



# Academic Senate of El Camino College 2018-19

April 2, 2019

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 in the Communications Building.

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

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



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

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

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

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

## **ECC ACADEMIC SENATE MEETINGS:**

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

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

## **COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:**

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

## **SENATE COMMITTEES:**

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

**Assessment of Learning.** Chairs: Russell Serr & Kevin Degnan. March 11, April 15, May 13, 2:30-4 pm, Communications 109.

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

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

**Distance Education Advisory Committee.** Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4<sup>th</sup> Thurs, 1:30-2:30, Lib 202.

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

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

## **CAMPUS COMMITTEES:**

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

**Board of Trustees.** Chair: Cliff Numark. Senate Rep: K. Daniel-DiGregorio. 3<sup>rd</sup> Mondays, 4 pm, Alondra.

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

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

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

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

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

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

**Guided Pathways.** Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Rosales, J. Shankweiler, J. Simon, C. Wells. 1<sup>st</sup> 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).** Chair: Brian Fahnstock. Senate reps: Josh Troesh & Sidney Porter, 1<sup>st</sup> & 3<sup>rd</sup> Thurs, 1-2, LIB 202.

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

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

## El Camino College Academic Senate 2018-2019 Goals

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

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

Measures:

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

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

Measures:

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

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

Measures:

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

*Approved by ECC Academic Senate 9.18.18*

## ECC (El Camino College) Acronyms

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

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

**Adjunct (1 Year)**

- Josh Casper
- Karl Striepe

**Behavioral & Social Sciences**

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

**Business**

- Kurt Hull
- Phillip Lau
- Josh Troesh

**Compton College**

- Amber Gillis
- Jesse Mills

**Counseling**

- Seranda Bray
- Anna Brochet
- Rocio Diaz

**Fine Arts**

- Ali Ahmadpour
- Diana Crossman
- Joe Hardesty
- Russell McMillin
- Chris Wells

**Health Sciences & Athletics**

- Andrew Alvillar
- Traci Granger
- Yuko Kawasaki
- Colleen McFaul
- Russell Serr

**Humanities**

- Sean Donnell
- Ashley Gallagher
- Pete Marcoux
- Anna Mavromati
- Christina Nagao

**Industry & Technology**

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

**Library Learning Resources**

- Analú Josephides
- Mary McMillan
- Claudia Striepe

**Mathematical Sciences**

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

**Natural Sciences**

- Darcie Descalzo
- Thanh-Thuy Bui
- Troy Moore
- Shanna Potter
- Ann Valle

**President/Superintendent**

- Dena Maloney

**Academic Affairs & SCA**

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

**Assoc. Students Org.**

- Wiley Wilson

**ECC Federation**

- Carolee Vakil-Jessop

**Curriculum Chair**

- Janet Young

**Institutional Research**

- Joshua Rosales

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

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## ACADEMIC SENATE MINUTES

March 19, 2019

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

### **A. CALL TO ORDER**

Senate President Kristie Daniel-DiGregorio called the third Academic Senate meeting of the spring 2019 semester to order on March 19, 2019 at 12:30 p.m.

### **B. APPROVAL OF MINUTES**

See pgs. 6-15 of the packet for minutes from the March 5<sup>th</sup> meeting. D. McClelland motioned, P. Marcoux seconded, and there was unanimous approval of minutes.

KDD: This brings us to our welcome for our division personnel. Thanks Amy Grant, for being here as our deans rep. If you would like to give us a little introduction. A. Grant: Hi everyone, I am Amy Grant, I have been here for 20 years. I feel like I grew up here. Kristie asked me to tell you an interesting fact. When I started working here, I started taking yoga by Torrance Recreation. I still have the same teacher, she is now 84 years old, and I can touch the floor. (Dr. Grant gave us a visual. There were catcalls and applause). I am the dean of Natural Sciences. Thank you. KDD: We will definitely remember that!

### **C. OFFICER REPORTS**

#### **a. President – Kristie Daniel-DiGregorio**

We had a Board of Trustees meeting last night. The agendas are always jam packed with information. I want to share a couple of highlights of the things that were approved. We have some new campus leaders, you will be seeing some new names and new faces. Jim Buysee is going to be our Interim Vice President for Administrative Services. He started today; Brian Fahnestock's last day was last week, the 15<sup>th</sup>. That was a quick turnaround there. Dr. Viviana Unda is going to be our Director of Institutional Research and Planning. We should probably have her come by and say hi. She will be a familiar face at the Senate, I assume. She is starting April 1<sup>st</sup> – hopefully that is a good omen. There was a change to job descriptions at last night's meeting. Campus Police reporting is changing from Administrative Services to Student Services. No longer will they report to Brian Fahnesntock's position. From now on they will be reporting to Ross Miyashiro, our Vice President for Student Services. My understanding is that this is how Campus Police is organized on a number of other campuses. One of their main constituent groups is our students. It makes since to have them under Student Services.

I have a link on the PowerPoint here to one of 3 presentations that were made last night at the BOT meeting. It was also a presentation at College Council. Keenan is doing a review, I think it is called a "CalPERS Breakaway". We use CalPERS for our health insurance benefits and what they are doing is reviewing who we are as an institution and then they are shopping us to other insurance companies. The goal is maintaining our services or improving them. One of the bidders in the pool, has no copay for generic for prescriptions, for example. That is not offered with CalPERS. They want to improve or maintain our services, but at a lower cost. Obviously there is cost to the district and to us as individuals. This is a district decision, but they are working with the insurance benefits committee. They will be providing some feedback relatively soon about what bids have come back. Interesting piece of data. What would you guess is the average age of employees at El Camino? (There were many guesses) The average age is 50, which is very unusual for a Community College. It is because we had that golden handshake a couple of years ago. That makes us much more attractive and appealing to insurers. You never know what you will learn at the BOT Meetings. Stay tuned for more information.

You have a flyer at your table; you can take it back to your division office and post. We have Area C meeting coming up this Saturday. This is a chance to review the resolutions that will be coming to the statewide senate at the plenary meeting. There are also links to a number of other events that are coming up. It is a great way to plug into the resources statewide. There is a link to register as well. There is free food as well. You can also call in.

#### **b. VP Compton College – Amber Gillis**

Amber and Jesse have conflicting meetings today.

### **c. Chair, Curriculum – Janet Young**

We had our first reading of our CCC Bylaws, because they need to be revised to remove our references to Compton. We are adding a Registrar and DE Coordinator as ex officio members. We will be bringing that to the senate in soon. We had the second reading of the Distance Education Addendum and we are going to have a 3<sup>rd</sup> reading next meeting because we want to make sure we get it right. Our work on Curriculog has begun. The team has been assembled, the introductory team meeting was held. Design and training meetings have been scheduled and it will be implemented in the Fall. We will be fine tuning over the summer. The DE Expansion Project has been implemented. A lot more people want to offer courses online, but they haven't been approved. We designed this expansion project where we are letting you bring in any course that is not under review. If you want to add an addendum, either 100% online or hybrid, you can do that. Just check with your CCC rep or your Division office. They will be submitted to us this semester. The Fall schedule has already been developed, so they won't be ready for Fall, but they might be ready for Winter or Spring. We are going to have a division curriculum training session hopefully for flex day.

The forms for the process were distributed to the division offices, you just have to fill out the addendum. They are also on the CCC website. If you think you want to do it, this is a one-time, amnesty, free for all, bring-it-all in. The deadline is different for each division. They have to be division curriculum committee approved. KDD: We only have to complete an addendum, not the whole Course Outline of Record? J. Young: Yes.

### **d. VP Educational Policies –Darcie McClelland**

We are looking for new members for the Ed Policies committee. If you are unsatisfied with how Ed Policies gets things done, please come sit on the committee. I am always looking for suggestions. Please send me a volunteer or come yourself. We are looking for new people. We meet on Tuesdays when there is no Senate, 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays from 1-2. A. Josephides: If you love and support Ed Policies, you should also sit on the committee. D. McClelland: You are right!

### **e. VP Faculty Development – Stacey Allen (pgs. 16-17)**

A couple of announcements. The Wellness Warrior Program is up and running. We will have Lunch & Learn Wellness Wednesday tomorrow, in this room at 1:00 with Yuko Kawasaki. It is about keeping our blood pressure healthy. Next Thursday at 1:00, in the Library West basement is Informed & Inspired. I have been working with Analu Josephides, who put this together. The presentation has a title now, *Contextualizing Native Hawaiian and Pacific Islander Students' Experiences*.

### **f. VP Finance – Josh Troesh**

We have our next meeting on Thursday. We don't really have a lot since our last meeting. As probably most of you know, Brian Fahnestock has stepped down as the VP for Administrative Services. It will be interesting to see how this progresses over the next couple of months. One of the nice things about Brian was that he was very open and communicative. He was willing to have discussions which has not always been the case. Hopefully, we replace him with someone willing to collaborate.

I am going to disappear into the ether sometime in late April or early May. My wife is pregnant again, so I will be taking the rest of the semester off once the baby is born. I will not be here during the summer.

### **g. VP Academic Technology – Pete Marcoux**

The numbers are slowly climbing, I think we have 60 registered for the conference. Friday is the last day to register, because we have to get some head counts for food. We have a great program and we are excited about it.

We had an Academic Technology Committee meeting last Thursday. We are going to schedule regular meetings on the 2<sup>nd</sup> Thursday of each month. We did struggle with finding a location.

ITS talked about the Canvas/Elucian exchange and how that is getting better. I will hear more about it today at the College Technology Committee meeting. They are having trouble moving faculty and staff email accounts to the cloud. That is why you are still getting the annoying email messages.

We have a College Technology meeting today at 2:00 in here. You can stay if you like.

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

KDD: Look at that, Russell is making his entrance. (There was a comment that he waits outside to make his grand entrance when he hears his name)

R. Serr: The latest status reports came out for our Fall assessments. PLO's are only 47%, but this Friday is the deadline. SLO's are 366/411, that is almost 90%. It seems as we keep going we get better and better. The assessment progress is 2<sup>nd</sup> nature for a lot of people now. Some of the assessments are showing up in Program Review, which goes to program planning, which leads to very good teaching strategies. Keep up the good work.

Some faculty may be getting an email to participate in a ILO Assessment for Communication. There will be a rubric included and instructions. If you have any questions, please feel free to contact myself or Kevin Degnan.

#### **D. SPECIAL COMMITTEE REPORTS**

##### **Dr. Jean Shankweiler - VP of Academic Affairs**

No report.

##### **Ross Miyashiro – VP of Student Services**

No report this week.

##### **Renee Galbavy – Distance Education Advisory Committee (pg. 18)**

KDD: Renee is doing tons of work behind the scenes. R. Galbavy: We have had our first meeting this semester. I want to give you guys a quick update on where we are with a couple of issues that we have been discussing. The OEI Course Exchange that we talked about last semester is on hold right now. We have the courses ready, we are ready here at El Camino. But the OEI Course Exchange has had all sorts of changes. We are hoping to get our courses on that exchange by the Fall at the latest. It is really not about us right now, it is what's happening with the OEI.

The integration of Canvas and Colleague, we've been hearing so much about; Gema is still systematically populating those classes. She has been doing an amazing, incredible amount of work. She is doing it for both the F2F and the Online classes. They do have a patch for it, they are going to Beta test this month. It is hoped that Canvas and Colleague integration will be finalized by summer. Please keep your fingers crossed, it has been a big, huge pain.

We have lots of new Distance Education software. Just a couple of highlights. Turnitin is now available on Canvas. There are some integration problems, not surprised. To find out more information about that, go to the ECC website, Distance Education, faculty resources, and it will tell you what is happening. Proctorio is a new proctoring software for Canvas. It is kind of interesting, it does a lot of crazy things. If you are using the camera, the students have to look at the camera, they have to show their ID so you know who they are. It monitors movements, you can block it if they try to use other sites. If you want to be really intense, you can set up algorithms, if they are looking to the left or right, if they look at other pieces of equipment. It is pretty detailed. Have some fun and go look at it. That is now on Canvas. It is amazing what it can do. R. Miyashiro: I came from an online college before this, where 80% of my student conduct issues were this, with cellphones. Cellphones were the #1 cheating methodology.

Last thing, I will be reporting soon on an attendance policy, and faculty evaluations for distance education.

#### **E. UNFINISHED BUSINESS**

None

## F. NEW BUSINESS

### AP 5520 Student Disciplinary Procedures: 1<sup>st</sup> Reading – Darcie McClelland (pgs. 19-41)

D. McClelland: This was first looked at by the student discipline task force in response to some faculty concerns about problems with student discipline. Faculty didn't feel that the system that was in place was responsive because they weren't finding out what was going on with the process. It was opened up, the committee was convened, they looked at it, it came to Ed Policies, and we have spent a good deal of time looking at it and making corrections. It is a rather long AP. A lot of the changes we made had to do with making sure there were very detailed timelines for what was going to happen. How notification was going to take place. We wanted to make sure the process was clearly spelled out and made sense for how it should be working. It starts with a description of why we have this AP, it defines the roles for this procedure. It goes through how a person would file a complaint. It gives an overview of what the process looks like. What the student can expect. What someone who is filing a complaint can expect. It goes over once the complaint is filed, the student comes in for a meeting. Maybe a disciplinary meeting will convene. Then how responsibility is determined and how sanctions are determined. Then there is a section on what a faculty member can do. I would encourage everyone to look through that part. Then it goes through sanctions if it is not a faculty member. The Student Development Office, the Campus Police, or other administrative offices. Then there are procedures for how a student is expelled. That actually has to be done by the Board. After the expulsion procedure, there is a set of procedures for how disciplinary hearings are handled. How notification is done, who will be at that meeting, how that meeting is to be run. Then there are general provisions. For instance, anything that falls under Title 9, there are special provisions in place for that. I would be happy to take questions or comments today, but I would very much encourage you to read through it before the next meeting. Then come ready with any questions or comments.

