camino College Federation of Teachers

X

Ann O'Brien
Executive Director, Marketing & Communications

X

Iris Ingram
Vice President, Administrative Services

X

Jean Shankweiler
Vice President, Academic Affairs

X

Urwa Kainat
Associated Students Organization President

X

Debbie Turano
El Camino Classfide Employees

X

Rose Mahowald
Confidential

El Camino College Board Policy 1200

District Mission Vision and Values

Mission Statement

El Camino College makes a positive difference in people's lives. We provide excellent innovative and excellent comprehensive educational programs and services that promote student learning, equity and success in collaboration with our diverse communities.

Vision Statement

El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

Statement of Values

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. Our five core values are:

People – We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.

Respect – We work in a spirit of civility, cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We embrace our similarities and difference to promote an inclusive campus community with equitable outcomes for all.

Excellence – We deliver quality, innovation and excellence in all we do.

To advance the mission, vision and values, El Camino College develops strategic initiatives and action items for institutional improvement as part of long-range master planning. A set of aspirational goals on selected student achievement measures informs institutional progress.

The College uses evidence and the collegial consultation process to evaluate the mission, vision, and values, and revises them on a regular basis.

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10, 12/15/14, 6/17/19, 4/20/20

El Camino College 2020-23 Strategic Plan

Background:

During Spring 2018, the Strategic Planning Committee revised the El Camino College strategic initiatives and objectives, as well as the College's mission, vision, and values. The present document constitutes an update of the El Camino College 2015-20 Strategic Plan and supports the 2017-22 Comprehensive Master Plan. The document also includes the revised version of ECC's mission, vision, and values. The 2020-23 Strategic Plan reflects the progress achieved in the implementation of the prior Strategic Plan and California legislation that mandates community college districts to align their local goals with the Chancellor's Office Vision for Success system-wide goals by May 31, 2019.

In Fall 2019, the 2020-23 Strategic Plan and the College's revised mission, vision and values proceeded through collegial consultation (Academic Senate, Calendar Committee, Technology Committee, Facilities Committee, Planning and Budgeting Committee, and College Council). The El Camino Community College District Board of Trustees approved the 2020-23 Strategic Plan in December 2019.

The 2020-23 Strategic Plan includes the College's updated mission, vision and values, the strategic initiatives, the objectives associated with each initiative, and the key performance indicators (KPIs) that will be used to monitor and measure the level of accomplishment of all initiatives, and ultimately the ECC's mission.

[The 2020-23 Strategic Plan](#)

Making Decisions at El Camino College Guide

Taskforce Members

Urwa Kainat	Student Representative Member, College Council	President, Associated Student Organization
Darcie McClelland	Faculty Representative	President, Academic Senate Member, College Council
Pete Marcoux	Faculty Representative	Executive Committee, Academic Senate
Breanna Bond	Classified Representative	Student Services Advisor, CARE
Carolee Vakil-Jessop	Federation Representative	Executive Director, ECC Federation Alternate/Support to College Council
Roy Dietz	Classified Representative	President, ECC Classified Employees Member, College Council
Edith Gutierrez	Management Representative	Director, EOPS/CARE, CalWORKs & Guardian Scholars Member, College Council
Jean Shankweiler	Administrator Representative	Vice President, Academic Affairs Alternate/Support to College Council
Dena P. Maloney	Administrator Representative	Superintendent/President Chair, College Council

Review Groups

Collegial Consultation Committee	Date of Review
Planning and Budget Committee	May 21
Associated Student Organization	To Be Scheduled
Technology Committee	To Be Scheduled
Calendar Committee	To Be Scheduled
Facilities Steering Committee	To Be Scheduled
Academic Senate	April 7 – First Reading; April 21 – Second Reading
College Council	May 4 – First Reading; May 18 Second Reading
Board of Trustees	June 15 – First Reading; July 20 Second Reading

Principles and Processes of Governance

1. Mutuality, Collegiality, and Collaboration

The District's governance and decision-making processes are based on recognition of and respect for the interrelationships of constituent groups. The commitment to this principle is demonstrated in the following ways:

- Leaders and members of all constituent groups acknowledge the importance of collegial consultation and the benefits to all because of the collegial consultation process.
- Sharing ideas is valued and expected. Meetings include clear presentations of the issues to be resolved followed by respectful discussion. Divergent views are fully explored.

2. Transparency

The District values transparency and strives to maintain an open and honest approach to decision-making, operations, and communication. All those impacted by a decision are encouraged to be involved in shaping the recommendation. The commitment to this principle is demonstrated in several ways:

- The schedules for collegial consultation meetings are posted online at the beginning of each academic year and meetings are open to the public.
- Agendas are published on the District's website 72 hours before meetings. Senate meetings agendas include a standing item for public comment.
- Minutes from collegial consultation committee meetings are posted on the District's website when they are approved.
- District-wide emails are used to keep the internal community involved and updated on College Council meetings and agendas.
- Town Hall Meetings are convened at least once a semester as a venue for general discussions and campus updates.

3. Representative Participation and Responsibilities

This principle supports the use of democratic processes to ensure that the voices of all constituent groups are included as appropriate. In order for this principle to be fully implemented, all members of governance and decision-making groups are asked to fulfill the following responsibilities of group membership:

- Attend meetings
- Clearly articulate constituent needs
- Introduce items, issues, or comments on behalf of constituents
- Function as a team member with other members of the group
- Follow through on tasks
- Report meeting outcomes back to constituent groups
- Work toward common understanding and consensus in an atmosphere of respect

- Support the implementation of recommendations once group consensus is reached; and
- Welcome change and innovation.

