



Academic Senate of El Camino College 2020-2021

March 16, 2021

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

Office location: Schauerman Library, Room 273

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

<http://www.elcamino.edu/academics/academicssenate/agenda.asp>. Hard copies of agendas are posted outside the Library.

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

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



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Zoom information for Academic Senate Meeting 3/16/2021

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

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

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

Meeting ID: 960 6675 9172

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

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

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, March 16. In the subject line, please put Academic Senate Meeting 3/16 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.



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Officers & Executive Committee

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

Part-Time (One-year terms)

Jack Spencer

Ed Muo

Behavioral & Social Sciences

Stacey Allen 22/23

Ali Ahmadpour 22/23

Kristie Daniel-DiGregorio 20/21

Renee Galbavy 20/21

Michael Wynne* 20/21

Business

Kurt Hull 21/22

Philip Lau*^R 21/22

Josh Troesh 21/22

Counseling

Seranda Bray 20/21

Anna Brochet*^R 21/22

Rocio Diaz 22/23

Library Learning Resources

Analu Josephides 21/22

Mary McMillan 21/22

Claudia Striepe*^R 21/22

Fine Arts

Jonathan Bryant 21/22

Joe Hardesty 20/21

Russell McMillin*^R 21/22

Joanna Nacheff 21/22

Darilyn Rowan 21/22

Health Sciences & Athletics/Nursing

Andrew Alguliar 22/21

Ryan Anthony 22/23

Nate Fernley 21/22

Tiffanie Lau 20/21

Colleen McFaul 20/21

Humanities

Sean Donnell 21/22

Brent Isaacs 21/22

Elayne Kelley 21/22

Pete Marcoux* 21/22

Anna Mavromati 21/22

Industry & Technology

Charlene Brewer-Smith^R 21/22

Ross Durand* 21/22

Dylan Meek^R 21/22

Renee Newell 21/22

Jack Selph 21/22

Mathematical Sciences

Susana Acuna-Acosta 22/23

Diaa Eldanaf 22/23

Robert Eleuteri 22/23

Le Gui 20/21

Ronald Martinez 21/22

Natural Sciences

Shimonee Kadakia 21/22

Darcie McClelland 22/23

Mia Dobbs 21/22

Shanna Potter*^R 22/23

Jwan Amin 22/23

Academic Affairs & Student Services

Jean Shankweiler

Ross Miyashiro

Associated Students Organization

Dalyan Johnston

Pretty Abraham

President/ Superintendent

Dena Maloney

Ex-officio positions

Kelsey Iino ECCFT

Institutional Research

Josh Rosales

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

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

El Camino College Academic Senate Purpose, Meetings, and Committees

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

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

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

ECC ACADEMIC SENATE MEETINGS:

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

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

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

SENATE COMMITTEES:

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

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

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

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

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

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

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

CAMPUS COMMITTEES:

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

Board of Trustees. Chair: Bill Beverly. Senate Rep: Darcie McClelland. 3rd Mondays, 4 pm, Alondra.

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

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

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

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

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

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

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

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

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

ECC (El Camino College) Acronyms

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

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

Adjunct

- Chinedu (Ed) Muo
 Jack Spencer

Behavioral & Social Sciences

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

Business

- Kurt Hull
 Phillip Lau
 Joshua Escalante Troesh

Counseling

- Anna Brochet
 Rocio Diaz
 Seranda Sylvers

Fine Arts

- Jonathan Bryant
 Joe Hardesty
 Russell McMillin
 Joanna Nachef
 Darilyn Rowan

Health Sciences & Athletics

- Andrew Alvillar
 Ryan Anthony
 Nate Fernley
 Tiffanie Lau
 Colleen McFaul

Humanities

- Kevin Degnan
 Sean Donnell
 Brent Isaacs
 Elayne Kelley
 Pete Marcoux

Industry & Technology

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

Library and Learning Resources

- Analu Kameeiamoku Josephides
 Mary McMillan
 Claudia Striepe

Mathematical Sciences

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

Natural Sciences

- Mia Dobbs
 Shimonee Kadakia
 Darcie McClelland
 Shanna Potter
 Jwan Amin

Associated Students Organization

- Dalyan Johnston
 Pretty Abraham

Curriculum Chair

- Janet Young

Academic Affairs

- Jean Shankweiler

Student Services

- Ross Miyashiro

President/Superintendent

- Dena Maloney

ECC Federation

- Kelsey Iino

Institutional Research

- Carolyn Pineda
 Joshua Rosales

Dean's Reps/Guests/Other Officers:

- Julieta Aramburo
 Jeff Baumunk
 April Bernabeo
 Stephanie Burnham
 Greg Fry
 Christopher Hurd, SEA
 Camila Jenkin
 Shiny Johnson, Nursing