M. McMillan: Is there a requirement for students to present an ID? How do we know who a student is so we can actually write a report? That is a challenge we have had for a while. R. Miyashiro: Are they academic integrity issues? M. McMillan: Usually behavioral issues. R. Miyashiro: It happens outside of the classroom? KDD: In the library. R. Miyashiro: We have the right to ask for their ID. M. McMillan: How do we know who a student is? R. Miyashiro: My advice to you is it depends on the behavioral issue. Call Campus Police, then file an accident report. Or if you are comfortable enough, go up and ask the student to stop that behavior, if they don't ask them for their name and ID. If they don't present it, then call Campus Police. A. Ahmadpour: Can we do that? R. Miyashiro: Yes, you are an employee of El Camino College. If they are in the Library, it is not an entitlement. In order for a student to continue a service, they have to comply with the rules. M. McMillan: Because of situations we have had, I am always hesitant to call the Police. So it is reasonable to ask for an ID, if they refuse to present it...? R. Miyashiro: Ask them to leave. M. McMillan: If they don't we will call the Police. KDD: Ross, I know of Student Code of Conduct says that you are in violation of the Student Code of Conduct if you willfully disobey direct orders from an employee. Is that the basis for her writing them up or calling Campus Police if they don't comply with her request to see an ID? R. Miyashiro: Absolutely. That is exactly it. If they aren't behaving appropriately, it ruins the educational experience for the students around them. P. Marcoux: It is Code of Conduct 5500, disruptive students, #7. But I have a different question. Page 20 of 57, Jurisdiction of the District. *The last line, for off-campus conduct with materially and substantially interferes*. Does this cover on-line, digital instances? So we had a student threaten a professor in Facebook. If that doesn't cover it, should we have something that does? KDD: See that Ross? R. Miyashiro: Maybe not Facebook, but Canvas yes, because that is a college technology. If it is Facebook and a threat, again I would call Campus Police because that could be a felony. We are going to pursue those types of cases. I have been in some weird situations. Because it is on Facebook, you think it isn't serious, but it is. KDD: In that situation, we filed a restraining order. P. Marcoux: I just want to make sure. J. Troesh: In 2012, Fullerton College had a huge issue related to this. Police were involved and lawyers. They had to update a lot of their policies to deal with this issue. You may want to see what they have. In fact, the student went to jail. R. Miyashiro: It was a football player and they beat up a 78 year old man. A. Ahmadpour: Here is a recommendation. Many other schools have the picture of the students on their rosters. KDD: But she doesn't have their ID number, so that wouldn't work. Thank you, though. C. Brewer-Smith: What about bullying? Our department had a bullying situation and the Campus Police had to get involved. They pressed charges and it was serious. Threats and bullying go hand and hand. P. Marcoux: Yes, student to student, student to faculty, student to staff. KDD: We have a couple of suggestions for follow-up. Darcie is going to add reference to online, might as well call it out there. So in that last sentence we are talking about, it will now read; *at off campus instructional sites during off campus district sponsored events and for off campus or online conduct which materially and substantially interferes with the Colleges operational and educational*

*programs.* P. Marcoux: Instead of *or, how about including?* Darcie: OK, then I will run this by the Chief to get his input on this and let you know what he says. J. Troesh: Page 24 #4, what is our legal basis for being able to enforce restitution? KDD: That didn't change, that has been in our procedure. J. Troesh: That is controlling our environment. This is the only one where we are taking something from someone and giving it to someone else. KDD: Like if someone breaks a window? J. Troesh: NO, we would have to sue the student normally. There is a due process. It is in our contract. P. Marcoux: If a student took our stuff and published it and made money off of it. J. Troesh: No, this is restitution. I am worried that we don't have a legal basis to say, "You, student, take \$500 out of your bank account and give it to this other person". Normally, that is a judge who does that. KDD: Sometimes we have legal review on some of our policies and procedures. Like the cannabis. We may need that here C. Wells: If you keep it this way, you need to have a process. J. Troesh: We need to get advice because it is a sticky area.

C. Striepe: How would we give notice to the students? D. McClelland: Legally, we are required to mail something. We had a long discussion about this in Ed Policy and we added email. Even if they are homeless, they have an El Camino email. Sue Ellen Warren: Should there be something special for students under 18? We have dual enrollment programs with the high schools. KDD: Ross, are there limitations on how discipline can be administered if your student is a minor? R. Miyashiro: They are in college. At another college, if there was a student conduct meeting and they were still in high school, the parent would be invited. That would be the only difference. KDD: On page 30 of 57, Catherine found something, under G, if the student is a minor, the parent or legal guardian must accompany the student. J. Baranski: I have a question about students who commit multiple offenses. Do faculty filing the report have access to their other offences? D. McClelland: No, students' privacy rights protect them from anyone seeing that. The only way the multiple offences come into play is if, after responsibility has been determined, then in the sanctioning procedure, those are given to the committee for sanctioning purposes. KDD: The conduct officer does know that. The individual complainant is not going to know. We have revised our reference to the AIMS committee in here. It would be possible that multiple members of the AIMS committee would know what is going on. But faculty, because of privacy can't. D. McClelland: That is the reason why if you handle something in your own classroom, it is really important to file the report because the only way the college has a record that this is a repeat offender student is if you file a report. If the faculty handles it in the classroom, and doesn't file a report, we have no record if the student does it over and over again. The disciplinary hearing doesn't know that the student has already done this 3 times. T. Moore: On the reports, are faculty now getting confirmation of those reports? I filed early ones and I never got a confirmation. Is that all operational now? D. McClelland: I can speak from my personal experience. I filed one in November, and I did get a follow-up. I got another one when the case had been settled. KDD: I know that is not consistently happening. Do we have a process for notifying people? R. Miyashiro: That is a Maxient issue. If it is set up there should be an automatic response. It is important to know when you submit it that it was received. Then when there is a decision is made, there is an option in Maxient to send the decision to certain people. Again, I am not familiar with our set-up. I can check. KDD: Troy, was that your concern? That you weren't getting an automated response or a human response? T. Moore: I was concerned that I was sending a report out in the ether. I have another point. On page 24, #5, Removal from Class. This talks about removing a student for the day following the incident. Sometimes this is impractical. If you get a paper that has been plagiarized over the weekend, can it be from the date of discovery? KDD: On the day of the incident or the date of the discovery. Do you have a problem with clarifying? R. Miyashiro: You are the master of your domain. D. McClelland: I will change it to the date the infraction was discovered or date of incident. C. Striepe: That does not work for the library. If they stay out of the library for 2 weeks, they don't care if you say day of or day after, they are off the hook. A. Josephides: In the library, someone would come back and cause the same issue and it would occur every so many weeks. P. Marcoux: We'll revise it outside of this room. We will work on the language. T. Moore: I appreciate the clarifications. Would it be more productive for these sentencing guidelines to maybe put 2<sup>nd</sup> offense, 3<sup>rd</sup> offense? That way we are consistent. C. Wells: Do we have situations where we are mandatory reporters? KDD: Yes, we have sexual and gender based misconduct. We have a separate policy for that. S. Donnell: On page 19, where the strike out is attorney. Can we really do that? They don't have to be an attorney, but if you have "Johnny Rich Kid" whose Dad wants to represent his kid. D. McClelland: We struck it out on #7 and added it to #6 under advisor. They are not allowed to bring an attorney who acts as an attorney and speaks on the student's behalf. That is not allowed in our procedure. The attorney may speak to the student and advise the student, but cannot speak to the committee. We just took that out as its own bullet and put it in the advisor part. R. Miyashiro: For minors, everybody in the college is a mandatory reporter for sexual incidents. KDD: Actually, faculty must report sexual or gender-based misconduct whether or not the student is a minor. We'll get clarification for that, for sexual and gender based misconduct. Thank you everyone for your patience.

**BP 1200 The El Camino Mission, Vision & Values: 1<sup>st</sup> Reading – D. McClelland (pgs. 42-46)**

KDD: We really need to have a first reading on this one today. This is going to the Board very soon. D. McClelland: Our Strategic Planning Committee has been working very hard on a new district Mission Statement. Our old one was very lengthy. You had to do a lot of reading to see what was really going on. President Maloney wanted us to have a more succinct vision statement. R. Miyashiro: This is a board policy, not an AP. A board policy is supposed to be general. These changes allow the college and its planning committee to turn the ship in a more succinct way when the state changes its goals. When we decide we need to change our goals through the Ed Master Planning and our Strategic Initiatives. What doesn't change much is our college mission, vision and values. They change more slowly. C. Wells: This is a first reading, right? KDD: Yes. Ross: I would like to say one more thing. The people who were on the last Strategic Initiatives Committee used words like strive and aspire. We have changed it to El Camino College embraces and we want it more action oriented. We are committed to more diversity and equity than the last wording. P. Marcoux: I think we should point out that this policy and the last one are not within our purview. We make suggestions, but it is another committee that ultimately makes the final decision. KDD: This one has to go through college council, it is not technically our purview, but we need to be consulted. It is much more pragmatic to have a streamlined BP than to every time something changes, you have to go through this whole process again. Let's keep it nice and clean so that we don't have to go back and reopen these. R. Miyashiro: I want to say one more thing. Everything that is crossed out is in another document. It hasn't disappeared. S. Donnell: Are we putting ourselves on the hook by saying "We inspire our students", if we can't inspire them? D. McClelland: The committee felt very strongly that we need to stop talking about things that we might do in the future. And this is what we should be doing right now. *Just do it* came up. KDD: We will have a 2<sup>nd</sup> reading next meeting, thank you everybody for your patience.

## **G. INFORMATION ITEMS –DISCUSSION**

### **Senate Evaluation and Progress Report – Kristie Daniel-DiGregorio (pgs. 47-57)**

Thank you to everyone who responded to our survey. Our response rates more than doubled. 2017 it was 30%, in the Fall 65%. This is not your only opportunity to give us feedback. You have heard from the VP's, we welcome you to the subcommittees. Please come and approach us before or after meetings if you have feedback or input you want to share. You have some information at your table. It is a Readers Digest version. Question #1 asks to review the committee's purpose, making decisions document, participating in goal setting. Overall strong support. There are things that folks felt they had the opportunity to engage in. The one that really stands out is participating and goal setting. The eboard had a planning summit and one of the topics we discussed was the evaluation. Some of our suggestions were to have a poll or to survey this body for suggestions for our annual goals. Another idea was at Fall and Spring PD Day, have a workshop about Senate. Question 2 asked about the committee's purpose and responsibilities, having a regular practice of communicating with constituents, and receiving an orientation when your term began. We have our orientation in the Fall, we have our handbook. I've been sending an "overview" email to our senators before each meeting, because the packet can get really dense. Do give me some feedback, if the email is helping to navigate the packet. We can reach out to our new senators individually. We do that in the meetings, but a more personal approach might help. Our reporters are a new strategy we started last year. If you look at the back of the handout, you will see an example of what John Baranski does very nicely. He just provides highlights to all our division faculty. Our counseling faculty set up a google drive. They have their own notes they take and they put up my notes. Just another idea of what you might do as a reporter. That was one of the lower scores. Maybe our reporters are doing a really good job, and that reflects the fact that not every senator is reporting back; they are relying on the leadership of their reporter. There are always ways to improve our communication. Questions 4-9 ask about whether we are fulfilling our purpose, and our goals. Our goals are very broad, and I hope we never decide we are done with those goals. Strengthening faculty involvement, supporting the strategic initiative. By nature those goals are not necessarily ones that we have completed. We may want to set goals that are more specific. In terms of getting folks involved in the senate. We have a number of people who are serving at the state level on different committees and on different levels. We are going to encourage you to serve on subcommittees and in leadership roles. Question 10, our committee's purpose statement, actualizing strategic initiatives. Rating the committee overall. We are in the A/B range. Some of the comments we heard; organized, efficient, responsive, know what is going on on campus. Some of the concerns related to the informational presentations. Either by the executive board, or campus leaders. The Executive board talked about this, when we sit at the table, we are each representing 1400 of our colleagues. We are the vehicle for you to be able to express yourself. At college council, and BOT, in sub committees. This is not just about folks talking about tooting their horns and about how hard they are working. We want to engage you in the process and be able to imagine yourself serving in our roles. If you don't know what I do, you can't picture yourself doing this. Our most important job is finding someone to come behind us to take our role at some point. We have had in the very recent past, some leaders, you know Josh was very diplomatic, who were quite secretive about what they were

doing. I appreciate the transparency that we get from our administrative Vice Presidents. I want to know what they are working on so that I might have some influence on the decisions the college is making. Just to share a recent example, Jean, at our last meeting, made a seemingly innocuous announcement about how she is going to start a task force to look at scheduling and the grid. That just seemed like information. There is so much negotiating and compromising and working together that happens behind the scenes. That announcement was the result of a lot of conversations your e-board had with our administrative leaders. The original plan was for us to submit a proposal to IEPI to get support to make a commitment to change our scheduling grid. Your e-board felt we needed more consultation and for this to go through Senate. There was definitely some give and take behind that seemingly small announcement and we appreciate that our administrative leaders were very responsive to our concerns. Speaking limits was one suggestion. That is something we can look at with the constitution. Great suggestion. Another question was about placing items on the agenda. You can suggest that we place things on the agenda. You can bring issues to me. I then take them to the eboard and we decide as a board what will be on the agendas. We invite you to run for office. There was a question about how prepared senators were. We didn't get to talk about the progress we have made toward our goals. I would like to table that to our next meeting. We want to make sure we get to the Chief. Any more comments about the evaluation? Anything you want to add? Know that we are all available anytime for your input.

### **Campus Police: CLERY Reporting – Chief Michael Trevis & Nina Wong**

Chief Trevis: I would like to introduce you to our Campus Clery Compliance Coordinator, Nina Wong. She comes to us from Student Services. She has had a lot of experience gathering information, research and data. Today Nina wants to talk about the Clery Act. Particularly, a small portion. We are going to talk about Campus Security Authorities, or CSA's. N. Wong: I want to give you a brief overview. The Clery Act was named after Jean Ann Clery. She was a 19-year-old freshman at Lehigh University. A series of unfortunate events lead to her death in 1986. There was a series of violent crimes around the campus that her parents didn't know about. If they had known about the violent crimes, they wouldn't have left Jean there, so she would still be alive. As a result, the Clery Act was enacted in 1990 as a consumer protection law. The goal was to ensure that all students, parents, faculty, everyone in the campus community has accurate information about committed crimes on campus. As well as campus safety procedures, so they can make well-informed decisions about personal safety.