4. Mutual Accountability

The principle of mutual accountability refers to the importance of the members of the various constituent groups adhering to their roles and following through on their responsibilities. This commitment is demonstrated in the following ways:

- The District's processes for governance and decision-making are formally evaluated every year through surveys of collegial consultation committee members
- Members of governance and decision-making groups respond expeditiously to requests for information and consultation.

5. Clarity of Roles

This principle requires that the separate and mutual areas of responsibility for governance and decision-making be clearly articulated. This document is evidence of the District's commitment to this principle.

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Regulatory Framework: The Role of Students, Faculty, Staff and Administrators in the Decision-Making Process

According to the El Camino Collage Administrative Procedure 2510, "Consultation at El Camino College involves a collaborative process in which member of major campus constituencies play an appropriate part by making recommendations to the Superintendent/President in accordance with the Education Code, Assembly Bill 1725, Title 5 and policies adopted by the El Camino Community College District Board of Trustees." The role and function of each constituent group is outlined below.

Role of Students

Students are key stakeholders in the collegial consultation process and their participation is highly valued. The Associated Students Organization is the representative of the students in the formulation and development of District and College policies and procedures. Student committee members are selected by the Associated Students Organization.

By law, students have the right to participate in processes for jointly developing recommendations to the Board, especially those that have a significant impact on students (Education Code 7060). Decisions that have a significant impact on students include, but are not limited to:

1. Grading
2. Codes of student conduct
3. Student discipline
4. Curriculum development
5. Courses or programs to be initiated or discontinued
6. Instructional planning and budget development
7. Student preparation and success
8. Student services planning and development
9. Student fees
10. Any other policy or procedure that the Board of Trustees determines has a significant impact on students.

Except in emergency situations, the Board shall not take action on a matter that has significant impact on students until it has provided students a reasonable opportunity to participate in the formulation of the policy or procedure, or in the joint development of recommendations to the Board.

Role of Faculty

At El Camino College, faculty members play an integral role in the collegial consultation process contributing specialized knowledge of education and instruction. Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes primary responsibility for decision-making in the following areas:

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 participation and success

6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in the accreditation process, including self-evaluation and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate (California Administrative Code, Title 5, Sub-Chapter 2, section 53200).

Faculty members also sit on campus-wide consultation committees alongside students, classified staff, and administrators. Faculty members who sit on consultation committees typically are appointed by either the Academic Senate or the Federation.

Role of Staff

Classified and confidential staff are valued for the critical role that they play in providing support to other constituency groups (i.e., faculty, administration and students). They are expected to have a strong voice in governance matters because of the unique perspectives, their experience and their commitment to the overall success and well-being of the college. Staff participation in the collegial consultation process shall include:

1. Staff representation and participation on college committees
2. Recognition of the need for all college constituencies to participate in the decision-making process
3. Opportunities for staff to participate in the formulation and development of college policies and procedures and, in those processes, for jointly developing recommendations for action by the governing board that have or will have a significant effect on staff
4. College encouragement and support of staff to participate in collegial consultation process made possible by support from supervisors that allows and encourages staff participation by considering:
 - a. Adjusting workloads, exercising flexibility and substitution when possible
 - b. Providing release time, compensatory time and or/overtime pay
5. Classified committee member selected by the El Camino Classified Employees (ECCE). Police representatives selected by the El Camino College Police Officer Association.

Role of Administrators

El Camino College's administrative staff include senior administrators (vice presidents), deans, associated deans, directors, assistant directors, and supervisors (classified managers). El Camino College's organizational charts highlight the general scope of responsibility for each position. As contributors to the college consultation process, administrators are expected to:

1. Anticipate and plan for the future direction of college programs and services
2. Plan, organize, direct and evaluate the activities of the college pursuant to district and college mission, strategic initiatives and comprehensive planning
3. Accept education and fiscal accountability and responsibility for college programs and services
4. Remain current on law and regulations governing community colleges
5. Promote the interest of students and student success while considering the well-being of employees
6. Ensure that the college's educational programs and student services comply with the Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements and articulation agreements
7. Guide and collaborate with faculty and staff in developing, coordinating and evaluating the college's programs and services
8. Serve as a resource to the Superintendent/President, the Board of Trustees, and college faculty and staff for the integrity of the college's programs and services

9. Represent the interests of managers and supervisors, while advancing the interests of the college as a whole; and
10. Promote the appropriate inclusion of students, faculty, and staff in collegial consultation processes.

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Role of the Board of Trustees and the Superintendent/President in the Decision Making Process

The constituents of the District participate in making decisions appropriate in scope to their roles within the District. Their respective roles in making decisions are described below. These descriptions are derived from the California Code of Regulations, District Board policies, and District practices, procedures, and job descriptions. The relevant sections of the California Code of Regulations are included in the appendix of this document.

Board of Trustees

The role of the Board of Trustees in making decisions is to determine policy and to serve as the legal and fiduciary body for the District. As described in the California Community College League of California Trustee Handbook,

Trustees are elected to a board that is responsible to represent the general citizenry for whom they hold the college in trust...Trustees have authority only when they are meeting as a board. The board as a whole is the legal governing unit. The most important board responsibility is to make good policy, which then provides guidance for college staff.

The Board of Trustees maintains, operates, and governs the operations of the entire District in accordance with all applicable laws and regulations. As an independent policy-making body responsible for policies as well as legal and fiscal issues, the Board's ultimate responsibility is to ensure that the District's mission is fulfilled and that the District's financial resources are dedicated to providing sound educational programs.