George Levine
 Gifford Lindheim, HAS
 Coleen Maldonado
 Kathryn Marsh
 Gary Medina
 Jeff Miera
 Andrew Nasatir
 Grace Ou
 Karen Preciado
 Colin Preston, Kinesiology/Athletics
 Virgina Rapp, Business
 Russell Serr, HAS
 Portia Sorunke
 Sara Tabrizi, ITEC

Viviana Unda, IRP
 Celso Uribe
 Carla Velasquez-Lopez
 Elizabeth Walker, Humanities
 Kerri Webb, Marketing & Communication
 Moses Wolfenstein, LLR – ODE
 “Tony” Roland Zapata, Counseling

Excused: K. Daniel Di-Gregorio, R. Galbavy,
A. Josephides

ACADEMIC SENATE MINUTES

March 2, 2021

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

A. CALL TO ORDER

Senate President Darcie McClelland called the second Academic Senate meeting of the Spring 2021 semester to order on Tuesday, March 2nd at 12:31pm.

D. McClelland: Quick Reminder

- Comments/questions not directly related to current agenda item will not be acknowledged until public comment. Additionally, comments/questions on agenda items should contribute to the discussion in a meaningful way. Public comments will be limited to 1 three-minute comment per person per meeting.
- If you type something in the chat that you would like read aloud, please begin the comment with ***. If your comment does not begin with *** we will assume it's just for others to read silently and will not acknowledge it publicly.

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

D. McClelland: See pgs. 6-16 of the packet for minutes from February 16th meeting. Motioned by P. Marcoux, seconded by C. Striepe.

- No comments or questions
- 41 yes, 0 nos, 0 abstentions. APPROVED.

C. UNFINISHED BUSINESS

a. Tenure Recognition- Stacey Allen and Russell Serr

- S. Allen: As many of you know, we recently held the fifth annual tenure reception to honor our newly tenured faculty and sadly we missed an opportunity to recognize one of our very special tenured faculty and so at this time, I would like to invite Dean Russell Serr to introduce today's honoree
- R. Serr: Privilege to recognize Gifford Lindheim. Have had the privilege to observe him on the field and in the classroom and out, and learn something new every time I watch him teach and coach. The way he communicates with people is something to admire, lives mission of the college. Wife and kids often come to the games. We are very lucky to have Coach Lindheim as part of the El Camino College community
- D. Maloney: So glad to be here and to recognize Coach Lindheim, was the first person to interview when I joined the college. Faculty play an important role in our institution and to earn tenure is an important milestone, and it is important for college and person to recognize tenure. So happy you joined ECC. When Mike and I go to football games, we recognize your leadership. Congrats on your tenure and best of luck on your tenure.

- G. Lindheim: I love being an El Camino Warrior. Always working on getting better, so much to learn. I hope to continue to represent the college and my family in the best way possible. Thank you everybody.

R. Diaz: Welcome Virginia Rapp, Dean of Business Division!

V. Rapp: In response to *in what ways is your division connecting with students to support them in a remote environment?* Faculty and departments are aware that students are somewhat unconnected and they have tried to come up with some events to pull students in to share information about the industry, about the classes, to use information to get a job. Structured classes in ways that students can get out faster. We also have the open computer lab, have an instructional assistant that can see their screen, manipulate their assignments, writes. It's been really great. Review sessions with students on his own time to take real estate sales and broker license. Faculty are aware that they need extra help, and when they are having trouble they contact us and staff go the extra step and they've done a great job.

R. Diaz: Thank you for being with us. Our next introduction is Nate Fernley.

N. Fernley: I'm really grateful to be here. This is the first time getting to work with Academic Senate and I'm grateful for the opportunity and hopefully learn as much as I can, and hopeful to make as much change on campus as possible.

R. Diaz: Thank you. Next is Ed Muo and one thing he is looking forward to is working on expanding feasible modes of instruction during and post-COVID and providing an ECC alum viewpoint.

E. Muo: Hi, I am an alumni of El Camino. Started at my high school, and one of the senators taught me in chorus, Dr. Nacheff. I'm really excited to come back to El Camino, currently teaching Anatomy. Very happy to lend my expertise and knowledge when it comes to ECC matters and perspective of ECC alumni as well.

R. Diaz: Thank you, we're happy to have your expertise and knowledge. Last but not least, Dalyan Johnston, Director of ASO. She is looking forward to giving a student perspective and learning more about El Camino and everything that is going on behind the scenes with faculty. Welcome Dalyan!

D. Johnston: Thank you, I'm very excited to work with you all and give you all a student perspective. I am a first year business major. Thank you.

D. McClelland: Welcome to everyone, we're excited to have all of you working with our senate this semester. Thank you for your service to the senate and to the college.

b. Guidelines for Camera Use and Recording in Online Synchronous Classes 2nd Reading and Vote-Moses Wolfenstein

- D. McClelland: Motion to approve camera policy: motioned by P. Marcoux, seconded by S. Donnell.
- The onus is on us as faculty members to prove that it is necessary for instruction. Are there are comments, questions or concerns about the policy as it appears in the packet? None.
- Vote: 39 yes, 2 abstentions (D. Rowan, R. McMillin), 0 nos. Policy passes.