The first component is CSA's, they are required to collect reports of crime from multiple sources around campus. This information is only used for statistical purposes. The reason is, although we do have a Police Department, officers aren't available 24/7. We depend on the campus community to report crime. Some individuals don't feel comfortable reporting to the Police Department. We want to make sure stats don't go underrepresented.

A CSA is an individual who is required by the Clery Act to report to ECCPD any Clery Act crimes that are made known to them in good faith. Individuals with **“significant responsibility for student and campus activities”** are designated as a CSA and they are required by law to:

- 1) Be notified that they are CSAs
- 2) Complete annual CSA training
- 3) Report any Clery Act crimes to ECCPD that are reported to them

CSA's are different than Title IX Responsible Employees. Examples of Faculty CSA Positions on Campus: Vice President of Academic Affairs, Academic Deans, Associate Deans, Faculty Advisors for Clubs, Counselors, Athletic Coaches...and more! The 2<sup>nd</sup> component of the Clery Act - crimes against persons. Hate crimes are also on here, stalking and domestic violence. The 3<sup>rd</sup> component is Geography. The location of where the crime occurred. On campus, public property (sidewalks and streets immediately adjacent to campus), and non-campus property (anything the institution owns or controls)

Responsibilities as a CSA: you have to report all Clery Act crimes and get all the facts. Where, what, when, who, etc. Provide information about resources. You are not responsible for investigating, arresting, reporting anything that occurs outside the geography. Making a report? Fill out the online form or contact ECCPD as soon as possible. Clery Act is a federal law. There are significant fines for noncompliance. (\$57,317 per violation). Department of Education can limit or completely disqualify colleges from receiving federal funding. This is important to me, it increases crime awareness, enhances personal safety, the more we know, the better, this all ensures student success.

## **H. FUTURE AGENDA ITEMS**

Ed Policies: AP 7160 Professional Development  
Strategic Plan  
Senate Constitution & Bylaws  
AB 705  
South Bay Public Safety Center

## **I. PUBLIC COMMENT**

## **J. ADJOURN**

The meeting adjourned at 2:00 pm  
TG/ECC Spring 2019

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

\*Committee Chair

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

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

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

**Informed & Inspired (I & I), March 28<sup>th</sup>, 1:00-1:50, TLC – Library West Basement**

SA provided flyers for the committee to post in their division offices to promote this week's I & I. Caroline "Sina" Fifita (MANA Program Coordinator), Nicholas Cruz (MANA Program Assistant), and Mele Tangikina (MANA Program Assistant) will present "Contextualizing Native Hawaiian Pacific Islander (NHPI) Student Experiences."

SA will forward a digital flyer to DM so he can share with faculty at Compton College.

**Wellness Warriors**

SA reported that Yuko Kawasaki, Associate Director of Nursing, presented "Blood Pressure and Why it Matters" on March 20<sup>th</sup> for the new Lunch & Learn Wellness Wednesdays program. Yuko's presentation was very informative; several ECC nursing students were on hand to take blood pressure and conduct blood glucose testing. Those in attendance were grateful for the information and experience and suggested future presentations on cholesterol and diabetes. Yuko is considering breakout sessions on Fall PD Day centered on these topics.

SA reported that Strength and Conditioning Coach Kim Jones facilitated the first Thirty Minute Thursdays: 30 Minute Roll Out and Recovery on March 14<sup>th</sup> in the TLC.

Unfortunately, only 4 people attended the session. MS expressed an interest but didn't

attend since she doesn't own a yoga mat. SA will follow up with Kim to see if ECC can provide mats during future sessions in hopes that this will boost attendance. Three other sessions are scheduled for this semester: April 18<sup>th</sup>, May 9<sup>th</sup>, and May 23<sup>rd</sup>.

### **Faculty Book Club**

PP reported that the last FBC meeting was postponed to 2:00 today.

### **Sample ADA Syllabus Statement:**

After having previously reviewed several sample ADA syllabus statements and AP 4055, the FDC drafted the following statement for the Academic Senate to consider adding to its Sample Syllabus Statements to Support Student Success document:

#### ***Academic Accommodations for Students with Disabilities***

*If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call (310) 660-3295. For more information visit <http://www.elcamino.edu/student/studentservices/src/>. You are also encouraged to communicate with your instructor.*

In drafting the statement, EU cautioned against a "scolding" tone and encouraged a tone that is more inviting to students who may require accommodations. BH noted the importance of keeping the statements concise and the overall value of the sample statements for adjunct instructors and new faculty. PP reiterated the importance of a comprehensive syllabus which acts as a contract between faculty and students. AA shared relevant information he includes on his syllabus.

SA noted that Senate President Kristie Daniel-DiGregorio has asked the FDC to review the Sample Syllabus Statements to Support Student Success and offer suggestions to update the document if needed. LMT suggested a virtual subcommittee might expedite the review process. DM and AH volunteered to participate. SA will set up a Team Site and invite willing FDC members to participate in the review process.

DRAFT

### Administrative Procedure 5520

DRAFT

### Student Discipline Procedure

~~El Camino College places high value 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. With this in mind, the five core values of El Camino College are:~~

~~People - We strive to balance the needs of our students, employees and community.~~

~~Respect - We work in a spirit of cooperation and collaboration.~~

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

~~Diversity - We recognize and appreciate our similarities and differences.~~

~~Excellence - We aspire to deliver quality and excellence in all we do.~~

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

The Administrative Procedure is ~~specifically~~ not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code ~~Section 76120~~, and will not be used to punish expression that is protected.

#### DEFINITIONS

- ~~College District~~ - El Camino Community College District. Student discipline sanctions imposed ~~to on~~ students at El Camino College will also apply to all instructional sites in the El Camino Community College District.
- Student - Any person who has applied for admission or currently enrolled as a student in any program offered by the College District.
- Instructor - Any academic employee of the College District in whose class a student subject to sanction is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.
- Complainant - A person who submits a charge alleging that a student has violated the College District's Student Code of Conduct.
- Accused Student - A student who has been accused of violating the Student Code of Conduct by a College District employee, student, or visitor.
- Advisor - An advisor is anyone other than the complainant or accused student. An advisor may include, but is not limited to, another student, family member, ~~attorney~~, College personnel, or community member. The advisor's role is to observe, provide counsel, or support the complainant or accused student. Advisors who do not comply with their role may be removed from the meeting, interview, or hearing. Attorneys may serve as a student's advisor only when long-term suspension and expulsion and parallel criminal charges are being considered.

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~~7. Attorney — Attorneys may serve as a student’s advisor only when long term suspension and expulsion and parallel criminal charges are being considered.~~

78. Business Day - Unless otherwise provided, a business day shall mean a day during which the College District is open for business ~~in session and regular classes are held~~, excluding Saturdays, Sundays, and public holidays.

98. ~~College~~ District Property - Property under the control of the El Camino Community College District or any place that is the site of a ~~College~~ District-approved activity or function.

### JURISDICTION OF THE ~~COLLEGE~~ DISTRICT

Sanctions for violations of the Student Conduct Code may be imposed for conduct, which occurs on the ~~College~~ District premises, in or out of the classroom setting, while using ~~College~~ District technology, at off-campus instructional sites, during off-campus ~~College~~ District-sponsored events and for off-campus conduct which materially and substantially interferes with the College’s operational and educational programs.

### FILING A COMPLAINT

Any person may allege a violation of the Student Conduct Code by completing an ~~Maxient on-line Student Conduct Incident Report Form~~ Incident Report and Referral Form and submitting it to the Student Development Office. The ~~College~~ District reserves the right to initiate a student conduct process based on available information, even if a formal complaint has not been received. The complaint shall describe the conduct in question and, if known, the name of the person or persons alleged to have engaged in that conduct. The filing of a complaint assumes that the complainant desires to initiate the inquiry that may result in official disciplinary action against the alleged violator. The complainant should file a complaint within a reasonable amount of time not to exceed thirty (30) business days from the date of the incident.

### OVERVIEW OF DISCIPLINE PROCESS

1. Each student is responsible for reading and complying with the Standards of Student Conduct, which is made available on the El Camino College website on the Student Development Office page or from the Student Development Office located in the ~~Student Development Office Activities Center, Room 160~~
2. Any member of the College community can initiate an accusation of an alleged violation.
3. ~~If a~~ student ~~is~~ accused of an alleged violation, ~~he or she~~ will receive written notice of the conduct warranting discipline via El Camino College issued e-mail account with delivery notification. The notice may include a request for a review meeting and will include:

#### ~~a. The specific code violations~~

~~a.b.~~ A short statement of the facts supporting the accusation.

~~a.b.~~ The specific code violation(s).

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- c. The right of the student to meet with the Director of Student Development or designee.
- d. Reference to the Standards of Student Conduct outlining the process and rights of students.
- e. The nature of the sanctions being considered.

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4. Time Limits - The notice must be provided to the student within forty (40) business days of the date on which the conduct took place; in the case of continuous, repeated or ongoing conduct, the notice must be provided within ten (10) business days of the date on which conduct occurred which led to the decision to take disciplinary action.

5. Meeting - If the student chooses to meet with the Director of Student Development or designee, the ~~student meeting~~ must ~~occur no sooner~~ contact the Student Development Office to schedule the meeting ~~be scheduled no later than five, ten (105)~~ business days after the notice is ~~provided~~ sent. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

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a. Both the complainant and the accused student may be accompanied by an advisor to any meetings, interviews, or hearings. The advisor's role is to observe, provide counsel, or support the complainant or accused student. An advisor may not speak on behalf of the complainant or accused student or speak to the Director of Student Development or designee. Advisors who do not comply with their role may be removed from the meeting, interview, or hearing.

b. Attorneys may serve as a student's advisor only when long-term suspension and expulsion and parallel criminal charges are being considered.

6. Upon completion of the review meeting, the student shall ~~have the right to be provided~~ the following:

~~a. Be provided a written list~~ summary of findings by the Director of Student Development or designee

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~~b. Be informed of the appropriate procedure and policy applied~~ The specific policies and procedures ~~relavent to the case .~~

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~~b. Accept or deny responsibility~~

c. Have sanctions imposed, if found in violation of the Standards of Student Conduct

~~b. Accept or deny responsibility~~

~~d. Request a hearing of the Disciplinary Hearing Panel should the student disagree with the finding(s) and sanction(s) of~~ a long-term suspension or expulsion by the Director of Student Development or designee

~~e. Be informed of the appropriate policy and procedure~~

f. Be informed of his/her right to request a copy of their student conduct file.

7. Notifications

a. Student. Within five (5) business days after

i. the student meets with the Director of Student Development or designee or

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ii. the conclusion of the investigation.

the student shall receive written notice of the case outcome which may include sanctions. The notice will include the right of the student to request a formal hearing for sanctions of long-term suspension and/or expulsion.

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b. Complainant. The complainant will be notified of the case outcome- (as permissible by Family Educational Rights and Privacy Act (FERPA)) within five (5) business days of the conclusion of the hearing.

8. Students should be aware that the student conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct proceedings are conducted with fairness to all, but do not include the same protections of due process afforded by the courts. The standard used to determine whether a violation of the Standards of Student Conduct has occurred will be a preponderance of evidence (more likely than not). Due process within these procedures, assures timely written notice, a hearing before an objective decision-maker or panel (should one be requested) and a process for appeal.

98. Students continue to be subject to city, state, and federal laws while at El Camino College and allegations, charges, or violations of those laws may also constitute violations of the Standards of Student Conduct. In such instances, El Camino College may proceed with disciplinary action under the Standards of Student Conduct independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the Standards of Student Conduct even if such criminal proceeding is not yet resolved or is resolved in the student's favor.

109. No student will be found in violation of El Camino College Standards of Student Conduct without information showing by preponderance of the evidence that a policy violation has occurred. At El Camino College's sole discretion, sanctions will be proportionate to the severity of the violation(s).

110. If a student is found responsible for one or more violations of the Standards of Student Conduct, the student's prior conduct record will be taken into consideration and may result in progressive sanctions because of a pattern of behavior.

12.

~~11- Students who take accountability by admitting to the behaviors leading to the violation of the Standards of Student Conduct may voluntarily participate in a restorative justice conference or circle with others involved in the case. The purpose of the conference or circle would be for the student to take accountability for their actions, to discuss the impact of the student's actions on those impacted, repair relationships, and re-integrate the student into the College community. The participants of the conference or circle group will determine next steps and/or sanctions for the student. The conference or circle process may only occur if other students who were impacted by the violation also voluntarily agree to participate.~~

#### DETERMINATION OF SANCTIONS

~~The following factors may be considered in determining what sanctions are appropriate in a particular case. While sanctions are applied equitably and fairly, it is done so with consideration for the uniqueness of each individual case is unique. The following factors may be considered in determining what which sanctions are appropriate in a particular case.~~

1. The nature and/or severity of the violation(s)
2. Prior violations and disciplinary history
3. Mitigating circumstances surrounding the violation
4. The student's motive or purpose for engaging in the behavior

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5. Sanctions which have been imposed in similar cases in the past
6. The developmental and educational impact on the student

### POSSIBLE SANCTIONS IMPOSED BY FACULTY MEMBERS

Multiple sanctions may be imposed including, but not limited to:

#### 1. Academic Dishonesty Sanctions

~~The instructor shall complete an on-line Maxient Incident Report and Referral Form, and copy the Division Office. Students found to be responsible for academic dishonesty may incur any of the below following sanctions:~~

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- a. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred.
- b. The instructor may dismiss the student from the class or activity for the present class and/or following class session.
- c. The instructor or the ~~D~~ivision administrator may require ~~a meeting the student to meet~~ with the instructor and/or the ~~a~~Administrator. ~~Should the or be student not administrator? It doesn't make sense that the administrator would want a meeting with the administrator.~~
- d. ~~The instructor and/or the d~~ivision administrator may issue a verbal or written warning for first-time violators

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~~e.) First-time violations may be reviewed and referred to the Director of Student Development for additional sanction considerations. Repeat or severe violations of aAcademic dDishonesty will be referred to the Director of Student Development to who mayconsider impose more severe sanctions such as dDisciplinary pP probation or sSuspension.~~

2. Written or Verbal Reprimand - An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the College District. A record of the fact that a verbal reprimand has been given may become part of a student's record at the College District.
3. Removal from Class/Facility/College District Entity - Any instructor or Division administrator or designee may remove a student from the class, activity, office, department, or other educational forum for the day of the incident and one additional instructional day. The instructor or Division administrator or designee shall immediately report the removal to the Director of Student Development or designee and his or her Division Dean or Associate Dean. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor.