The Board of Trustees consists of five locally elected trustees who represent areas within the District. One trustee is elected by the qualified voters from each of the five trustee areas to serve four-year terms. Trustee elections are staggered so that there is continuity on the Board. The Board annually elects a president, vice president, and secretary from among its members and the Superintendent/President serves as secretary to the Board.

A student trustee is elected annually in a general student election. The student trustee provides a student perspective on the issues facing the Board. The student trustee receives all materials sent to other members of the Board, except those pertaining to closed-session matters; attends all open-session board meetings; asks questions; participates in discussions; and may cast an advisory, nonbinding vote on matters that come before the Board.

California State Education Code Section 70902 identifies the Board of Trustees as the District's legal and fiduciary body and outlines associated responsibilities. The Board affirms its role according to the Education Code and identifies the following specific responsibilities in Board Policy 2200: Board Duties and Responsibilities:

1. Represent the public interest
2. Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations
3. Hire and evaluate the Superintendent/President
4. Delegate power and authority to the chief executive to effectively lead the District
5. Assure fiscal health and stability
6. Monitor institutional performance and educational quality; and
7. Advocate for and protect the District.

Superintendent/President

The Superintendent/President is the District's chief executive officer and is the sole employee of the Board of Trustees. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (See Board Policy 2430: Delegation of Authority to Superintendent/President.)

The Superintendent/President has primary responsibility for the District. The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The Superintendent/President is also responsible for assuring that the academic and student services programs are responsive to the needs of the community and meet all accreditation standards, for the fiscal integrity of the district, the hiring of all faculty and staff, and for maintaining a positive relationship with the community. S/he determines which recommendations from consultation to accept, reject, or return for more discussion and information. Some recommendations from committees, whether collegial consultation or advisory, only require the President's approval to move forward. Other recommendations are brought forward to the Board of Trustees for its approval.

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Participatory Governance Structure

Committees that Make Recommendations Through Collegial Consultation

Consultation committees provide input into college initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge through discussion and input from all major college constituencies. The Superintendent/President reviews the recommendations and supporting rationale and accepts, rejects or returns the recommendation for further consideration. If a recommendation is rejected, a written explanation must be provided that demonstrates that the recommendation was carefully considered and explains why an alternative decision was made.

Annually, chairs of consultation committees should perform the following:

- Provide an orientation to members
- Review the committee’s purpose statement, purview and goals
- Facilitate the creation of new committee goals (NEW)
- Conduct a committee self-evaluation to inform the committee’s effectiveness (REWORDED)
- Review the Making Decisions at El Camino College document

Decision Making within Committees:

When formulating recommendations for the Superintendent/President and the Board of Trustees, collegial consultation groups follow a protocol that may include:

- Presentations and discussion on the matter under consideration
- Formulation of a recommendation regarding the matter
- Consideration of the recommendation through a process of first and second readings for specific items
- Vote by the members of the collegial consultation committee members
- The process culminates in a majority vote either in favor of or against the recommendation by the members of the collegial consultation committee.
- Recommendations by collegial consultation committees are presented to the Academic Senate and the College Council prior to their placement on a board agenda for approval by the Board of Trustees. Some recommendations require a first and second reading by the Board of Trustees prior to action by the Board.

Consultation Committees

Consultation committees provide input into College initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge from discussion and input from all major college constituencies.

College Council	<p>To facilitate communication and serve as a forum to exchange information that affects the college community.</p> <p>Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity</p>	<p><u>Membership</u> Chair: Superintendent/President Academic Senate President (1) Faculty Members (3) Management (4 – one from each VP area) Classified (4) Confidential (1)</p>
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	and respect to inform and strengthen decision-making.	
Academic Senate	The ECC Academic Senate fosters the effective participation by community college faculty in all academic and professional matters; develops, promotes, and acts upon policies responding to college wide concerns; and serves as the official voice of the faculty of El Camino College in academic and professional matters.	<u>Membership</u> Senate President Executive Board (5) Senators – detailed in Article III of the ECC Academic Senate Constitution
Calendar Committee	To develop and recommend to the President and Board of Trustees the El Camino Community College District School Year Calendar. Strategic Initiative C - Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.	<u>Membership</u> Chair: VP Student Services Academic Senate representative (2) Management (2) Classified (2) AFT (1) ECCE (1) Confidential (1) POA (1)
ECC Technology Committee	The Technology Committee serves as the consultation committee for campus-wide technology planning. The committee evaluates needs, strategizes solutions, and proposes recommendations for College technology. The committee develops, monitors and evaluates implementation of the College Information Technology Strategic Plan. Strategic Initiative C - Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.	<u>Membership</u> Chair: Dir. Information Technology Academic Senate representative (2) Management (2) Classified (2) ITS supervisors (3) Academic Technology Committee chair
Facilities Steering Committee	The Facilities Steering Committee will provide input for Program Planning, review related documents, and make recommendations for the Facilities Master Plan; updated information will be distributed to constituents represented by committee members. Strategic Initiative C – Collaboration: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.	<u>Membership</u> Co-Chairs: VP Administrative Services Academic Senate representative (2) Management (2) Classified (2) AFT (1) ECCE (1) Confidential (1) POA (1)
Planning and Budgeting Committee	The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are integrated and evaluated while driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes	<u>Membership</u> Chair: VP Administrative Services and Director of Institutional Research and Planning Academic Senate representative (2) Management (2) Classified (2)

	<p>recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies. Strategic Initiative – C – Collaboration Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.</p>	<p>AFT (1) ECCE (1) Confidential (1) POA (1)</p>
<p>Associated Students Organization</p>	<p>The ASO is currently defined as “We, the students of the Associated Students Organization, serve as your elected representatives, and we act as your liaison for the community college. We use our leadership skills to stay informed on current issues pertaining to the students, and we commit to improving the quality of education and increasing student involvement on campus.”</p>	<p><u>Membership</u> <u>All El Camino College students are members of the Associated Student Body and their governing group is the Associated Students Organization (ASO). ASO consists of one consultation committee, five planning committees, one budgeting committee, and a Senate to approve all items.</u></p>

Area Councils

There are four Area Councils and their respective Division Councils that coordinate and fulfill operational, procedural and policy implementation at the college. The purpose of these committees is to provide an opportunity for faculty, staff, students, and managers to share information and to identify issues that require resolution.