D. NEW BUSINESS

a. BP/AP 4260: Prerequisites and Corequisites 1st Reading- Darcie McClelland

- D. McClelland: Made no changes to BP, but we regularly take a look to review, to get in habit of regular review cycle of our policies and procedures.
- The way our policies and procedures. BP's are short statements and procedure is the longer document that spells out details to carry out the policy.
- No questions about BP. If any questions or comments, please email Darcie.
- AP: It is a little bit longer. The changes are noted in different font colors. In the first paragraph, added enrollment limitations. Minor change from courses to classes because document is called Schedule of Classes. Added a reference and some language about challenges and how students can challenge if they are deemed to not meet a prerequisites or corequisites, added by deans. This is straight out of Title 5.
- A. Brochet: Something came to my attention last week. With AB 705 changes to prerequisites, certain classes still cite previous basic skills prerequisites. Because of AB 705, those are no longer required, but it is confusing to students. Had a student in a Chemistry class and instructor mentioned that if student never took Math 40, shouldn't be in that class. Based on faculty announcement, student dropped course. With AB 705, these courses are not required. Had to explain to students that because of AB 705, no longer required.
 - J. Young: You are right, there is recommended preparation with old wording. We we're able to change all courses, we changed many of them, but that curriculum does not become active until next catalog. You bring up a good point, will bring up to Jean, Lavonne, and Lori.
 - DM: Will bring back to Council of Deans to remind faculty
- E. Walker: How can a student demonstrate the burden of showing "the prerequisite or corequisite is either unlawfully discriminatory or is being applied in a unlawfully discriminatory manner"? How will a student have access to this type of information? DM: It is state law. We can certainly look into providing students with advisement when they come to us with a challenge.
 - J. Escalante: There are potential legal implications that we don't want to makes changes. Proving a negative, that is really hard to do.
- DM: Under curriculum review process, instead of mutually agreeable, spelled out what it means-between senate and administration. We made some strikeouts to align with what we are doing.
- There is a lot of detail of how we review our courses, the level of scrutiny of prerequisites and corequisites. Consultation to make changes to BP/AP, takes minimum of 3 ½ months. Felt it was more appropriate for these details to live in curriculum handbook.
- A. Ahmadpour: Regarding the last question, for example, if faculty says to student something that discriminates against them. DM: This doesn't govern what a faculty advises to do or faculty behavior, it governs published prerequisites and corequisites. Challenge process is if student believes the published prerequisite or corequisite is discriminatory, then they would need to provide evidence to college to have it overturned.

- DM: Any additional questions or comments on this? None. We will bring this back for second reading and a vote in next meeting. Please email me with feedback, I will follow up on what info we can give student if they want to challenge a prerequisite or corequisite.
- b. BP/AP 3200: Accreditation 1st Reading- Claudia Striepe
- C. Striepe: We wanted to review this one while process is still fresh in our minds. The only change here is elimination of double wording of 'special accreditation'. Are there any questions about BP before we move on to AP? None.
 - AP is a little longer, there are a couple of changes, fairly minor, adding some points for clarification.
 - Noting when the process should begin
 - Decided that current way the steering committee worked was satisfactory, didn't make any changes in this area.
 - Any questions? None.
- c. BP/AP 4300: Field Trips and Excursions 1st Reading- Claudia Striepe
- C. Striepe: Dr. Serr here as well in case there are questions and concerns. He was instrumental in bringing this back because his department wanted some of the verbiage included.
 - Included 'transportation and planning' and also replaced musical with any 'performing arts' activities
 - Comma suggestions from Sean Donnell
 - CS: We decided to include original titles of field trips and excursions, but we will be including definitions and information not only pertaining to field trips and excursions, but also alternate site visits. This document should be kept in local division office so that appropriate planning persons have access to it.
 - Again will note broader definition of performing arts
 - S. Bray: Reason for the change in the miles from 50 to 20? CS: Not 100% sure. R. Serr: Has been back and forth, that is before this revision. D. McClelland: 50 miles is a really long way, faculty were asking students to go on these trips that were really far away. An equity problem because students don't have resources to travel 40 miles. For us to keep track of it so we don't make excessive demands. Just saying it requires VP approval.
 - S. Bray: One of my colleagues had a question about this BP. Correct me if I'm wrong, do professors need to include it on their syllabus before the start of the semester? One thing that is problematic is getting bus rates; would an estimate suffice? CS: As mentioned in the beginning, make a reasonable effort. Could say it is an approximate amount.
 - J. Nacheff: I always include in my syllabus that there is an approximate cost. Be as transparent as possible. But sometimes there is no way to include every single detail. Will that be sufficient? CS: I think it will be acceptable, you are making reasonable effort to be transparent and provide students with information.