### POSSIBLE SANCTIONS IMPOSED BY FACULTY MEMBERS, STUDENT DEVELOPMENT OFFICE, POLICE DEPARTMENT, OR OTHER ADMINISTRATIVE OFFICES

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Multiple sanctions may be imposed including, but not limited to:

#### ~~1. Academic Dishonesty Sanctions~~

~~Students found to be responsible for academic dishonesty may incur any of the below sanctions:~~

~~a. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred. Repeat from above.~~

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~~b. The instructor may dismiss the student from the class or activity for the present class and/or following class session. Repeat from above.~~

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~~c. The instructor or the Division administrator may require a meeting with the instructor and/or the Administrator; and/or Repeat.~~

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~~d. The instructor shall complete a Student Conduct Incident Report and forward a copy to the Division administrator and the Director of Student Development or designee. Also stated above.~~

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~~1. 2-~~ Written or Verbal Reprimand - An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the ~~College~~-District. A record of the fact that a verbal reprimand has been given may become part of a student's record at the ~~College~~-District. ~~Repeat.~~

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~~2. 3-~~ Educational Sanctions - An educational sanction may include additional work assignments, essays, community service, behavioral contract, administrative referral, or other related educational assignment.

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~~3. 4.~~ Probation - A reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be in violation of any Standards of Student Code during the probationary period. It may include restriction from contact with specified individuals, College activities, services, offices, or designated areas. Probation shall not be imposed for a period longer than ~~two one (2+)~~ academic years or until the student graduates with a degree or certificate.

~~4. 5.~~ Restitution - A payment to compensate an injured party for financial harm in cases involving misconduct including, but not limited to, theft, destruction of property, or deception.

~~5. 6.~~ Removal from Class/Facility/College District Entity - Any instructor or ~~D~~ivision administrator or designee may remove a student from the class, activity, office, department, or other educational forum for the day of the incident and one additional instructional day. The instructor or ~~d~~ivision administrator or designee shall immediately report the removal to the Director of Student Development or designee and his or her Division Dean or Associate Dean by completing the Maxient on-line Incident Report and Referral Form. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor.

~~6. 7.~~ Withdrawal of Consent to Remain On-Campus - The ~~College~~-District's Campus Police Department, may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus, that consent to remain on-campus has been withdrawn. If the person is on-campus at the time, he or she must promptly leave or be escorted off-campus. If consent is withdrawn, a written report must be promptly made to the Superintendent/President or designee.

a. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than ten (10) business days from the date of the receipt of the request. The hearing will be conducted in

accordance with the provisions of this administrative procedure relating to interim suspensions.

b. Any person as to whom consent to remain on-campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest. (Penal Code Section 626.4)

78. No Contact Order - An issuance that there should be no personal or interpersonal contact or communication between involved parties. This includes verbal and non-verbal communication.

89. Short-Term Suspension - Exclusion of the student by the Director of Student Development or designee for good cause from one or more classes and/or from all activities of the College District for a period of up to ten (10) consecutive days of instruction.

a. ~~a-~~ Within five (5) business days after  
i. ~~the student meets with the Director of Student Development or designee or~~  
ii. ~~the Director of Student Development or designee or conclusion of the investigation~~  
~~the Director of Student Development or designee~~ shall decide whether to impose a short-term suspension, whether to impose some lesser sanction, or whether to ~~end the matter~~ ~~close the case without sanction~~. Written notice of the Director or designee's decision shall be provided to the student. The notice will include the length of time of the suspension or the nature of the lesser sanction. The Director of Student Development or designee's decision on a short-term suspension shall be final.

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94. Long-Term Suspension - Exclusion of the student by the Director of Student Development or designee for good cause from one or more classes for the remainder of the school term and/or from all classes and activities of the ~~College~~-District for the remainder of the current term with a maximum of two (2) academic years.

a. ~~a-~~ Within five (5) business days after  
i. ~~the student meets with the Director of Student Development Superintendent/President or~~  
~~designee,~~  
ii. ~~or conclusion of the investigation~~  
~~or conclusion of the investigation~~ shall, pursuant to a recommendation from the Director of Student Development or designee, decide whether to impose a long-term suspension. Written notice of the ~~Superintendent/President or designee's~~ decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.

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b. Students who receive long-term suspensions are permitted on-campus to conduct student business, but must receive permission from the Director of Student Development or designee prior to coming to campus and must ~~check in~~ ~~arrange a police escort~~ with the ~~College~~-District's Campus Police Department ~~to obtain a police escort~~ while on-campus.

Commented [GT3]: Similar to Expulsion, we should consider a transcript notation for long-term suspension. See ASCA statement. Greg

10. Immediate Interim Suspension (Education Code Section 66017) -

The Director of Student Development or designee may order immediate interim suspension of a student ~~where~~ ~~if~~ he or she concludes ~~the actions are necessary because of any of~~ the following:

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a. ~~That the student poses a threat to~~ ~~To ensure~~ the safety and/or well-being of members of the ~~College~~-District community or preservation of ~~College~~-District property

- b. ~~That the student poses a threat to~~To ensure the student's own physical or emotional safety and well-being
- c. That the student poses an immediate threat or disruption of or interference with the normal operations of the College District ~~and/or~~
- d. That the student has been accused of a severe violation, including Academic Dishonesty, ~~and~~ cannot be located and/or does not participate in the conduct process

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In cases where an interim suspension has been ordered, the time limits contained in this administrative procedure shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) business days of the decision to impose an interim suspension.

11. Expulsion \_

Expulsion is the permanent separation of a student from El Camino College ~~and El Camino College-Compton Center~~ by action of the Board of Trustees for good cause when other means of correction fail to bring about appropriate conduct, or when the presence of the student causes a continuing danger to the safety of others. The student is prohibited from ~~College~~ District property, functions, events, and activities. Permanent notification will appear on the student's El Camino College official transcript.

Commented [GT4]: Similar to Expulsion, we should consider a transcript notation for long-term suspension. See ASCA statement. Greg

Within ten (10) business days after the student meets with the Director of Student Development or designee, the Director of Student Development or designee shall decide whether to recommend expulsion to the Board of Trustees. Written notice of the Director or designee's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a disciplinary hearing.

**EXPULSION PROCEDURE**

The Board of Trustees is authorized to expel a student for good cause when other means of correction fail to bring about proper conduct or when the presence of the student causes a continuing danger to the physical safety and/or well-being of others. The notice of expulsion will be sent to the student with copies to the student file, Director of Student Development or designee, Dean of Student Support Services or designee, Director of Admissions & Records or designee, Vice President of ~~Student and Community Advancement- Student Services~~ or designee, Superintendent/President or designee, and El Camino College Campus Police Department.

Commented [GT5]: Replace all references to VP SCA with VPSS

~~In the event the Vice President or designee has determined that he or she will seek a student's expulsion, the following procedures will be followed:~~

Recommendation for Expulsion:

Vice President Student Services

If the Vice President of Student Services and Community Advancement or designee determines that the student should be expelled;

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1. ~~he or she~~The Vice President of Student Services shall deliver a written recommendation for the student's expulsion to the Superintendent/President.

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o A copy of the Vice President of ~~Student and Community Advancement- Student Services~~ or designee's recommendation shall be provided to the student or, if the student is a minor, to his or her parent or guardian.

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2. The Vice President of Student Services or designee's recommendation for expulsion shall contain

a statement of the charges against the student that provides the basis for his or her request that the student be expelled.

- The statement of charges shall include a factual description of the conduct upon which the charges are based, the action(s) taken by the Student Conduct Administrator/Director of Student Development or designee and the recommendation of the Student Disciplinary Hearing Panel.

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Board of Trustees

The Board of Trustees shall consider any recommendation from the Superintendent/ President for expulsion at the next regularly scheduled meeting of the Board of Trustees after receipt of the recommended decision.

- The student shall be notified in writing, by registered or certified mail or, by personal service, and via El Camino College issued e-mail account with delivery notification at least five (5) business days prior to the meeting, of the date, time, and place of the Board of Trustees' meeting.

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the Board of Trustees' meeting.

- The Board shall consider any expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures (Education Code Section 72122).
- The student may, within forty-eight (48) hours after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in a closed session.

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~~The student shall be notified in writing, by registered or certified mail, by personal service, or via El Camino College issued e-mail account with delivery notification at least five (5) business days prior to the meeting, of the date, time, and place of the Board of Trustees' meeting. The student may, within forty-eight hours (48) after receipt of the notice, request that the hearing be held as a public meeting. Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in a closed session.~~

4. The Board may accept, modify, or reject the findings, decisions, and recommendations of the Superintendent/President.

If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions.

- ~~The decision of the Board shall be final.~~
- ~~The final action of the Board on the expulsion shall be taken at a public meeting and the result of the action shall be a public record of the College District.~~

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The Vice President of Student and Community Advancement/Student Services or designee shall notify the student in writing within five (5) business days of the decision made by the Board of Trustees. The decision of the Board of Trustees shall be final.

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- The final action by the Board of Trustees on the expulsion shall be taken at the public meeting, and the result of the action shall be a public record of the College District.

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~~The final action by the Board of Trustees on the expulsion shall be taken at the public meeting, and the result of the action shall be a public record of the College District~~

## DISCIPLINARY HEARING PROCEDURES

### 1. Request to ~~Schedule a~~ Disciplinary Hearing

Within five (5) business days after the receipt of the [letter from the](#) Director of Student Development or designee's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The [student's](#) request must be made in writing to the ~~Director of Student Development~~ [Dean of Support Services](#) or designee, ~~and must contact the Dean of Student Support Services within 5 business days to schedule the hearing.~~

### 2. Schedule of Disciplinary Hearing

~~If a student requests a Disciplinary Hearing, the Dean of Student Support Services will send a written notice specifying that the student must contact their office within five (5) business days to schedule a hearing.~~

~~a. The formal hearing shall be held no sooner than ten (10) and no later than twenty (20) business days (unless another date is mutually agreed upon by both parties) after a formal request for hearing is received by the Dean of Student Support Services or designee.~~

~~b. If a student requests a Disciplinary Hearing, the Dean of Student Support Services will send a written notice specifying that the student must contact their office within five (5) business days to schedule a hearing.~~

~~a. b.~~ The Dean of Student Support Services or designee will [coordinate and confirm](#) ~~inform~~ with the student ~~on~~ the hearing date and time [by registered or certified mail or by personal service, and via El Camino College issued e-mail account with delivery notification by certified mail, return receipt requested, and/or e-mail to his or her El Camino College issued e-mail account, with delivery notification and/or in person with signature verification of receipt](#) at least five (5) business days prior to the hearing date [\(or unless other arrangements were mutually agreed upon in writing\)](#). The notice will enclose a description of the procedures to be followed at the hearing [and confirmation of accommodations, if necessary.](#)

~~b.~~ The formal hearing shall be held no sooner than ten (10) and no later than twenty (20) business days (unless another date is mutually agreed upon by both parties) after a formal written request for hearing is received by the Dean of Student Support Services or designee.

c. The student and the ~~College District~~ have the right to receive copies of all documents that are to be presented to the Disciplinary Hearing Panel.

d. The Disciplinary Hearing Chair shall provide the student copies of all documents to be presented to the panel. The Chair shall make such documents available to the student as soon as practical before the hearing but not less than two (2) business days before the hearing.

e. If the student intends to present any documents to the Disciplinary Hearing Panel he or she shall provide copies of the same to the Disciplinary Hearing Chair no less than two (2) business days prior to the hearing.

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f. If a student who has been given notice does not appear for the hearing, the information in support of the alleged violation(s) will be presented and considered in the student's absence. A student will be considered absent fifteen (15) minutes after the time the hearing was scheduled to convene.

Commented [R17]: Keep 15 minutes?

### 3. Disciplinary Hearing Panel

- a. The Hearing Panel shall consist of the Dean of Student Support Services or designee as the Disciplinary Hearing Chair and one representative from each of the following groups: (1) Academic Senate; (2) Classified Employees; (3) Associated Student Organization; and (4) ~~College-District~~ Management which may include ~~College-District~~ supervisors.
- b. An affirmative vote of three members of the Disciplinary Hearing Panel shall be required to determine responsibility and sanctions.
- c. The Superintendent/President or designee, the president of the Academic Senate or designee, the president of the Classified Employees bargaining unit or designee, and the president of the Associated Student Organization (ASO) or designee shall each, at the beginning of the academic year, establish a list of at least five (5) persons from each area who will serve on the Student Disciplinary Hearing panels for a term of a least one academic year. The Disciplinary Hearing Panel Members will receive training on annual basis or as needed. The Superintendent/President or designee shall appoint the hearing panel from the names on these lists. However, No administrator, faculty member, classified staff member, or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a Disciplinary Hearing Panel.
- d. The decision of the Chair of the Disciplinary Hearing Panel shall be final on all matters relating to the location, time, date and conduct of the hearing unless there is a vote by other members of the panel to the contrary.

### 4. Disciplinary Hearing Process

All hearings shall be held in closed session and are confidential, ~~they~~ they are not open to the public.

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- a. The members of the disciplinary hearing panel shall be provided with a copy of the complaint(s) against the student and any written response provided by the student before the hearing begins.
- b. The facts supporting the accusation shall be presented by a College representative who shall be the Director of Student Development or designee.
- c. The College representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.
- d. Formal rules of evidence shall not apply. The standard of proof for Student Disciplinary Hearings will be a preponderance of evidence.
- e. Unless the disciplinary hearing panel determines to proceed otherwise, the College representative and the student shall each be permitted to make an opening statement. Thereafter, the College representative shall make the first presentation, followed by the student. The College representative may present rebuttal evidence after the student completes his or her evidence. The burden shall be on the College representative to prove by preponderance of evidence that the facts alleged are true.

f. The student has the right to be assisted in the hearing by an advisor. The advisor may provide counsel or support to the student, but ~~are is~~ not permitted to speak to the panel or participate directly in the hearing. Advisors who do not observe this restriction can be removed from the hearing by the Chair of the Disciplinary Hearing Panel. ~~This is explained elsewhere, but maybe it should be??~~

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g. If the student is a minor, the student's parent(s) or legal guardian must accompany him or her to the disciplinary hearing and may act on his or her behalf.