Links to Area Councils:

<p>Academic Affairs</p>	<p>The Academic Affairs Area Council, created in 1992, facilitates communication throughout the College to agreed-upon constituencies. It also reviews, recommends, and disseminates general information on the operations of the College and on existing policies and procedures.</p> <p>The Area Council serves as a link between the college and division councils by assessing and responding to division council recommendations and adjudicating unsettled division council issues.</p> <p>The council’s composition currently includes representatives from administration, faculty and classified staff.</p>
<p>Administrative Services</p>	<p>The Administrative Services Area Council facilitates information sharing and communication among member of the Administrative Services Area, which includes Facilities, Event Management, Purchasing & Risk Management, Fiscal Services, and Information Technology. The council’s current composition includes representation from administration and classified staff.</p>
<p>Human Resources</p>	<p>The Human Resources Area Council facilitates information sharing and communication among member of the Human Resource Area that includes Human Resources, Staff and Student Diversity, and Professional Development. The council’s current composition includes representation from administration and classified staff.</p>
<p>Student Services</p>	<p>The purpose of the Student Services Area Council is to solicit input from Student Services Area Council members to assist in developing District policy and to disseminate information to Student Services constituents.</p>

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Division Councils

Behavioral and Social Sciences	http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/dccminutes.aspx
Business	http://www.elcamino.edu/academics/business/DivisionCouncilMinutes.aspx
Counseling	http://www.elcamino.edu/student/student-services/counseling/divisionminutes.aspx
Fine Arts	http://www.elcamino.edu/academics/finearts/minutes.aspx
Health Sciences and Athletics	http://www.elcamino.edu/academics/healthsciences/minutes_divcouncil.aspx
Humanities	http://www.elcamino.edu/academics/humanities/DivisionCouncilCommMins.aspx
Industry and Technology	http://www.elcamino.edu/academics/indtech/division-council.aspx
Library Learning Resources	http://www.elcamino.edu/library/minutes.aspx
Mathematical Sciences	http://www.elcamino.edu/academics/mathsciences/minutes_div.aspx
Natural Sciences	http://www.elcamino.edu/academics/naturalsciences/archive.aspx

Advisory Committees

Advisory committees perform specific functions that benefit the college community or respond to issues of importance to college constituencies. Recommendations from these committees are made to the appropriate manager and, when applicable, brought to Cabinet by the area Vice President for consideration. Periodically, task forces or ad hoc committees are formed to address specific issues needing immediate resolution.

Auxiliary Services Board	The El Camino College Auxiliary Services Board (ASB) oversees and disseminates Auxiliary Services funds. The ASB was established per El Camino College Board Policy 3600.
Academic Technology Committee	The Academic Technology Committee, a subcommittee of both the Academic Senate and the College Technology Committee, assesses and recommends solutions for the instructional technology needs of students and faculty.
Career Technical Education Act (CTEA)	Career Education at El Camino College prepares students for employment or for future education in a career major or concentration. Career Education courses are occupationally specific and technical in nature. There are 36 occupational programs offered at El Camino College.
Council of Deans	The Council of Deans meets twice monthly to exchange information, provide updates and facilitate dialogue among the College Deans.
Workplace Health & Safety Committee	The Workplace Health and Safety committee reviews health and safety issues, identifies strategies for resolution and makes referrals to other committees for follow up and corrective action as needed.
Enrollment Management	The Enrollment Management Committee is responsible for developing the three-year Enrollment Management Plan that guides the college's enrollment management strategies and tactics.
Insurance Benefits	The Insurance Benefits Committee (formerly Health Benefits Committee) is responsible for the design and implementation of a health benefits package which is cost-effective and which provides quality benefits for El Camino College employees.
Parking and Traffic Advisory Council	The El Camino Community College District has a Parking & Traffic Advisory Council that works with the district and the Chief of Police to maintain and

	improve quality parking facilities and services for the staff, students and visitors of the college.
Student Success Advisory Committee	The Student Success Advisory Committee is chaired by the ECC Vice President of Student and Community Advancement and its membership includes a variety of faculty, classified staff, managers, and administrators from divisions and areas across campus. The purpose of the Student Success Advisory Committee is to serve as an advisory body to plan and oversee the implementation of the Student Success and Support Programs Initiative.

Other committees or task forces may be created by the President and designated as collegial consultation or advisory groups. The Superintendent/President shall determine the specific purpose or charter of such groups. The Superintendent/President will solicit participants in collaboration with the Academic Senate President, and other constituent organizations. Once the specific purpose of the group is accomplished, the Superintendent/President shall determine the need to either institutionalize the group or disband it.

VI. Committee Appointments

The Academic Senate, after consulting with the Superintendent/President or designee, shall appoint faculty members to serve on committees, task forces or other groups dealing with academic and professional matters as specified in AB 1725 and El Camino Community College District board policy. Unless specified in a contractual agreement, other committee appointments are made by the Superintendent/President or designee in consultation with constituent organizations.

Communication

The College Council, the Academic Senate and all other designated collegial consultation committees, councils, advisory committees and task forces will communicate with College constituents through the promulgation of widely distributed minutes.