- C. Preston: For Athletics, go to a lot of competitions. Now have to have VP approve every trip in addition to 20 miles? RS: Not required for athletic events
- A. Ahmadpour: How do you quantify the word regularly? DM: Refers to not meeting in the classroom
- C. Striepe: Included other scenarios, that are highly unlikely, how will we deal with these instances. JS: If student needs accommodation, goes through SRC
- A. Alvillar:
 - Athletics is not a field trip. Field trips are scheduled into a class, anything scheduled into athletics is separate.
- J. Nachev: We have students who audit course, that would exclude them. Performing arts and athletics are separate from a field trip.

E. INFORMATION ITEMS – DISCUSSION

a. Campus Climate Survey Presentation-Viviana Unda

- V. Unda: Spring 2021 Campus Climate Survey, IRP
- For student campus climate survey, Josh will be the chair. For employee, Carolyn is the chair.
- Student and employee survey committees were convened to review the 2018 survey instruments
 - Employee campus climate survey was reviewed by the Employee Experiences subcommittee from the President’s Advisory Committee on Race and Equity
 - Student campus climate survey was reviewed by a cross functional committee, incorporating elements of the CCSSE. 2018 questions were adjusted to reflect the realities of remote learning
- Surveys are currently going through collegial consultation committees
- Research Questions
 - Student Perspective
 - Employee Perspective
- Student Survey Sections
 - Overall experience (5)
 - Physical Environment and Safety (9)
 - Campus Life and Activities (4)
 - Diversity and Inclusion (8)
 - a. USC survey
 - Housing security (6)
 - Homelessness (12)
 - Finances (3)
 - Open ended questions (7)
- Employee Survey Sections
 - Mission (3)
 - Work Environment (15)
 - Sense of belonging and college value (6)
 - PD (4)

- Job satisfaction (7)
- Communication and vision/direction of college
- Service to students (4)
- Equity and diversity (7)
- Open-ended Q's (3)
- Demographics (11)
 - a. Employees will be surveyed by external USC survey this year
- Total: 69 questions
- Survey Administration
 - Both surveys will be administered through Qualtrics. No paper surveys will be used.
- Analysis of Results and Reporting
 - June & July 2021: Process results
 - Sept 2021: Review results, discuss action plan, lessons learned/suggestions for next round
 - October 2021: Report completed and formal rollout of results
- A. Ahmadpour: question. I think it is only fair to add that question-what works, what doesn't. We can be more specific to address disparity between administrator and teacher pay
 - C. Pineda: Addresses more the campus climate.
 - AA: If we are addressing equity, it corresponds to well-being of the campus
 - D. McClelland: That is not a senate issue, bring up to Federation.
- A. Brochet: Question about number 43-talking about communicating with faculty
 - VU: Can ask them to change the wording of the question if it is one or two words, can't be complete rewording for longitudinal results
- E. Muo: Are there any strategies for participating for faculty and students? VU: Have not given any incentives for surveys. If we give incentive for one survey, probably students would expect an incentive. We administer so many surveys through the year that it would be costly to do something like that. We try to get support from stakeholders
 - C. Pineda: Did a sample of courses, asked faculty to give us some time in class. With virtual environment, that was taken away. We are looking how to move forward this year.
 - VU: COVID 19 survey got about 2,000 responses and analysts felt pretty well with that number
 - EM: People who are on Canvas-is there a way to incorporate into actual Canvas pages and you would get data. I wouldn't mind sharing that with my students.
- E. Walker: It is interesting that there are no direct question about how faculty/staff feel about the racial climate on campus being that there have been at least 3 campus-wide racial incidents amongst the faculty.
 - CP: Those questions will most likely be included in the Employee survey from the USC Race & Equity that will be administered in Fall 2021.DM: Is there something we can put that on this survey? Thank you, Dr. Walker.

F. OFFICER REPORTS

- a. President, Darcie McClelland
 - As a follow up to the concern raised 2/16 about WL students not having equitable access to course
 - Increasing student involvement in Academic Senate
 - Senate will participate

- b. Chair, Curriculum – Janet Young

No report.

- c. VP Educational Policies – C. Striepe

No report.

- d. VP Equity, Diversity, & Inclusion- A. Josephides

No report.