~~h. Witnesses shall not be present at the hearing when not testifying.~~

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The student and the Dean of Student Support Services or designee may arrange for witnesses to present pertinent information to the Disciplinary Hearing Panel. Witnesses will provide information to and answer questions from the Disciplinary Hearing Panelists. All questions and responses are to be directed to the Panel, preferably the Chair, not between witnesses, complainant, and accused student. Witnesses shall not be present at the hearing when not testifying.

~~ij.~~ If the complainant is unable to attend the hearing, his or her written statement will stand as his or her testimony.

~~kj.~~ The student and his or her advisor, if any, will be allowed to attend the entire portion of the hearing at which information is received, excluding deliberations of responsibility or sanctioning.

~~lk.~~ Should a student have an attorney present to advise him or her, the student must notify the Dean of Student Support Services or designee in writing at least five (5) business days prior to the Disciplinary Hearing of his or her intent to bring an attorney.

~~l.~~ The student discipline process is an administrative process, not a court-like trial or proceeding. Attorneys are allowed to serve as advisors in meetings, interviews, or hearings but may not speak on behalf of the complainant or accused student or speak to the Dean of Student Support Services or designee during the meeting, interview, or hearing. If complainants or accused students bring an attorney to a meeting, interview, or hearing, College personnel may request legal assistance.

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~~m.~~ In hearings ~~involving that involve~~ more than one student in the same ~~situation incident~~, the Dean of Student Support Services or designee may permit the hearings concerning each student to be conducted jointly.

~~n.~~ Supporting documentation, including pertinent records, exhibits, and written statements may be accepted as information for consideration at the discretion of the Chair. Prior student conduct violations may be considered in a hearing ~~and~~ for determination of sanctions.

~~o.~~ ~~The Chair will determine Questions of whether additional potential information will be received considered will be resolved at the discretion of the Chair.~~ All procedural questions are subject to the final decision of the Chair.

~~p.~~ The Panel will determine whether the student is responsible for violating each section of the Standards of Student Conduct which the student is accused of violating. The Panel's determination will be made on the basis of whether it is more likely than not (a preponderance of evidence) that the student ~~is responsible for violating~~ the Standards of Student Co~~nduct~~. ~~The panel's decision will be determined through majority vote.~~ The Panel will then determine what sanctions ~~they deem~~ appropriate ~~for such violations~~.

~~q.~~ Hearings (excluding deliberations) will be audio-recorded and made a part of the student's conduct

file.

†g. The Chair will prepare a written report detailing the findings, the vote, the information cited by the Panel in support of its findings, ~~and any information the Panel excluded and why, and concluding with any recommended sanctions.~~ Panel members will sign the letter to indicate agreement. The Chair will then forward this document to the Director of Student Development or designee within five (5) business days upon the conclusion of the hearing.

Additionally:

- a. Complainants are to be notified within five (5) business days when written notice of the allegation/hearing is delivered to the accused student.
- b. All parties to an allegation have a right not to face questions or discussion of their history or character unless the Hearing Panel Chair determines that such information is highly relevant to determining whether the policy has been violated.
- c. Each party has the right to be present for all testimony and questioning. However, if requested, the Hearing Panel must make arrangements so that the complainant and accused are not in the same room at the same time.
- d. The College must not require a complainant to be present as a prerequisite for the hearing to proceed or sanctions imposed.
- e. Neither party is allowed to cross-examine each other or witnesses. All questions must be submitted to the Hearing Panel Chair.
- f. Both parties have the right to appeal the decision of the panel to the Vice President of Student Services within five (5) business days of the receipt of written notification of the hearing outcome.
- g. The hearing shall be recorded by the College District by tape audio recording, and shall be the only recording made. ~~No witness~~ Witnesses who refuses to be recorded ~~may be permitted to give testimony will not be permitted to give testimony. In the event the recording is by tape audio recording,~~ The Hearing Panel Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape audio recording shall remain in the custody of the College District at all times, unless released to a professional transcribing service. ~~The student may request a copy of the tape audio recording.~~

## 5. Notice of the Decision

The Dean of Student Support Services or designee shall provide the student written notice of the final resolution of charged violation(s). The written notice shall be sent to the student by certified mail, return receipt requested, or receipted for personal delivery or via El Camino College issued e-mail account with delivery notification, within five (5) business days of the written findings and decision of the Student Disciplinary Hearing Panel. In cases alleging gender-based or sexual misconduct, the complainant will receive comparable notice of the relevant findings and sanctions from the Title IX Coordinator or designee. In all other cases the complainant will be notified of the case outcome by the Director of Student Development or designee as permissible by Family Educational Rights and Privacy Act (FERPA) within five (5) business days of the conclusion of the hearing.

**Commented [DD9]:** Seems that this should be qualified. For instance, if the case is a sexual assault case and the plaintiff requests not to give testimony in the presence of the accused student, does the accused student then get the right to have the tape after? Understood that the accused has the right to hear the testimony but not sure that they should be given a copy unless certain parameters (such as the permission of those recorded) are met.

The written notice to the student shall include:

- a. The specific provision of the Standards of Student Conduct that was violated.
- b. The sanction(s) imposed and the date(s) on or periods for which they are in effect.
- c. A statement of the student's right to appeal in writing to the Vice President of Student and Community Advancement.
- d. A statement that the failure to file a request for such an appeal within the time provided shall be deemed a waiver of the right to an appeal.
- e. The complainant will be notified of the hearing panel outcome (as permissible by FERPA).

**Commented [WU10]:** Language about hearing panel outcome to complainant is already in here.

**Commented [WU11]:** Define FERPA and spell it out 9/28/18 ASO P/A

#### 67. Appeals to the Vice President of Student Services

An appeal to the Vice President of Student Services or designee as a result of a Student Disciplinary Hearing Panel may be filed on the following grounds:

- a. Proper procedures were not followed
- b. There is new relevant evidence not reasonably available at the time of the hearing or the imposition of the sanction(s)
- c. The evidence does not clearly support the finding(s)
- d. The sanctions are inappropriate relative to the violation
- e. Discrimination as defined in Board Policy 3410 and Administrative Procedure 3410

In cases alleging a violation of gender-based or sexual misconduct, both the accused student and the complainant have the right to appeal the findings of responsibility and/or sanctions based on the above criteria.

An appeal must be submitted in writing to the Vice President of Student Services or designee within five (5) business days of receiving written notification of the hearing decision. The Vice President or designee will review the appeal and the hearing findings and may make a decision to uphold, reverse, revise, or modify the decision and sanctions imposed on the student.

The Vice President or designee will notify the student in writing by certified mail, with registered receipt, or via El Camino College issued e-mail account with delivery notification within ten (10) business days following receipt of the request for appeal of his or her decision.

The decision of the Vice President of Student Services or designee shall be final, except in the case of expulsion.

#### PROVISIONS

### General Provisions

#### 1. Failure of Student to Participate

Student conduct procedures under this policy may proceed or continue notwithstanding the failure or refusal of a student to respond, attend, or otherwise participate after having been properly notified of the proceeding as provided herein.

#### 2. Technical Departures from this Policy

Technical departures from this policy shall not be grounds to void the College District's right to take disciplinary action against a student; unless the technical departure or error prevented a fair determination of the issues.

### Special Provisions for Crisis Prevention

Students in distress will be directed to the [Assessment, Intervention, and Management of Safety \(AIMS\) Team](#) for assistance. ~~(BP/AP XXXX).~~

### Special Provisions for Sexual and Gender-Based Misconduct

Cases of alleged sexual and gender-based misconduct as defined in Board Policy 3540 and Administrative Procedure 3540 will be directed to the Title IX Coordinator for review and investigation. The Title IX Coordinator will work in coordination with the Director of Student Development or designee to address any violations to the Standards of Student Conduct that are in addition to the allegations of sexual and/or gender-based misconduct as outlined below.

Sexual and gender-based misconduct includes, but is not limited to:

1. Bullying
2. Dating Violence
3. Discrimination
4. Domestic Violence
5. Intimidation
6. Retaliation
7. Sexual Assault
  - a. Non-consensual sexual contact
  - b. Non-consensual sexual intercourse
8. Sexual Exploitation
9. Sexual Harassment
  - a. Hostile environment caused by sexual harassment
10. Stalking
11. Threatening or causing abuse including physical and verbal
12. Violence between those in intimate/dating relationships to each other

Provisions for Discrimination

Cases of alleged discrimination as defined in Board Policy 3410 and Administrative Procedure 3410 will be directed to the Office of Staff and Student Diversity for review and investigation. Details regarding the provisions for discrimination are found in BP/Board Policy 3410 and Administrative Procedure 3410XXXX.

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**TIME LIMITS**

Any times specified in this administrative procedure may be shortened or lengthened if there is mutual concurrence by all parties.

References:

Education Code Sections 66300, 72122, 76120 and 76030 (Reviewed and approved by the Academic Senate – October 2015)  
[Family Educational Rights and Privacy Act 20U.S.C. section 1232G:34CFR part 99](#)  
[Association of Student Conduct Administrators: An Attorney’s role in the conduct process](#)

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Ed Policies: 11/13/18, 11/26/18, 2/26/19, 3/6/19

Reviewed and accepted by the Board of Trustees: December 14, 2015

# AP 5520 Student Discipline Procedures

## References:

Education Code Sections 66017, 66300, 72122, 76030, and 76030 et seq.;  
Penal Code Section 626.4

**NOTE:** *This procedure is **legally required**, except as specifically noted. Local practice may be inserted, but must comply with the standards of due process reflected in this example.*

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These Administrative Procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

## Definitions

**District** – The *[insert name of district]*.

**Student** – Any person currently enrolled as a student at any college or in any program offered by the District.

**Instructor** – Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

**Short-term Suspension** – Exclusion of the student by the *[CEO]* for good cause from one or more classes for a period of up to ten consecutive days of instruction.

**Long-term Suspension** – Exclusion of the student by the *[CEO]* for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

**Expulsion** – Exclusion of the student by the Board of Trustees from all colleges in the District for one or more terms.

**Removal from class** – Exclusion of the student by an instructor for the day of the removal and the next class meeting.

**Written or verbal reprimand** – An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

**Withdrawal of Consent to Remain on Campus** – Withdrawal of consent by the **[designate authority]** for any person to remain on campus in accordance with California Penal Code Section 626.4 where the **[designate authority]** has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

**Day** – Days during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

**Short-term Suspensions, Long-term Suspensions, and Expulsions:** Before any disciplinary action to suspend, or expel is taken against a student, the following procedures will apply:

- **Notice** – The **[designated position]** will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:
  - the specific section of the Standards of Student Conduct that the student is accused of violating.
  - a short statement of the facts supporting the accusation.
  - the right of the student to meet with the **[designated position]** or designee to discuss the accusation, or to respond in writing.
  - the nature of the discipline that is being considered.
- **Time limits** – The notice must be provided to the student within **[number of days]** of the date on which the conduct took place; in the case of continuous, repeated, or ongoing conduct, the notice must be provided within **[number of days]** of the date on which conduct occurred which led to the decision to take disciplinary action.
- **Meeting** – If the student chooses to meet with the **[designated position]**, the meeting must occur no sooner than **[number of days]** after the notice is provided. At the meeting, the student must again be told the facts leading to the accusation, and must be given an opportunity to respond verbally or in writing to the accusation.

**Short-term Suspension** – Within **[number of days]** after the meeting described above, the **[CEO]** shall, pursuant to a recommendation from the **[ designate position ]**, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action, or whether to end the matter. Written notice of the **[ CEO's ]** decision shall be provided to the student. The notice will include the length of time of

the suspension, or the nature of the lesser disciplinary action. The [ **CEO's** ] decision on a short-term suspension shall be final.

**Long-term Suspension** – Within [**number of days**] after the meeting described above, the [**CEO**] shall, pursuant to a recommendation from the [**designated position**], decide whether to impose a long-term suspension. Written notice of the [ **CEO** ] decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before a long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.

**Expulsion** – Within [**number of days**] days after the meeting described above, the [ **CEO** ] shall, pursuant to a recommendation from the [**designated position**], decide whether to recommend expulsion to the Board of Trustees. Written notice of the [ **CEO's** ] decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing.

**Hearing Procedures** – Request for Hearing.

**NOTE:** *Timelines may be locally determined. Five days is usually the minimum notice time accepted by courts.*

Within [**number**] days after receipt of the [ **CEO's** ] decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the [ **CEO** ] or designee.

**Schedule of Hearing** – The formal hearing shall be held within [**number**] days after a formal request for hearing is received.

**NOTE:** *The Board of Trustees may hear these matters itself, or may use the services of a hearing officer or a panel. If the hearing panel format is adopted, the following is suggested.*

**Hearing Panel** – The hearing panel for any disciplinary action shall be composed of [**insert composition, such as one administrator, one faculty member and one student.**]

The [**CEO**], the president of the Academic Senate, and the AS president shall each, at the beginning of the academic year, establish a list of at least five persons who will serve on student disciplinary hearing panels. The [**CEO**] shall appoint the hearing panel from the names on these lists. However, no administrator, faculty member, or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

**Hearing Panel Chair** – The **[CEO]** shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the panel to the contrary.

### **Conduct of the Hearing**

**NOTE:** *The hearing must comply with principles of due process, including the right to confront and cross examine witnesses. The following procedure is **legally advised**.*

The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins.

The facts supporting the accusation shall be presented by a college representative who shall be the **[designate position]**.

The college representative and the student may call witnesses and introduce oral and written testimony relevant to the issues of the matter.

Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his/her evidence. The burden shall be on the college representative to prove by the preponderance of the evidence that the facts alleged are true.