A link to all consultation committees with current minutes and membership is available on the El Camino College Administration webpage. All collegial consultation committees will review and evaluate its operations annually.

Structure of El Camino College Collegial Consultation Committees

College Council, Technology, Planning and Budget, Facilities, and Calendar Committees

Purpose: The College Consultation Procedure functions within the mandates of AB 1725, the Education Code and Title 5 regulations, collective bargaining agreements, and policies of the El Camino Community College District Board of Trustees. The process allows for recommendations to the Superintendent/President through a defined structure.



Associated Student Body

All El Camino College students are members of the Associated Student Body and their governing group is the Associated Students Organization (ASO). ASO consists of one consultation committee, five planning committees, one budgeting committee, and a Senate to approve all items. All meetings are open to the public.

The ASO is currently defined as “We, the students of the Associated Students Organization, serve as your elected representatives, and we act as your liaison for the community college. We use our leadership skills to stay informed on current issues pertaining to the students, and we commit to improving the quality of education and increasing student involvement on campus.”

Executive Cabinet: The Executive Cabinet is composed of the ASO President, Vice President, Student Trustee, and six Directors. These members shall be considered the presiding officers of ASO who provide guidance and direction for new concepts to the ASO Committees.

Publicity Committee: This committee shall strive to promote the name of ASO, along with its sanctioned events and functions, to the ECC community in a creative and inclusive fashion.

Sustainability Committee: This committee shall strive to promote the well-being of the environment while informing and encouraging the ECC community to do the same.

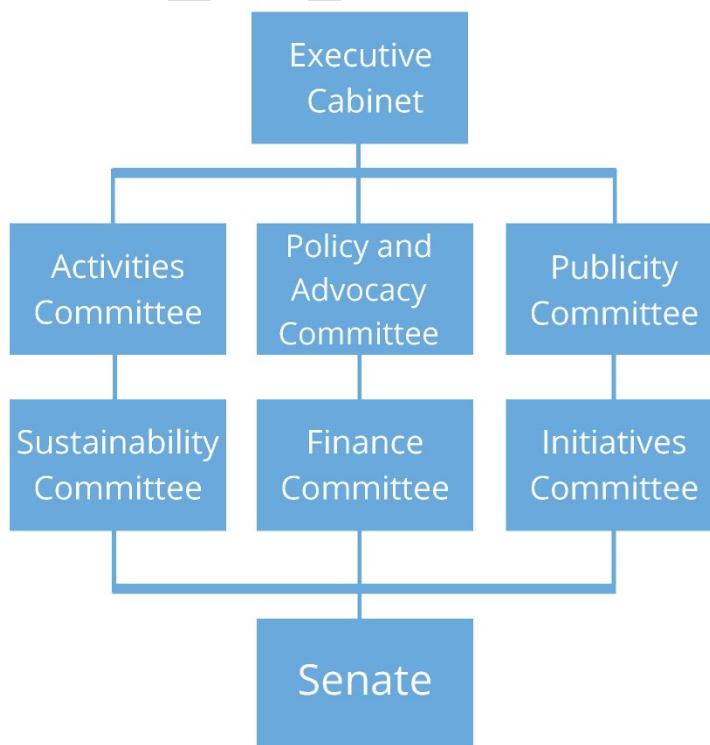
Policy & Advocacy Committee: This committee shall research, compile, draft and present all resolutions to the Senate for debate and ratification.

Activities Committee: This committee shall plan and facilitate all ASO sanctioned events and functions.

Initiatives Committee: This committee shall strive to brainstorm, develop and implement targeted and/or campus-wide ideas for the benefit and enjoyment of the students, staff, and faculty.

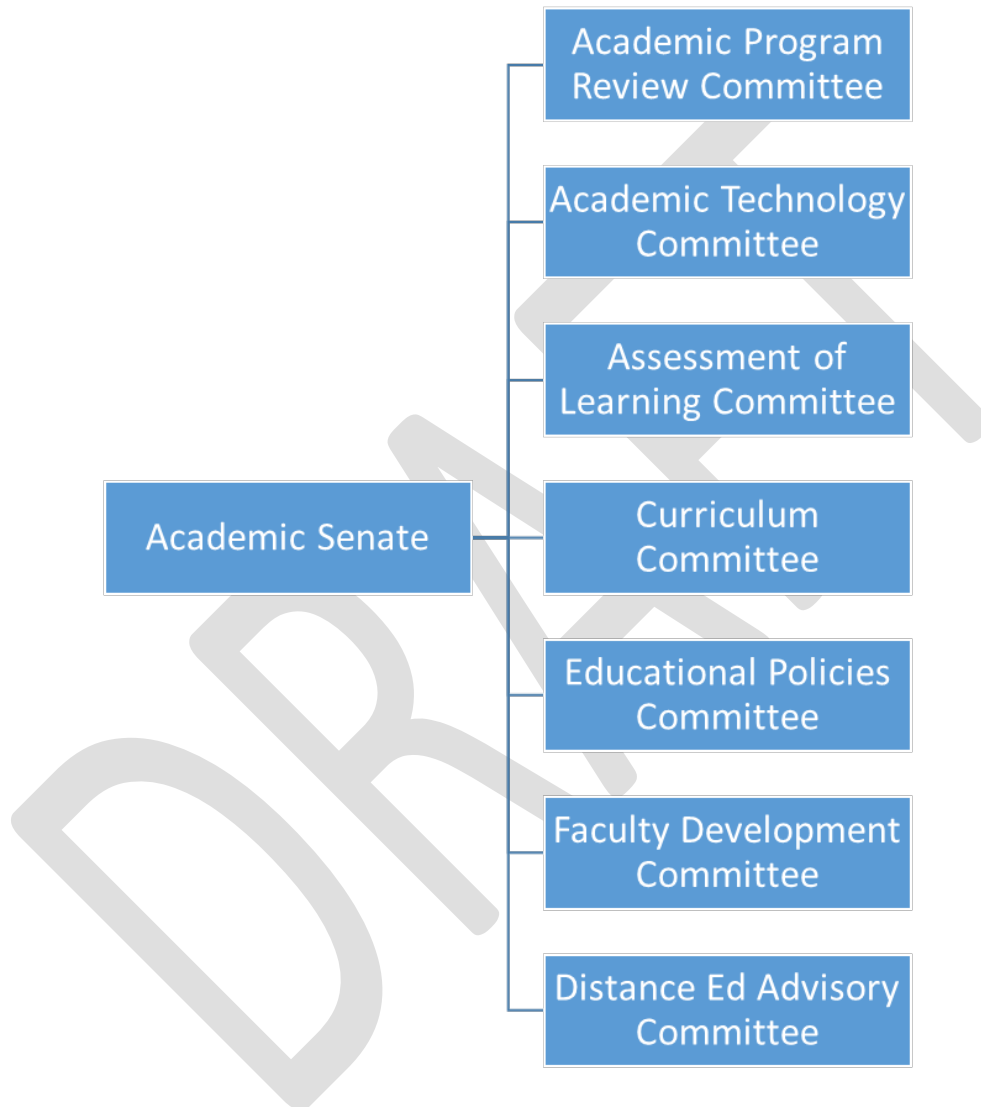
Finance Committee: This committee shall address all matters pertaining to the ASO budget that funds the organization and 15 programs around campus.