- e. VP Faculty Development- Stacey Allen
 - Cohosted by EDI and FDC: Informed and Inspired: Where Do We Go From Here? Cultural Transformations at ECC – 3/18 1-2pm
 - Will elaborate at next meeting

- f. VP Finance- Josh Troesh
 - New US administration and new laws do not immediately create budget change
 - State > Chancellor’s Office > School > Union
 - Will elaborate at next meeting

- g. VP Academic Technology- Pete Marcoux
 - Academic Technology Committee
 - ECC Ed Tech Conference March 25th and 26th
 - Thur 2-3, 3:15-4:15, & 4:30-5:30 (division)
 - Fri 9-10 keynote, 10:15-11:15, 11:30-12:30
 - a. Keynote Jory Hadsell, Ed.D. Executive Director CVC-OEI
 - College Technology Committee
 - Faculty computer replacement plan is in motion, a draft was presented to the Tech Committee; it’s now going to Cabinet for final approval
 - Looking at options for Zoom rooms for fall
 - Tech committee looking at consolidating computer drop in labs

- h. VP Instructional Effectiveness/ALC & SLOs Update- Kevin Degnan
 - SLO reports due Friday, 5 March
 - SLO Report Entry Workshop Wednesday, 3 March at 1pm –see details in Cornerstone

- Current SLO completion rate is ~26% for the campus—keep those reports coming! And let Kevin Degnan (kdegnan@elcamino.edu) know if you encounter any troubles or have any questions.
- Newly required fields...are required. They're our core data!
- PLO reports are due 19 March. Let Kevin know if you need any SLO data for your report—there a new tool that makes finding it easier!

G. SPECIAL COMMITTEE REPORTS

- ECC VP of Academic Affairs – Jean Shankweiler
 - Return to campus planning
 - Flu vaccines – require students to get flu vaccine
 - Medicat screening, must do before coming campus: has two questions
 - Associate Degree Task Force
 - Hiring
 - i. Faculty
 - ii. Associate Deans
 - iii. Interim VP
- ECC VP of Student Services – Ross Miyashiro
No report.
- Online and Digital Education Committee- Mary McMillan

H. FUTURE AGENDA ITEMS

- a. Constitution Changes
- b. Discussion concerning appropriate online load for faculty post-COVID
- c. Officer Elections

I. PUBLIC COMMENT

K. Iino: Hosting a COVID vaccination town hall with Kaiser Permanente on March 10th

A. Ahmadpour: Not role of union to determine salary of teachers. DM: Not a senate issue.

C. Brewer-Smith: For Medicat, do we have to do that each time we go to campus? J. Shankweiler: Yes. There's no app, need to go into website everyday. CBS: We need an app for that.

J. ADJOURN

Motioned to adjourn by A. Ahmadpour, seconded by S. Donnell. Meeting adjourned at 2:03pm.

Board Policy 4260

Prerequisites and Co-Requisites

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

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

Reference: Title 5 Sections 55000 and 55003

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

See Administrative Procedure 4260.

El Camino College

Adopted: 7/20/09

Amended: 6/17/13

Ed Policies 11-24-2020

Council of Deans 12-17-2020



POLICY & PROCEDURE SERVICE

BP 4260 Prerequisites and Co-requisites

References:

Title 5 Sections 55000 and 55003

NOTE: *This policy is legally required.*

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

Revised 2/08

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

1. Information in the Catalog and Schedule of Courses.

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

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

2. Challenge Process

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

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

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

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

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

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

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

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

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

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

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

3. Curriculum Review Process

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

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

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

Section 55003 subdivision (c).

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

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

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

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

Review of Individual Courses

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

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

1. Prerequisites and Co-requisites

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Blocks of Courses or Sections

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

Reference:

Title 5, Sections 55000 et seq.

Adopted: July 20, 2009

Amended: 6/17/13

Ed Policies: 11/24/20

Council of Deans: 12/17/2020



POLICY & PROCEDURE SERVICE

AP 4260 Prerequisites and Co-requisites

References:

Title 5 Sections 55000 et seq.

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

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

1. Information in the Catalog and Schedule of Courses.

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

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

2. Challenge Process

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POLICY & PROCEDURE SERVICE

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

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

B. Grounds for challenge shall include the following:

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

C. Curriculum Review Process

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

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

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POLICY & PROCEDURE SERVICE

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

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

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

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

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

Review of Individual Courses

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

- 1. Advisories on Recommended Preparation**

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

- 2. Limitations on Enrollment**

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

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

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

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

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

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

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

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

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ECC VERSIONS

Board Policy 3200

Accreditation

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

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

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

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

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

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

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

Administrative Procedure 3200 Accreditation

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

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

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

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

The duties of the Accreditation Team may include:

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

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

References:

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

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



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BP 3200 Accreditation

References:

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

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

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

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

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

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

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

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AP 3200 Accreditation

References:

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

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

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

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Board Policy 4300 FIELD TRIPS AND EXCURSIONS

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

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

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

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

Reference:

Title 5, Section 55220

El Camino College
Adopted
Revised
EPC 2/23/21

Administrative Procedure 4300 FIELD TRIPS AND EXCURSIONS

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

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

Definitions

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

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

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

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

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

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

General Principles

- A. **For field trips**, The District may either provide transportation by use of District equipment or contract with a transportation carrier to the sites of approved field trips/excursions. When District equipment is used the governing board shall secure liability insurance as appropriate. When a contracted transportation carrier is used, the vendor is required to show Certificate of Insurance coverage pursuant to the District's required insurance limits, including, but not limited to, Comprehensive General Liability, Automobile Liability and Workers' Compensation coverage.