The student may represent himself/herself, and may also have the right to be represented by a person of his/her choice. **[Suggested language: *except that the student shall not be represented by an attorney unless, in the judgment of the hearing panel, complex legal issues are involved. If the student wishes to be represented by an attorney, a request must be presented not less than five days prior to the date of the hearing. If the student is permitted to be represented by an attorney, the college representative may request legal assistance. The hearing panel may also request legal assistance; any legal advisor provided to the panel may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.***

Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than **[number of days]** prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.

The hearing shall be recorded by the District either by tape recording or stenographic recording. The official recording shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the hearing panel chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. Tape recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the hearing panel chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded is not unavailable.

Within **[number]** days following the close of the hearing, the hearing panel shall prepare and send to the **[CEO]** a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

**[CEO's] Decision:**

**Long-term suspension** – Within **[number of days]** following receipt of the hearing panel's recommended decision, the **[CEO]** shall render a final written decision. The **[CEO]** may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the **[CEO]** modifies, or rejects the hearing panel's decision, the **[CEO]** shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the **[CEO]** shall be final.

**Expulsion** – Within **[number of days]** following receipt of the hearing panel's recommended decision, the **[CEO]** shall render a written recommended decision to the Board of Trustees. The **[CEO]** may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the **[CEO]** modifies, or rejects the hearing panel's decision, he/she shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The **[CEO]** decision shall be forwarded to the Board of Trustees.

**Board of Trustees Decision:** The Board of Trustees shall consider any recommendation from the **[CEO]** for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures. (Education Code Section 72122.)

The student shall be notified in writing, by registered or certified mail to the address last on file with the District, or by personal service, at least three days prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within forty-eight hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might be in conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

The Board may accept, modify, or reject the findings, decisions and recommendations of the **[CEO]** or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

**Immediate Interim Suspension** (Education Code Section 66017): The **[CEO]** may order immediate suspension of a student where he/she concludes that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within ten (10) days.

**Removal from Class** (Education Code Section 76032): Any instructor may order a student removed from his/her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the **[CEO]** and the **[designated position]**. The **[designate position]** shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the **[designated position]** shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the **[designated position]** from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal.

**Withdrawal of Consent to Remain on Campus:** The *[designate position]* may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, he/she must promptly leave or be escorted off campus. If consent is withdrawn by the *[designate position]* a written report must be promptly made to the *[CEO]*.

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than seven days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than *[number of days, no more than 14 days]* from the date upon which consent was initially withdrawn.

Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest (Penal Code Section 626.4).

**Time Limits:** Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

**Revised 6/13, 4/14, 4/15, 10/15**

### Mission Statement

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

### Vision Statement

El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel.

### 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. With this in mind, our five core values are:

- People – We ~~strive to balance the needs of~~ 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 ~~recognize and appreciate~~ embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.
- Excellence – We ~~aspire to~~ deliver quality, innovation, and excellence in all we do.

To advance the mission, vision and values, El Camino College develops strategic initiatives and objectives that support actions for institutional improvement as part of a long-range strategic plan. A set of student achievement measures informs progress on the plan.

The College evaluates the mission, vision, and values, and revises them on a regular basis.

### Institutional Effectiveness Outcomes

~~Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the ultimate outcome of greater institutional effectiveness—more students from our diverse communities will attain educational success and achieve their academic goals.~~

~~The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at El Camino College.~~

- ~~1. Student Readiness Rate~~
- ~~2. Successful Course Completion Rate~~
- ~~3. Remedial English Completion Rate~~
- ~~4. Remedial Math Completion Rate~~
- ~~5. Three Term Persistence Rate~~
- ~~6. 30 Units Achievement Rate~~
- ~~7. Completion Rate~~
- ~~8. Transfer Rate~~
- ~~9. Degrees and Certificates awarded~~
- ~~10. Number of Transfers~~

~~Improvement goals to be achieved by the end of the Strategic Plan (Academic Year 2019-2020) are developed through College wide consultation, with annual progress compared with a baseline year. Institutional effectiveness outcomes will be monitored annually for progress on each goal. In addition, an overriding priority is to reduce existing differences in achievement by demographic characteristics across all measures.~~

### Strategic Initiatives

~~In order to fulfill the mission and make progress toward the vision, El Camino College will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are College wide plans to make progress on each initiative. Measures assess that progress during the period of the Strategic Plan (2015-16 to 2019-2020).~~

### A STUDENT LEARNING

~~Support student learning using a variety of effective instructional methods, educational technologies, and college resources.~~

~~Objectives:~~

- ~~1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.~~
- ~~2. Incorporate instructional approaches that are positively associated with student success and persistence.~~
- ~~3. Provide specific and relevant technology training to support integration of technology with instruction.~~
- ~~4. Provide equipment needed to support faculty use of technology.~~

- ~~5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.~~

#### ~~B – STUDENT SUCCESS & SUPPORT~~

~~Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.~~

~~Objectives:~~

- ~~1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).~~
- ~~2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.~~
- ~~3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.~~

#### ~~C – COLLABORATION~~

~~Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.~~

~~Objectives:~~

- ~~1. Develop, promote, and implement an employee recognition plan.~~
- ~~2. Conduct annual review of the *Making Decisions at El Camino College* document, which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.~~
- ~~3. Strengthen collaboration among programs across disciplines and College areas.~~
- ~~4. Improve publication of the broad input on College processes.~~
- ~~5. Add this initiative to the purpose statement of each collegial consultation committee.~~

#### ~~D – COMMUNITY RESPONSIVENESS~~

~~Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development needs of the community.~~

~~Objectives:~~

- ~~1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.~~
- ~~2. Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.~~
- ~~3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.~~

#### ~~E – INSTITUTIONAL EFFECTIVENESS~~

~~Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.~~

##### ~~Objectives:~~

- ~~1. Develop an integrated program review and planning tool.~~
- ~~2. Establish benchmarks and aspirational goals for student achievement.~~
- ~~3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.~~
- ~~4. Strengthen collaboration between programs serving students.~~
- ~~5. Maintain fiscal stability.~~
- ~~6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.~~

#### ~~F – MODERNIZATION~~

~~Modernize infrastructure and technological resources to facilitate a positive learning and working environment.~~

##### ~~Objectives:~~

- ~~1. Implement the Technology Plan to meet the developing information technological needs of the campus.~~
- ~~2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.~~
- ~~3. Implement safety cameras and other technological aspects of campus safety plan.~~

El Camino College

Adopted: 1/16/01

Amended: 1/22/02, 6/18/07, 6/21/10, 12/15/2014, pending 2018 date

## Board Policy 4220

## Standards of Scholarship

The Superintendent/President shall, in collegial consultation with the Academic Senate, establish procedures that establish standards of scholarship consistent with the provisions of Title 5 Sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050 et seq., and Board policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the ~~El Camino College District~~ catalogs.

Reference: Title 5 Sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050 et seq.

Ed Policies:3/26/19

El Camino College  
Adopted:

Initial Review: 11/6/2018

## **BP 4220 Standards of Scholarship**

### **References:**

Education Code Section 70902 subdivision (b)(3);  
Title 5 Sections 51002, 55020 et seq., 55031 et seq., 55040 et seq., and 55050 et seq.

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

The [ **CEO** ] shall establish procedures that establish standards of scholarship consistent with the provisions of Title 5 Sections 51002, 55020 et seq., 55030 et seq., 55040 et seq., 55050 et seq., and Board policy.

These procedures shall address: grading practices, academic record symbols, grade point average, credit by examination, academic and progress probation, academic and progress dismissal, academic renewal, course repetition, limits on remedial coursework, and grade changes.

These procedures shall be described in the [ **District** ] catalogs.

**Revised 9/05, 2/08, 4/16, 4/18**

**BOARD POLICY 415222**  
**(DRAFT)**

**Limitation to Remedial Coursework**

It is the policy of El Camino College that a student shall not receive credit for more than 30 units of remedial (pre-collegiate basic skills ~~non-degree applicable basic skills~~) coursework at El Camino College. The limitation does not apply to the following:

1. A student enrolled in an English as a Second Language (ESL) course; or
- ~~2.~~ 2. A student identified as having a learning documented disability. ~~(There could be other disabilities, i.e. psychiatric or psychological that could also be an exception). It seems to me that documented should be part of the qualifier.~~

A student may be granted a waiver to the 30-unit limit upon petition. Waivers will be granted only if the student shows significant measurable progress towards the development of skills ~~necessary for success in college-level courses~~ appropriate to enrollment in degree-applicable credit courses.

Procedures for implementing this policy will be developed by the Superintendent/President in collegial consultation with the Academic Senate.

**References:**

CCR, Title 5, Section ~~55756.5~~ 55035

ACCJC Accreditation Standard II.A.4

El Camino College  
Adopted: 6/19/06

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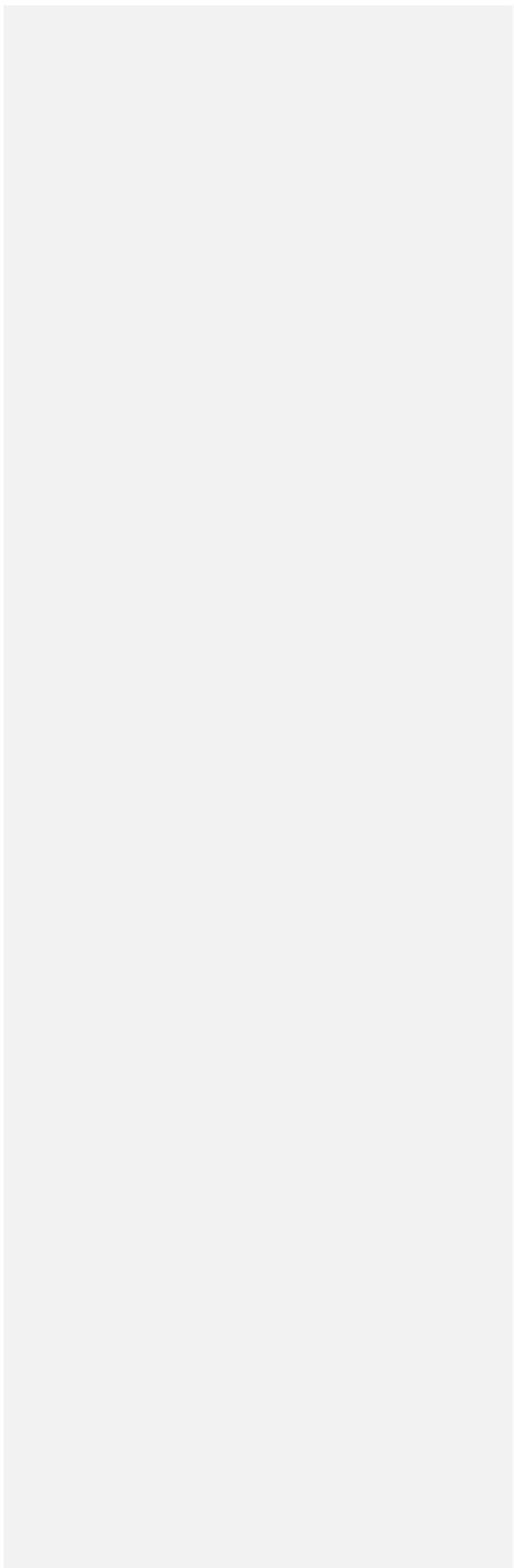
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Revised: xxxxxx



## ADMINISTRATIVE PROCEDURE 4222: Limitation to Remedial Coursework (DRAFT)

### Definition of Remedial Coursework

~~Remedial coursework is defined as coursework consisting of nondegree applicable basic skills courses and includes courses in reading, writing, computation, and English as a Second Language (ESL) designed to facilitate acquisition of those skills necessary for successful completion of certificate or associate degree courses. I suggest we strike this and replace it with the wording from the CCLC which simply defines it as follows:~~

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Remedial coursework consists of pre-collegiate basic skills courses.

Commented [DD1]: I suggest we strike this and replace it with the wording from the CCLC which simply defines it as follows:

### Assessment of Student Need

A student's need for remedial coursework shall be determined using ~~appropriate assessment instruments, methods, or procedures including multiple measures. Since the BOG has not, nor does it have plans to approve an "assessment instrument," I think we should make this language AB705-friendly. Hence, I recommend the following, which I have taken from Title 5, Section 78213.~~

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multiple measures in one or more of the following areas: high school coursework, high school grades, high school GPA. It must be noted that a student may bypass remediation based on any one measure.

Commented [DD2]: Since the BOG has not, nor does it have plans to approve an "assessment instrument," I think we should make this language AB705 friendly. Hence, I recommend the following, which I have taken from Title 5, Section 78213.

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### Limits to Remediation

No student shall receive more than 30 semester units for remedial coursework. Upon completion of 30 units in ~~nondegree applicable basic skills courses~~ pre-collegiate basic skills courses, students who do not qualify for a waiver of this limitation (described below) will receive notification that they are no longer eligible to enroll in additional remedial courses. A student who exhausts the unit limitation and does not receive approval of a waiver shall be referred to appropriate adult noncredit education services.

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Commented [MD3]: Who does this referral? Needs to be more specific.

Students who earn units in pre-collegiate basic skills courses ~~nondegree applicable basic skills courses~~ at universities or other community colleges and then transfer to El Camino College will not have those units counted as part of the remedial limitation.

### Eligibility for Waiver

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in degree-applicable credit courses may be granted a waiver of the limitations of this procedure. Such waivers shall be reviewed and approved by ~~the Division of Counseling & Student Success Services~~ the Academic Dean relevant to the coursework being

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~~waived, and the Director of the Special Resource Center, if applicable, and The waiver shall be granted given for a specified periods of time and for a specified numbers of units.~~

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### Conditions of Reinstatement

A student who successfully completes remedial coursework or who demonstrates skills levels which will reasonably assure success in degree-applicable courses may request reinstatement to proceed with such coursework.

Commented [MD4]: Why is this section needed? How has the student been uninstated so that they need to be reinstated?

### Exemptions

Students enrolled in one or more courses of English as a Second Language (ESL) and students identified as having a documented learning disability are exempt from the limitations of this procedure.