Senate: The ASO Senate shall be composed of the ASO Executive Cabinet, Senators, Division Council Members, and Commissioners. All final decisions concerning ASO related material pass through the Senate.



Structure of Academic Senate and its Committees

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



Appendix

[Title 5 53200-53205](#)

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Resolution in Support of Limited Extensions to Spring Semester 2020

Whereas some academic programs at El Camino College require a set number of in-person laboratory, clinical, or other practical skills hours in order for students to meet completion and/or licensing requirements and;

Whereas the COVID-19 global pandemic has necessitated the canceling of classes from March 13-17 and 20-23, 2020 as well as a transition to online and remote instruction for spring 2020 as of March 24, 2020 and;

Whereas these class cancelations and transition to online and remote instruction have made it impossible for some students to satisfy the requisite in-person hours needed for program completion and/or licensing and;

Whereas executive order 2020-02 suspends Title 5 sections 58002 and 55702 requirements for a governing board to request and obtain approval of the Chancellor to extend the Spring 2020 academic term;

Now therefore be it resolved that the Academic Senate for El Camino College recommends that the Board of Trustees extend spring semester 2020 to a date no later than June 30, 2020, for programs that require in-person instructional hours for students to fulfill completion and/or licensing requirements.

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

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 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 contracted ~~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

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

(10) working days before the event is scheduled.

- C. 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.

Commented [MD1]: Reword

- 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.

Commented [MD2]: Revise if athletics moves under Jean.

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 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.

Commented [MD3]: Can a student be required to attend a field trip at another class time?

~~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.
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

Commented [MD4]: Ask about this at CoD

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

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 & Community Advancement~~ or designee.

Commented [MD5]: Does athletics already have a process for this?

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.

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- ~~2-3.~~ 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

ADMINISTRATIVE PROCEDURE 4300

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.

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

- 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

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

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~~ ~~Business Services~~ 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

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

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 ~~t~~he 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.

Commented [MD6]: Liability on way home?

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

ADMINISTRATIVE PROCEDURE 4300

FIELD TRIPS AND EXCURSIONS

arranged.

5. In the event of a mechanical breakdown or other road emergency~~ies~~, 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
Senate:

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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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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AP 5203 Lactation Accommodation

Reference:

Education Code Section 66271.9

The District shall provide reasonable accommodations ~~[on its respective campuses]~~ for a lactating ~~student~~ ~~woman~~ ~~individual~~ to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding whenever ~~a student is required to be present~~ on campus. Reasonable accommodations include, but are not limited to, all of the following:

Commented [MD1]: Student or employee

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child. The room shall have a comfortable place to sit and have a table or shelf to place equipment described in paragraph (3).
2. Permission to bring onto ~~a the~~ college ~~or university~~ campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.

Lactating ~~students~~ ~~woman~~ ~~individuals~~ shall be provided a reasonable amount of time to accommodate their need to express breast milk or breast-feed an infant child.

Students shall not incur an academic penalty as a result of their use of the reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use.

[Ed Policies 3-10-20](#)

POLICY & PROCEDURE SERVICE

AP 5203 Lactation Accommodation

Reference:

Education Code Section 66271.9

NOTE: *Effective January 1, 2020, districts are required to provide reasonable accommodations for a lactating student to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A procedure on lactation accommodations for students is not legally required but is **suggested as good practice.***

The District shall provide reasonable accommodations [**on its respective campuses**] for a lactating student to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding whenever a student is required to be present on campus. Reasonable accommodations include, but are not limited to, all of the following:

1. Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child. The room shall have a comfortable place to sit and have a table or shelf to place equipment described in paragraph (3).
2. Permission to bring onto a college or university campus a breast pump and any other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breast milk.

Lactating students shall be provided a reasonable amount of time to accommodate their need to express breast milk or breast-feed an infant child.

Students shall not incur an academic penalty as a result of their use of the reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use.