- B. Every **reasonable** effort shall be made to allow students with disabilities to participate in field trips and alternate class site meetings. In the event that a student with a disability is unable to participate, an alternate activity shall be provided. **A student with a documented disability who will be requiring accommodations on a field trip, excursion, or alternate site activity must notify the instructor that they will be requesting accommodations at least ten (10) working days before the event is scheduled.**

- C. **Students who cannot participate in a field trip due to circumstances outside their control including but not limited to documentation status, incarceration status, or financial hardship will be provided an alternative assignment.** **Undocumented students, formerly incarcerated students, and/or students who would have financial issues related to participating will also have an opportunity to complete an alternate assignment.** The student must give notice that they will be requesting an alternative assignment prior to the field trip.

- D. The following activities must be coordinated with, and approved by ~~the Area of Student Services: and Community Advancement:~~ **Athletic activities, off-campus activities involving student organizations, clubs, etc., Participation in recreational events/sports activities and events, Dances, Picnics, Approved and calendared non-District sponsored activities.**

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

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

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

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

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

Procedures for Field Trips and Excursions

A. Planning and Approval Procedures for Field Trips

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

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

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

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

B. Planning and Approval Procedures for Excursions

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

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

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

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

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

C. Transportation for Field Trips and Excursions

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

D. Regulations for Field Trips and Excursions

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

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

Procedures for Alternate Class Sites

A. Planning and Approval Procedures

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

District.

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

B. Transportation

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

C. Regulations

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

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

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

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

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

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

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

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

 - 2. A Field Trip/Excursion ~~Waiver Form~~ **Waiver, Release and Indemnity Agreement (hereafter referred to as "Waiver Form")** must be filled out and signed by each participant prior to the departure of each field trip/excursion.

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

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

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

A. Misconduct

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

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

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

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

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

C. Illness

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

D. First Aid Kits:

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

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

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

Reference:

Title 5, Section 55220

Approved: 3/16/09

Revision: 10/9/19

Ed Policies 2/25/20

Revision 02/23/2021

Senate:



POLICY & PROCEDURE SERVICE

BP 4300 Field Trips and Excursions

References:

Title 5 Section 55220;
Government Code Section 11139.8

NOTE: *This policy is legally required.*

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

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

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

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

Revised 8/07, 10/17

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



POLICY & PROCEDURE SERVICE

AP 4300 Field Trips and Excursions

References:

Government Code Section 11139.8;
Title 5 Section 55220

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

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

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

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

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

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

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POLICY & PROCEDURE SERVICE

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

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

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

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

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El Camino College

2024-2034 Comprehensive Planning & Strategic Planning Processes

Institutional Research & Planning

November 16, 2020

Comprehensive & Strategic Planning Processes: General Timeline

2024-2034 Next Comprehensive Planning Process (11 months)

2021		2022	
Aug - Dec	Jan - May	June	

End of current 2017-22 Comprehensive Master Plan

2024-2029 Next Strategic Planning Process (12 months)

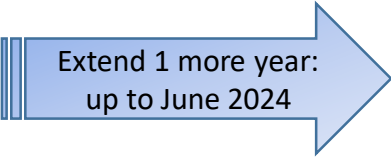
2022			2023			
July - Sep	Oct	Nov-Dec	Jan - May	June	July - Sep	Oct

Start of annual planning for 2023-24



To plan, we will have to extend 2020-23 Strategic plan

End of current 2020-23 Strategic Plan



Start of annual planning for 2024-25

Comprehensive Planning Process: Outcome

2024-2034 Comprehensive Master Plan

- Brief document that identifies and describes long-term strategic themes and goals (next 10 years) in four key College areas: Education, Staffing, Technology, and Facilities.
- The Comprehensive Master Plan includes a holistic internal and external scan than looks into the four key College areas.

Comprehensive Planning Process: Timeline

Getting Organized Aug 2021

- Establish Comprehensive Planning task force
- Train Comprehensive Planning task force
- Determine calendar of comprehensive planning tasks, deliverables, responsible areas and deadlines
- Develop communication process to keep ECC community fully informed

Data Gathering & Engagement Sep/Oct/Nov 2021

Internal and External Scan: Review & discuss with stakeholders ECC mission, vision and values by examining cultural issues, resource concerns and other factors impacting comprehensive planning process in four key College areas (Education, Staffing, Technology, and Facilities)

Comprehensive Planning Process: Timeline (cont.)