### Dissemination of Policy on Remedial Coursework Limitation

The District catalog shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

### References:

Title 5, Sections 55000 and 55035

ACCJC Accreditation Standard II.A.4

Ed Policies 3/26/19

2.3.17

## AP 4222 Remedial Coursework

### References:

Education Code Section 78213;  
Title 5 Section 55035;  
ACCJC Accreditation Standard II.A.4

**NOTE:** *This procedure is **legally required**. Local practice may be inserted here, which must include the following:*

Remedial coursework consists of pre-collegiate basic skills courses.

A student's need for remedial coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units [ **or 45 quarter units** ] for remedial coursework. A student who exhausts this unit limitation shall be referred to appropriate adult noncredit education services.

No student shall be required to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework, shows that those students are highly unlikely to success in transfer-level coursework in English and mathematics. A student may be required to enroll in additional concurrent support, including additional language support for English as a Second Language students, during the same semester that they take a transfer-level English or mathematics course, but only if the [ **designate position** ] determines the support will increase their likelihood of passing the transfer-level English or mathematics course. The [ **designate position** ] shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded and low or noncredit support options.

A student who successfully completes remedial coursework or who demonstrates skill levels which assure success in college-level courses may request reinstatement to proceed with college level coursework.

Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the limitations of this procedure.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may be granted a waiver of the limitations of this procedure.

District [ **and College** ] catalogs shall include a clear statement of the limited applicability of remedial coursework toward fulfilling degree requirements and any exemptions that may apply to this limitation.

**Revised 9/05, 2/08, 4/15, 10/18**

**Administrative Procedure 4103****Cooperative Work Experience**

The District offers a Cooperative Work Experience program which integrates educational programs with paid or unpaid work experience. A Cooperative Work Experience Plan is developed and submitted to the ~~California Community College Chancellor's Office~~ Board of Trustees for approval. The plan includes:

1. The systematic design of a program whereby students gain realistic learning experiences through work;
2. A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies;
3. Guidance services;
4. A sufficient number of qualified academic personnel to direct the program;
5. Processes that assure students' on-the-job learning experiences are documented with written, measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described;
6. Provision of adequate clerical and instructional services ~~are provided~~.

Records shall be maintained by the division office that include:

1. The type and units of work experience in which the student is enrolled,
2. Where employed,
3. Job held,
4. Basis for determining student qualifications,
5. Statement of student hours worked,
6. Evaluation of performance,
7. Issuance of a work permit (if necessary).

Supervising faculty must maintain records that document consultation with the student and the employer, evaluation of the student's achievement, and the final grade.

**References:**

Title 5 Sections 55250 et seq.

**Approvals:**

COD: 10/11/18; 11/8/18

EPC: 3/26/19

AS:

CC:

BOT:

## AP 4103 Work Experience

### References:

Title 5 Sections 55250 et seq.

**NOTE:** *This procedure is **legally required** if the District permits work experience. Local practice may be inserted, but must involve:*

A plan is developed and submitted to the Board of Trustees, which includes:

- The systematic design of a program whereby students gain realistic learning experiences through work;
- A specific description of the respective responsibilities of the college, the student, the employer, and other cooperating agencies;
- Guidance services;
- A sufficient number of qualified academic personnel to direct the program;
- Processes that assure students' on-the-job learning experiences are documented with written measurable learning objectives, students are required to meet certain criteria and are evaluated, and the basis for awarding grades and credit is described;
- Adequate clerical and instructional services are provided;
- A statement that the District has officially adopted the plan, subject to approval by the Board of Trustees.

**NOTE:** *In addition, procedures should address:*

- The maintenance of records that include the type and units of work experience in which student is enrolled, where employed, job held, basis for determining student qualifications, statement of student hours worked, evaluation of performance, and that a work permit was issued.
- Supervising faculty must maintain records that show consultation with the employer and the student, evaluation of the student's achievement, and the final grade.

Revised 4/18

## 1. College Curriculum Committee (CCC) STRUCTURE

### 1.1 Voting Representatives

Voting Representatives shall be one full-time faculty member from each academic division, one full-time faculty counselor, and one full-time faculty librarian. ~~one full-time faculty member from the Compton Community Education Center, and one full-time faculty counselor from the Compton Community Educational Center.~~ The Vice President of Academic Affairs (VPAA) shall be a voting representative and the Council of Academic Deans and Directors shall also have a voting representative.

### 1.2 Term of Faculty Representatives

The term of a faculty CCC representative shall be three years. The elections will be staggered so that one third of the representatives are elected each year.

### 1.3 Election of Faculty Representatives

The election process shall be initiated in each Academic Division, the Counseling Division, and the Library ~~and the Compton Community Education Center~~ in compliance with the Academic Senate Constitution. CCC elections for full terms shall take place in the fall semester of the last year of a term. Only full-time faculty are eligible to vote for a faculty representative.

1.3.1 Should a CCC representative not complete his or her term, the replacement shall be elected for the remainder of the term.

1.3.2 Should a CCC representative be required to take a leave exceeding one month, an interim representative must be appointed by the division dean, or if appropriate, the area director, and the senior Academic Senate representative for the period of the leave.

### 1.4 Vice President of Academic Affairs Representative

If for any reason the VPAA is unable to meet the attendant responsibilities of a CCC representative, then he or she shall appoint a designee from the Council of Academic Deans and Directors to fulfill the responsibilities on an interim basis.

### 1.5 Council of Academic Deans and Directors Representative

The Council of Academic Deans and Directors CCC representative will be appointed for a three-year term by the VPAA or the designee.

1.5.1 Should a Council of Deans and Directors CCC representative not complete his or her term, the VPAA or the designee shall appoint a replacement for the remainder of the term.

1.5.2 Should the Council of Deans and Directors CCC representative be required to take a leave exceeding one month, an interim representative shall be appointed by the VPAA or the designee.

## 1.6 Ex-Officio Representatives

The Ex-Officio representatives of the CCC, who are non-voting members, shall include but are not limited to:

1. Articulation Officer
2. Associate Dean, Academic Affairs
3. Chair-Elect (when not serving as a division representative)
4. Curriculum Advisor
5. Distance Education Coordinator  
~~Dean, Compton Center — Academic Affairs~~
6. Immediate Past Chair (when not serving as a division representative), shall serve for one year following completion of his or her term as CCC Chair
7. Member of the Associated Students (selected by President of Associated Students Organization)  
~~Member of the Associated Students, Compton Community Educational Center (selected by President of Associated Student Body)~~
8. Student Services Advisor, Evaluations Unit
9. Registrar

## 1.7 Responsibilities of All Representatives

These shall include:

1. Regular and punctual attendance at all meetings
2. Attend at least one in-service training session each academic year
3. Knowledge of current curriculum procedures and policies
4. Careful study and review of all curriculum proposals in advance of meetings
5. Assistance to faculty with curriculum issues and proposal preparation

## 2. College Curriculum Committee (CCC) Chair

### 2.1 Term of Office for CCC Chair

The term of office is two years.

### 2.2 Qualifications of CCC Chair

A candidate for Chair must have two years of CCC experience and either be a current CCC faculty representative or immediate present or past Chair.

### 2.3 Election of CCC Chair

#### 2.3.1 Election Process

The election will be coordinated by the Curriculum Advisor and an Election Committee appointed by the CCC Chair.

The Election Committee will consist of two voting CCC members.

## 2.3.2 Election Timeline

2.3.2.1 Regular Election: The election will occur no later than the 12<sup>th</sup> week of the spring semester during the seated Chair's first year of office.

2.3.2.2 Special Election: In the event that a vacancy will exceed a period of six months, a special election will be held to fill the position for the remainder of the term. The CCC will determine the special election timeline.

## 2.3.3 Chair Elect

2.3.3.1 If the seated Chair is not re-elected, the person elected will serve as Chair-Elect for one academic year before taking office. The Chair-Elect may attend the weekly meetings with the Chair, VPAA or designee, and Curriculum Advisor throughout the year prior to taking office. The Chair-Elect shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair. The Chair-Elect will also serve as either the division representative or as an ex-officio representative.

2.3.3.2 If the seated Chair cannot serve, then the Chair-Elect assumes the office of Chair for an interim period not to exceed 6 months.

## 2.3.4 Chair Pro Tempore

A Chair Pro Tempore shall be designated by the CCC Chair at the beginning of an academic year when there is no Chair-Elect. The Chair Pro Tempore shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair.

## 2.4 Appointment of CCC Chair

In the event that neither the Chair nor Chair-Elect can serve, then the Academic Senate President shall appoint, in mutual agreement with the CCC, a Chair who shall serve for an interim period not to exceed 6 months.

## 2.5 Duties of CCC Chair

The Chair shall:

1. Preside at CCC meetings
2. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues
3. Attend weekly meetings with the VPAA or designee and the Curriculum Advisor and others as appropriate
4. Function as a liaison with the Distance Education Advisory Committee and other committees as appropriate
5. Attend the State Academic Senate meetings and appropriate breakout sessions
6. Attend the annual Curriculum Institute and curriculum workshops at the local, regional, and state levels

7. Participate in developing the annual curriculum calendar
8. Serve as CCC liaison with the Academic Senate, Council of Academic Deans and Directors, Division Curriculum Committees, Faculty, Cabinet, and Board of Trustees as appropriate
9. Notify division deans, or if appropriate, the area director, and senior Academic Senate representatives of CCC vacancies and timeline for elections of division representatives
10. Consult with the CCC prior to seeking action from non-CCC bodies
11. Share with the CCC copies of all written communication in a timely manner
12. Perform additional duties as mutually agreed upon by the CCC and VPAA or designee

2.6 Reassigned Time for CCC Chair  
The reassigned time for the CCC Chair shall be no less than 30%.

### **3. OPERATIONAL PROCEDURES**

3.1 Quorum for Meetings  
The quorum for conducting business at CCC meetings shall be 50% of the faculty representatives.

3.2 Attendance Requirements  
Members unable to attend a meeting should notify the Curriculum Office for an excused absence. When a CCC faculty representative has more than two consecutive, unexcused absences, the Chair shall notify the division's dean, or if appropriate, the area director, Academic Senate representatives, and faculty that the division's and/or the College's interests and concerns are not being adequately represented. In order to ensure the participation of ex-officio members of the CCC, when any of those members have more than two consecutive unexcused absences, the Chair and VPAA or the designee shall notify the appropriate administrator that the College's curriculum may be compromised by the ex-officio member's lack of involvement and representation.

3.3 Meeting Times  
The regular meetings of the CCC shall take place during the Fall and Spring semesters on the second and fourth Tuesdays of the month from 2:30 p.m. to 4:30 p.m. Adjustments to the regularly scheduled meeting dates may be made by a majority vote of the CCC. Adjustments to the meeting times may be requested by the CCC Chair. Meeting times may be extended as long as a quorum exists. Special meetings may be called by the CCC Chair as necessary.

#### 4. RESPONSIBILITIES OF FACULTY REPRESENTATIVES

- 4.1 CCC Division Representative  
The Division's/~~Compton Community Education Center's~~ CCC Representative serves as a liaison and resource person for the Division/~~Compton Community Education Center~~ faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals.
- 4.2 CCC Librarian Representative  
The CCC Librarian Representative serves as a liaison between the CCC and the Library. The library representative also serves as a resource person for divisions and faculty in matters of curriculum review, curriculum development, and College and State curriculum practices and procedures. The representative is responsible for thorough study and review of all curriculum proposals. In addition, the librarian serves as a liaison between the CCC and Learning Resources regarding curriculum-related matters.

#### 5. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC) COMPOSITION AND RESPONSIBILITIES

- 5.1 Division Dean  
The Dean is responsible for coordinating the development of all division curriculum and informing the Council of Academic Deans and Directors of curriculum developments that may affect other divisions. The Dean is a resource person for regulatory guidelines, faculty load, WSCH, lecture/lab ratios, fiscal implications, and related matters regarding curriculum proposals.
- 5.2 CCC Division Representative  
The Division's CCC representative serves as a liaison and resource person for the division.
- 5.3 Division Representatives  
Division representation will include a minimum of four faculty members who provide appropriate discipline expertise. Division representatives are responsible for the thorough review and approval of all division curriculum proposals.
- 5.4 Division Counselor  
The Division Counselor(s) serves as a resource person(s) for the division in such matters as transfer, articulation, associate degrees, certificates, and student needs.
- 5.5 Clerical Support  
A member of the division's clerical staff, under the direction of the Division Dean and with the assistance of the CCC representative, is responsible for providing to the CCC error-free proposals ~~on the proper forms~~ in the proper format.

5.6 The DCC conducts technical review for all proposals. Technical review ensures that Title 5 regulations have been met, that local procedures are adhered to, and that course specifications have been appropriately addressed. The DCC should refer to the guidelines for curriculum preparation/review found in the Curriculum Handbook for El Camino College.

5.6.1 The DCC is responsible for reviewing the feasibility of online and hybrid versions of courses and ensuring that they meet the standards for regular and effective contact between students and instructor and among students. The DCC should refer to the guidelines found in the ECC Curriculum Handbook.

## **6. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC) PROCEDURES**

### **6.1 DCC Meetings**

At least two regularly scheduled DCC meetings will be held in each division per semester. Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester. All division faculty members and the Counseling Division are to be notified of DCC meeting dates. Minutes of the meetings are to be kept on file in the division office. Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year.

### **6.2 In-Service Training**

All DCC members will attend at least one in-service training session each academic year. These in-service training sessions will be presented by members of the CCC and, when appropriate, by DCC members.

### **6.3 Curriculum Review**

DCC members will review curriculum in accordance with the ECC Curriculum Handbook, ~~for El Camino College~~, the California Community Colleges Program and Course Approval Handbook, Title 5 of the California Code of Regulations, and District policies.

## **7. REVIEW OF CURRICULUM DECISIONS**

7.1 Refer to the current Curriculum Appeals Process Flow Charts which are located in the Curriculum Handbook for El Camino College.

## **8. OTHER CONSIDERATIONS**

### **8.1 CCC Subcommittees**

The Chair shall form subcommittees to address curricular issues. All CCC representatives are expected to serve on subcommittee assignments, and faculty at large may be appointed to serve.