NEW 3/19

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Board Policy 4025 Philosophy for Associate Degree and General Education

El Camino College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge.

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the following:

- to think and to communicate clearly and effectively both orally and in writing;
- to use mathematics;
- to understand the modes of inquiry of the major disciplines;
- to be aware of other cultures and times;
- to achieve insights gained through experience in thinking about ethical problems;
- to develop the capacity for self-understanding; and
- to engage in lifelong learning.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by the college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

Central to an Associate Degree, ~~General-general Education-education~~ is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, ~~General-general Education-education~~ should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.

In establishing or modifying a general education program, coherence and integration among the separate requirements should be sought. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

Reference: Title 5, Section 55061 Accreditation Standard II.A.3

Replaces Board Policy 6121

Adopted: 4/15/02 Amended: 7/15/13

[Ed Policies 3-10-20](#)



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BP 4025 Philosophy and Criteria for Associate Degree and General Education

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

NOTE: *This policy is legally required. The following philosophy is taken from Title 5 Section 55061, which is the policy of the Board of Governors and is provided only as an example. The District should define and insert its own philosophy and criteria.*

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

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The [**CEO**] shall establish procedures to assure that courses used to meet general education and associate degree requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

Revised 2/08, 11/14

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AP 4025 Philosophy and Criteria for Associate Degree and General Education

Procedures for the selection of courses for the associate degree and general education requirements are located in the Curriculum Handbook, which is housed in the Office of Academic Affairs, division offices, and the College website.

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed below. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - The ability to think and communicate clearly and effectively both orally and in writing;
 - The ability to use mathematics;
 - An understanding of the modes of inquiry of the major disciplines;
 - An awareness of other cultures and times;
 - The ability to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

The Superintendent/President shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

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References: Title 5, section 55061; Accreditation Standard II.A.3

7/15/13

[Ed Policies 3-10-20](#)

POLICY & PROCEDURE SERVICE

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References:

Title 5 Section 55061;
ACCJC Accreditation Standard II.A

NOTE: *This procedure is legally required. Local practice may be inserted here.*

The philosophy and criteria for the associate degree and general education should address the considerations contained in the references listed above. These include, but are not limited to:

- The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including:
 - the ability to think and communicate clearly and effectively orally and writing;
 - use mathematics;
 - understand the modes of inquiry of the major disciplines;
 - be aware of other cultures and times;
 - achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

NOTE: *The procedures should also include the process used to determine which courses implement the District's philosophy on the associate degree and general education.*

Revised 2/08, 11/14

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

Scheduling for Success

Block Schedule

Summary of Committee Work

Committee Members:

Sara DiFiori, Robin Dreizler, Giancarlo Fernandez, Lillian Justice, Peter Marcoux, Cynthia Mosqueda, David Mussaw, Berkeley Price, Jean Shankweiler, Jenny Simon, Jacquelyn Sims, Carolee Vakil-Jessop

Committee Charge: Develop a block schedule that can be applied across campus for face to face classes that will maximize room utilization and minimize scheduling conflicts.

Proposed Schedule: see attached

Features:

- A schedule is shown for courses with 3 contact hours, 4 contact hours and 5 contact hours.
- Scheduling is based on MW or TuTh schedules, F used as once a week scheduling.
- 3 contact hours accommodate a 3 unit lecture or a 1 unit lab
- The schedule for 4 contact hours demonstrates 2 options – red schedules just the course, green schedules for the 4 unit course with a 1 hour supplemental section.
- Campus hour is scheduled for Tu/Th 1:15-2:15pm with
- Each schedule includes consistent lunch and dinner breaks.
- It is recognized that some courses will not fit the scheduling grid
- Divisions will be asked to honor the universal breaks: mid-morning stop at 9:35am and mid-day break at 1:15pm.

Concerns:

- Will interfere with faculty that like to schedule office hours after class
- SI sessions are usually scheduled after classes
- It will make it hard to find substitutes and class observations

Analysis of usage:

- BSS and SOCS building – schedule is mostly 3 unit lecture courses
- The building has 21 classrooms
- In fall 2019, 248 sections were scheduled in SOCS
- It is possible to schedule 315 sections during regular hours.

To Be Considered: Metro schedule

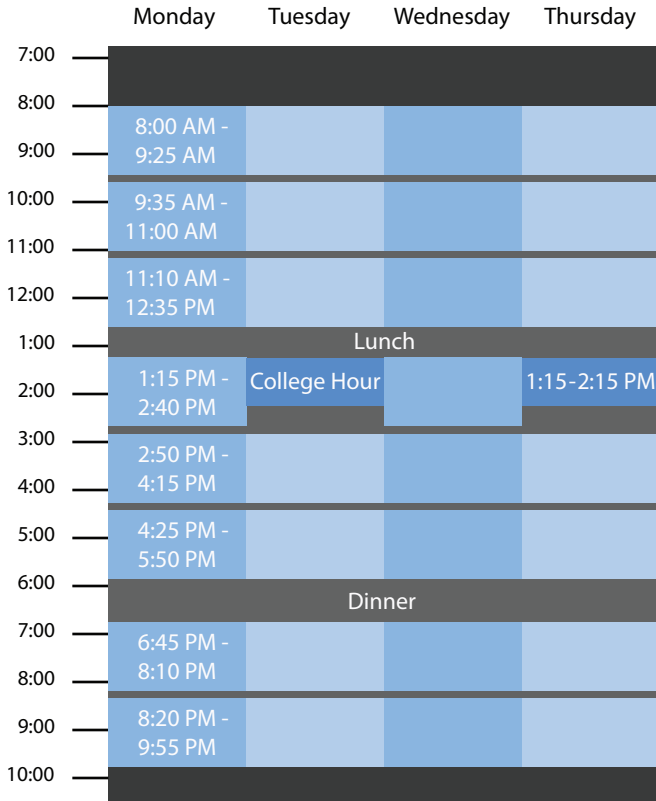
Consultation List:

- Division Councils, Counseling, EOPS, FYE, HTP, MESA, and ASO first
- Senate and Council of Deans
- College Council

Block Scheduling

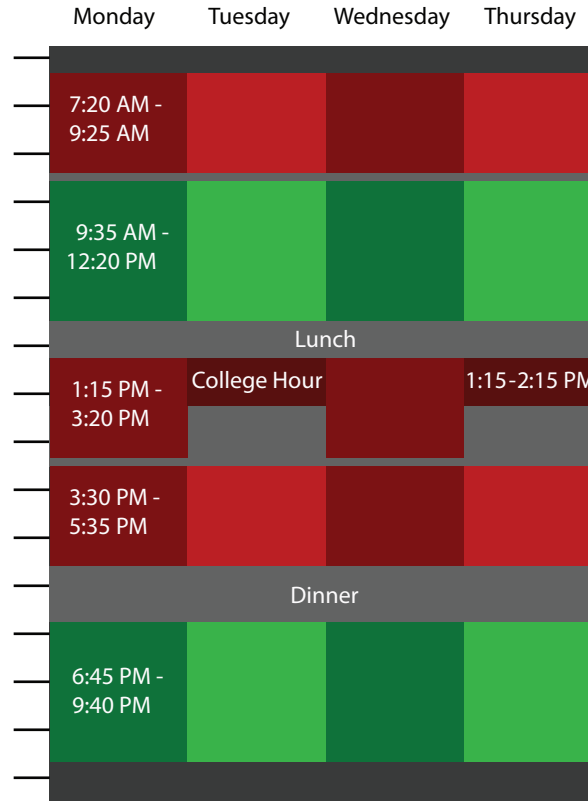
General Guidelines

3 Contact Hour Courses / Twice per Week



1.7 Contact Hours; 85 Minutes

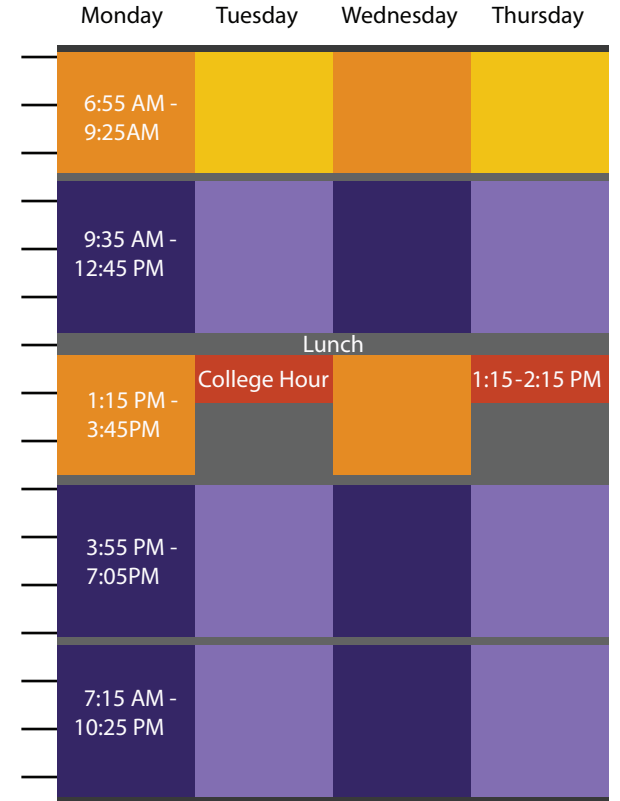
4 Contact Hour Courses / Twice per Week



2.3 Contact Hours; 125 Minutes

2.3 + 1 (Support Class)
Contact Hours; 175 Minutes

5 Contact Hour Courses / Twice per Week



2.8 Contact Hours; 150 Minutes

3.4 Contact Hours; 190 Minutes

Block Scheduling Analysis

Fall 2019 All Face-to-Face Sections				Block Schedule
Division	Total Section Count	Building	Rooms Used	Total Section Count
Behavioral & Social Sciences	248	SOCS	21	315
Business	104	MBA	17	-
Fine Arts	332	ART, MUSI, TH	41	-
Health Sciences & Athletics	156	PE	7	-
Humanities	356	H	42	-
Industry & Technology	152	ITEC, CNST, CAT	40	-
Mathematics	296	MBA	29	-
Natural Sciences	144	CHEM, LS, NATS, PHYS	25	-
Total	1,788		222	315

Fall 2019 All Face-to-Face Sections				Block Schedule
Course (Contact Hours)	Total Section Count	Building	Rooms Used	Total Section Count
CSCI-1 (3 LEC, 3 LAB)	14	MBA	103, 105, 111, 113 , 120 , 217, 218, 220, 311, 315	-
CSCI-14 (3 LEC, 3 LAB)	1	MBA	315	-
CSCI-16 (3 LEC, 3 LAB)	1	MBA	113	-
CSCI-2 (4 LEC, 3 LAB)	5	MBA	113 , 120 , 211 , 219	-
CSCI-23 (3 LEC, 3 LAB)	1	MBA	315	-
CSCI-30 (3 LEC, 3 LAB)	2	MBA	113 , 118, 120 , 219	-
CSCI-3 (3 LEC, 3 LAB)	3	MBA	113 , 211	-
CSCI-7 (3 LEC, 3 LAB)	2	MBA	315	-
Total	29		13	73