Plan Creation
Dec 2021/
Jan/Feb 2022

Development of Comprehensive Master Plan document: analysis of internal and external factors impacting the four key College areas, and description of long-term strategic themes and goals (next 10 years) for each area

**Collegial
Consultation**
Mar/Apr 2022

Present Comprehensive Master Plan to six collegial consultation committees

**Board of Trustees
Approval**
May/June 2022

Present Comprehensive Master Plan for approval to Board of Trustees (2 readings)

Strategic Planning Process: Outcome

Strategic Plan (2024-2029)

- Document that operationalizes the first five years of the Comprehensive Master Plan.
- The Strategic plan is composed of four plans:
 - Education Master Plan (serves as guidance for the other three plans)
 - Staffing Plan
 - Technology Plan
 - Facilities Plan
- Each plan includes five-year goals and objectives, key performance indicators, and targets, annual timeline of key activities, stakeholders involved in each activity.

Strategic Planning Process: Timeline

Getting Organized Jul 2022

- Establish Strategic Planning task force (working groups for each plan)
- Train Strategic Planning task force
- Determine calendar of strategic planning tasks, deliverables, responsible areas and deadlines
- Develop communication process to keep ECC community fully informed

Sense Making Aug/Sep/Oct 2022

- Based on internal and external scan, determine Educational Master Plan (EMP) priorities for first five years to establish five-year goals and objectives
- Based on internal and external scan, and EMP priorities, goals, and objectives, establish first five-year priorities, goals, and objectives for Staffing, Technology, and Facilities plans
- Determine relationship between Strategic Plan and institutional focused plans (Enrollment Management Plan, EEO Plan, Distance Education Plan, SEA Plan, Career Education Plan??)

Strategic Planning Process: Timeline (cont.)

Plan Creation

Nov-Dec 2022/
Jan-Feb 2023

Development of Educational Master Plan, Staffing, Technology, and Facilities Plans. Each plan includes:

- First five-year priorities, goals, and objectives
- Key performance indicators and targets
- Annual timeline of key activities and stakeholders involved in each activity.

Collegial Consultation

Mar-Apr 2023

Present Strategic Plan to six collegial consultation committees

Board of Trustees Approval

May/Jun 2023

Present Strategic Plan for approval to Board of Trustees (2 readings)

- The 2024-2034 Comprehensive Master Plan and first five-year Strategic Plan (2024-29) will be ready at the start of FY 2023-24 (July, 2023). Annual planning for 2024-25 starts in October 2023.



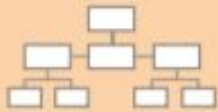
Thank You
Questions?

The mission of **Guided Pathways** is to create a campus-wide culture that **guides, supports** and **empowers** students.

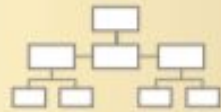


What we see...