Adopted: 10-13-98

Revised/Approved by Academic Senate: 1-26-99

Revised/Approved by Academic Senate: 9-14-99

Revised/Approved by Academic Senate: 9-25-01

Revised/Approved by Academic Senate: 3-25-03

Revised/Approved by Academic Senate: 11-15-05

Revised/Approved by Academic Senate: 9-19-06

Revised/Approved by Academic Senate: 10-7-08

Revised/Approved by Academic Senate: 10-5-10

Revised/Approved by Academic Senate: 9-23-03

Revised/Approved by Academic Senate:

## 1. College Curriculum Committee (CCC) STRUCTURE

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### 1.2 Term of Faculty Representatives

The term of a faculty CCC representative shall be three years. The elections will be staggered so that one third of the representatives are elected each year.

### 1.3 Election of Faculty Representatives

The election process shall be initiated in each Academic Division, the Counseling Division, and the Library ~~and the Compton Community Education Center~~ in compliance with the Academic Senate Constitution. CCC elections for full terms shall take place in the fall semester of the last year of a term. Only full-time faculty are eligible to vote for a faculty representative.

1.3.1 Should a CCC representative not complete his or her term, the replacement shall be elected for the remainder of the term.

1.3.2 Should a CCC representative be required to take a leave exceeding one month, an interim representative must be appointed by the division dean, or if appropriate, the area director, and the senior Academic Senate representative for the period of the leave.

### 1.4 Vice President of Academic Affairs Representative

If for any reason the VPAA is unable to meet the attendant responsibilities of a CCC representative, then he or she shall appoint a designee from the Council of Academic Deans and Directors to fulfill the responsibilities on an interim basis.

### 1.5 Council of Academic Deans and Directors Representative

The Council of Academic Deans and Directors CCC representative will be appointed for a three-year term by the VPAA or the designee.

1.5.1 Should a Council of Deans and Directors CCC representative not complete his or her term, the VPAA or the designee shall appoint a replacement for the remainder of the term.

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## 1.6 Ex-Officio Representatives

The Ex-Officio representatives of the CCC, who are non-voting members, shall include but are not limited to:

1. Articulation Officer
2. Associate Dean, Academic Affairs
3. Chair-Elect (when not serving as a division representative)
4. Curriculum Advisor
5. Distance Education Coordinator  
~~Dean, Compton Center — Academic Affairs~~
6. Immediate Past Chair (when not serving as a division representative), shall serve for one year following completion of his or her term as CCC Chair
7. Member of the Associated Students (selected by President of Associated Students Organization)  
~~Member of the Associated Students, Compton Community Educational Center (selected by President of Associated Student Body)~~
8. Student Services Advisor, Evaluations Unit
9. Registrar

## 1.7 Responsibilities of All Representatives

These shall include:

1. Regular and punctual attendance at all meetings
2. Attend at least one in-service training session each academic year
3. Knowledge of current curriculum procedures and policies
4. Careful study and review of all curriculum proposals in advance of meetings
5. Assistance to faculty with curriculum issues and proposal preparation

## **2. College Curriculum Committee (CCC) Chair**

### 2.1 Term of Office for CCC Chair

The term of office is two years.

### 2.2 Qualifications of CCC Chair

A candidate for Chair must have two years of CCC experience and either be a current CCC faculty representative or a ~~an immediate~~ present or past Chair.

### 2.3 Election of CCC Chair

#### 2.3.1 Election Process

The election will be coordinated by the Curriculum Advisor and an Election Committee appointed by the CCC Chair.

The Election Committee will consist of two voting CCC members.

## 2.3.2 Election Timeline

2.3.2.1 Regular Election: The election will occur no later than the 12<sup>th</sup> week of the spring semester during the seated Chair's first year of office.

2.3.2.2 Special Election: In the event that a vacancy will exceed a period of six months, a special election will be held to fill the position for the remainder of the term. The CCC will determine the special election timeline.

## 2.3.3 Chair Elect

2.3.3.1 If the seated Chair is not re-elected, the person elected will serve as Chair-Elect for one academic year before taking office. The Chair-Elect may attend the weekly meetings with the Chair, VPAA or designee, and Curriculum Advisor throughout the year prior to taking office. The Chair-Elect shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair. The Chair-Elect will also serve as either the division representative or as an ex-officio representative.

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## 2.3.4 Chair Pro Tempore

A Chair Pro Tempore shall be designated by the CCC Chair at the beginning of an academic year when there is no Chair-Elect. The Chair Pro Tempore shall serve as Acting Chair at the CCC meetings when the Chair cannot be present or needs to relinquish the chair.

## 2.4 Appointment of CCC Chair

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The Chair shall:

1. Preside at CCC meetings
2. Report at the regular Academic Senate meetings on actions of the CCC and curriculum issues
3. Attend weekly meetings with the VPAA or designee and the Curriculum Advisor and others as appropriate
4. Function as a liaison with the Distance Education Advisory Committee and other committees as appropriate
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6. Attend the annual Curriculum Institute and curriculum workshops at the local, regional, and state levels

7. Participate in developing the annual curriculum calendar
8. Serve as CCC liaison with the Academic Senate, Council of Academic Deans and Directors, Division Curriculum Committees, Faculty, Cabinet, and Board of Trustees as appropriate
9. Notify division deans, or if appropriate, the area director, and senior Academic Senate representatives of CCC vacancies and timeline for elections of division representatives
10. Consult with the CCC prior to seeking action from non-CCC bodies
11. Share with the CCC copies of all ~~written~~ communication in a timely manner
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2.6 Reassigned Time for CCC Chair  
The reassigned time for the CCC Chair shall be no less than 30%.

### **3. OPERATIONAL PROCEDURES**

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3.2 Attendance Requirements  
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3.3 Meeting Times  
The regular meetings of the CCC shall take place during the Fall and Spring semesters on the second and fourth Tuesdays of the month from 2:30 p.m. to 4:30 p.m. Adjustments to the regularly scheduled meeting dates may be made by a majority vote of the CCC. Adjustments to the meeting times may be requested by the CCC Chair. Meeting times may be extended as long as a quorum exists. Special meetings may be called by the CCC Chair as necessary.

#### **4. RESPONSIBILITIES OF FACULTY REPRESENTATIVES**

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#### **5. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC) COMPOSITION AND RESPONSIBILITIES**

- 5.1 **Division Dean**  
The Dean is responsible for coordinating the development of all division curriculum and informing the Council of Academic Deans and Directors of curriculum developments that may affect other divisions. The Dean is a resource person for regulatory guidelines, faculty load, WSCH, lecture/lab ratios, fiscal implications, and related matters regarding curriculum proposals.
- 5.2 **CCC Division Representative**  
The Division's CCC representative serves as a liaison and resource person for the division.
- 5.3 **Division Representatives**  
Division representation will include a minimum of four faculty members who provide appropriate discipline expertise. Division representatives are responsible for the thorough review and approval of all division curriculum proposals.
- 5.4 **Division Counselor**  
The Division Counselor(s) serves as a resource person(s) for the division in such matters as transfer, articulation, associate degrees, certificates, and student needs.
- 5.5 **Clerical Support**  
A member of the division's clerical staff, under the direction of the Division Dean and with the assistance of the CCC representative, is responsible for providing to the CCC error-free proposals on the proper forms in the proper format.

- 5.6 The DCC conducts technical review for all proposals. Technical review ensures that Title 5 regulations have been met, that local procedures are adhered to, and that course specifications have been appropriately addressed. The DCC should refer to the guidelines for curriculum preparation/review found in the Curriculum Handbook for El Camino College.
- 5.6.1 The DCC is responsible for reviewing the feasibility of online and hybrid versions of courses and ensuring that they meet the standards for regular and effective contact between students and instructor and among students. The DCC should refer to the guidelines found in the ECC Curriculum Handbook.

## **6. DIVISION CURRICULUM/TECHNICAL REVIEW COMMITTEE (DCC) PROCEDURES**

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At least two regularly scheduled DCC meetings will be held in each division per semester. Meeting dates are to be forwarded to the CCC Chair no later than the first day of the Fall semester. All division faculty members and the Counseling Division are to be notified of DCC meeting dates. Minutes of the meetings are to be kept on file in the division office. Names of DCC members and meeting dates should be established at the end of the Spring term preceding the upcoming academic year and forwarded to the CCC Chair prior to the beginning of the academic year.
- 6.2 In-Service Training  
All DCC members will attend at least one in-service training session each academic year. These in-service training sessions will be presented by members of the CCC and, when appropriate, by DCC members.
- 6.3 Curriculum Review  
DCC members will review curriculum in accordance with the ECC Curriculum Handbook, ~~for El Camino College~~, the California Community Colleges Program and Course Approval Handbook, Title 5 of the California Code of Regulations, and District policies.

## **7. REVIEW OF CURRICULUM DECISIONS**

- 7.1 Refer to the current Curriculum Appeals Process Flow Charts which are located in the Curriculum Handbook for El Camino College.

## **8. OTHER CONSIDERATIONS**

- 8.1 CCC Subcommittees  
The Chair shall form subcommittees to address curricular issues. All CCC representatives are expected to serve on subcommittee assignments, and faculty at large may be appointed to serve.

Adopted: 10-13-98

Revised/Approved by Academic Senate: 1-26-99

Revised/Approved by Academic Senate: 9-14-99

Revised/Approved by Academic Senate: 9-25-01

Revised/Approved by Academic Senate: 3-25-03

Revised/Approved by Academic Senate: 9-23-03

Revised/Approved by Academic Senate: 11-15-05

Revised/Approved by Academic Senate: 9-19-06

Revised/Approved by Academic Senate: 10-7-08

Revised/Approved by Academic Senate: 10-5-10

**Revised/Approved by Academic Senate:**

# El Camino College Academic Senate 2018-2019 Goals: Progress Report

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**Yellow** = progress; **Green** = still pending

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

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

Measures:

1. Provide leadership for the college on issues related to Senate purview;
  - i. **Educational Policies Committee** supports college's goal to establish and update legally required BP/APs including Ethics; reviewed BP/APs in response to faculty concerns re: student discipline and professional development.
  - ii. **Assessment of Learning Committee** reports improved quality of assessments and evidence these are being used to improve teaching and student learning; surveying faculty to evaluate and improve processes.
  - iii. **College Curriculum Committee** is overseeing Acalog and Curriculog development and implementation; supporting AB 705 compliance; completed curriculum certification process; revising certificates requirements to align with state mandates; reviewed 260 proposals and articulation agreements in Fall 2018.
  - iv. **Distance Education Advisory Committee** shifted oversight and implementation of training from Professional Development and Learning to Distance Education; overseeing college's participation in statewide Online Education Consortium.
  - v. Senate President co-chairs **faculty position prioritization process**; co-chaired **Program Evaluation Task Force** which received board approval to discontinue Horticulture program.
  - vi. **Senate consults on college planning documents and instruments** (e.g., Quality Focus Essay, International Student Program, Strategic Planning, SENSE, Measuring College Outcomes, Guided Pathways Assessment).
2. Arrange faculty representation on local and statewide senates and on campus committees;
  - i. Senate represented on hiring, collegial consultation, and campus committees; 11 senator vacancies filled including 6 new senators and 5 elected to another term.
3. Provide faculty leadership for the effective utilization of academic technology at the college;
  - i. **Academic Technology Committee** reviewing committee's mission; overseeing task force for becoming a "bring your own device" campus; advising college on strategies given reduced funding; revived Spring Technology Campus.
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
  - i. **Faculty Development Committee** implemented new flex credit matrix and policies and supported implementation of new flex reporting system to start Spring 2019; FDC developing appeal process for flex submissions.
5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;

- i. **Evaluation forms** were revised to improve fairness and consistency, support professional growth and learning, and enhance usability; collegial consultation completed and Academic Senate approved revised forms; shift to online forms in progress.
- 6. Develop a **user-friendly and informative resource for minimum qualifications** and the equivalency process;
- 7. Maintain communication and effective collaboration with ECC Federation of Teachers.
  - i. **Presentations at Senate by ECCFT** president and executive director in Fall 2018; Senate and ECCFT collaborate on Evaluation Procedures Task Force; ECCFT president is member of Ed Policies; Presidents of Senate and Federation collaborate regularly (e.g., through College Council, BOT, on committee appointments).

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

Measures:

- 1. Arrange a **Senate orientation** at the start of the academic year;
  - i. *Interactive orientation provided at first meeting including Senate purview, shared governance, senator expectations, ed policies processes, college mission, overview of meeting packets;*
  - ii. *Handbook updated, distributed to all senators, posted to Senate website;*
  - iii. *Progress report provided on previous year's goals and new goals adopted; all are published in packet and on Senate website.*
  - iv. *Senators receive overview of packet contents to encourage consultation with constituents and prepare for meetings; at meetings and in meeting notes provide background and context for issues considered by Senate;*
  - v. *Ongoing "orientation" provide through deans' introductions at Senate meetings and informational presentations.*
- 2. Provide **regular, ongoing communication with all faculty;**
- 3. Encourage **greater participation of senators in meetings and other activities of Senate,** including Senate e-board, subcommittees and task forces;
  - i. *The following faculty appointed to statewide positions:*
    - *Guided Pathways Liaisons: Janice Pon-Ishikawa & Jenny Simon*
    - *Legislative Liaison: Chris Wells*
    - *Non-Credit Liaison: Matt Kline*
    - *OER Liaison: Mary McMillan*
    - *Julia Land, Basic Needs Advisory Group, ASCCC*
    - *Darcie McClelland, Resolutions Committee, ASCCC*
- 4. Continue initiatives to recognize faculty who achieve tenure.
  - i. *In collaboration with ECC President and VPAA, **continued annual tenure reception;** faculty achieving rank were recognized with certificates and letter of congratulations (as well as recognition by VPAA on faculty listserv).*

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

Measures:

- 1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by **updating the ECC Constitution;**

2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including **AB 705 and Guided Pathways**;
3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.
  - i. *In collaboration with Outreach and School Relations, Senate supported efforts to distribute 1300 **"Ask Me" buttons**; new Spanish-language buttons implemented in Fall 2018; program will receive funding to support institutionalization starting Fall 2018.*
  - ii. *In collaboration with Counseling, Senate provided **student resources to faculty** related to petitions to graduate, new appointment system, and majors drop-in hours; resources for First-Gen and undocumented students; academic and support services.*

*Goals approved by ECC Academic Senate 9.18.18; progress as of 3.14.19*