Student Services



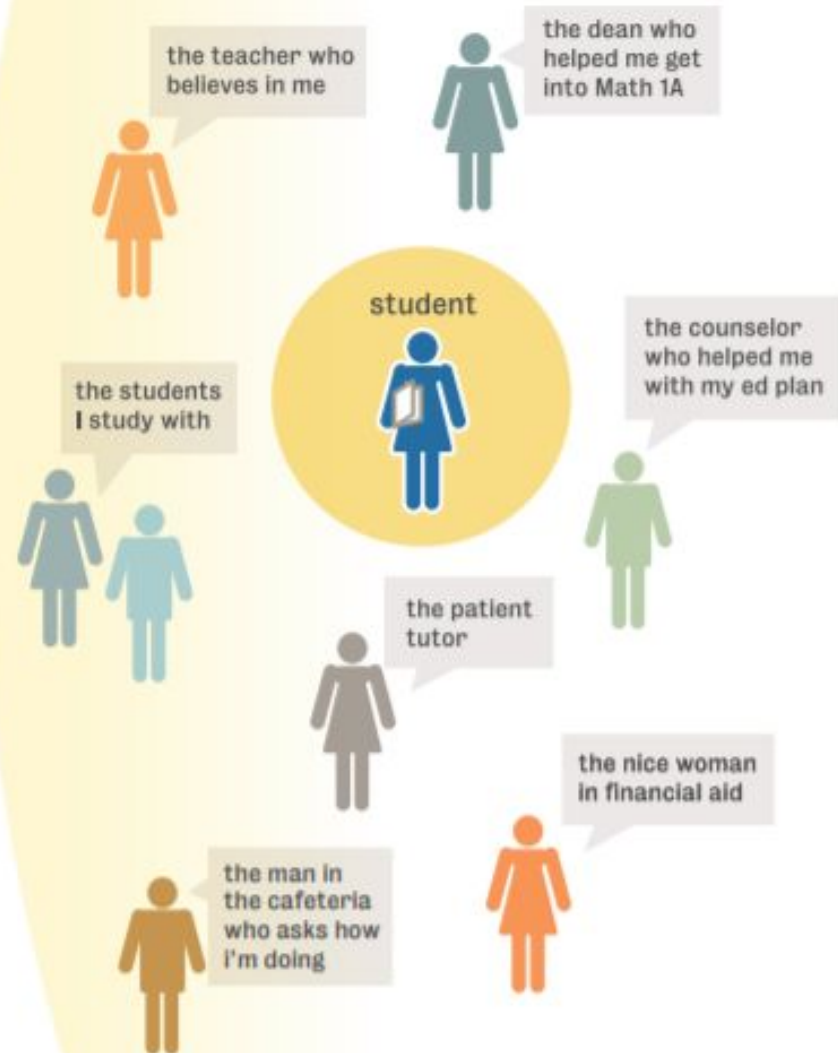
Instruction



Special Populations Programs



What the student experiences...

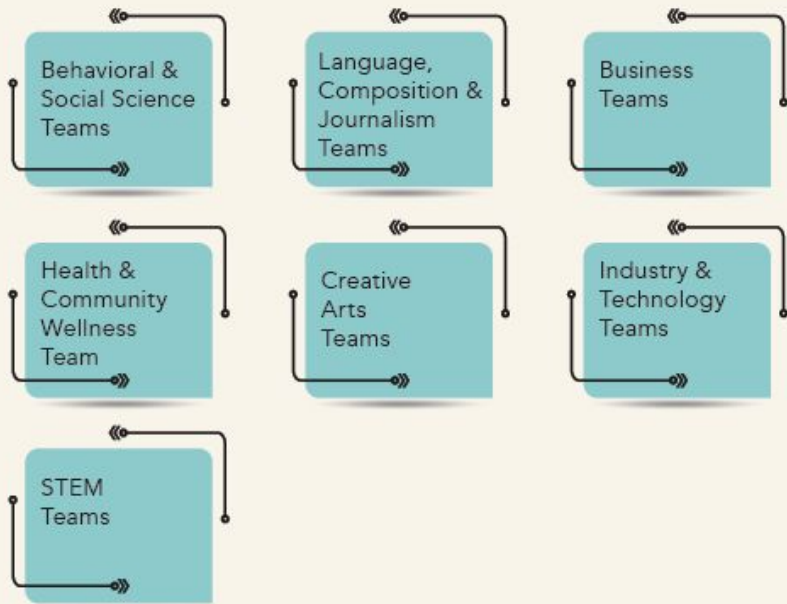


META-MAJORS

are groups of related majors with similar requirements, outcomes, or methodologies. One can also consider Meta-Majors as categories of majors by areas of interest. A student's major places them in a related Meta-Major Network with support tailored around their major.

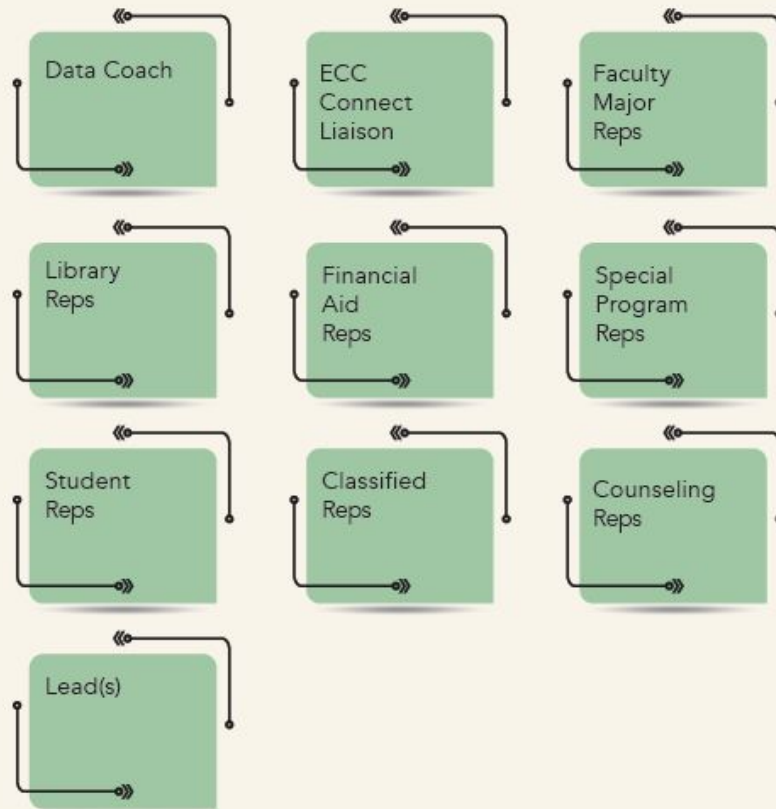
SUCCESS TEAM

assess the data regarding the students in a particular cohort (in this case, in a meta-major), and based on the gaps and successes seen in the data, plan and implement strategies to support these students on their educational journeys.



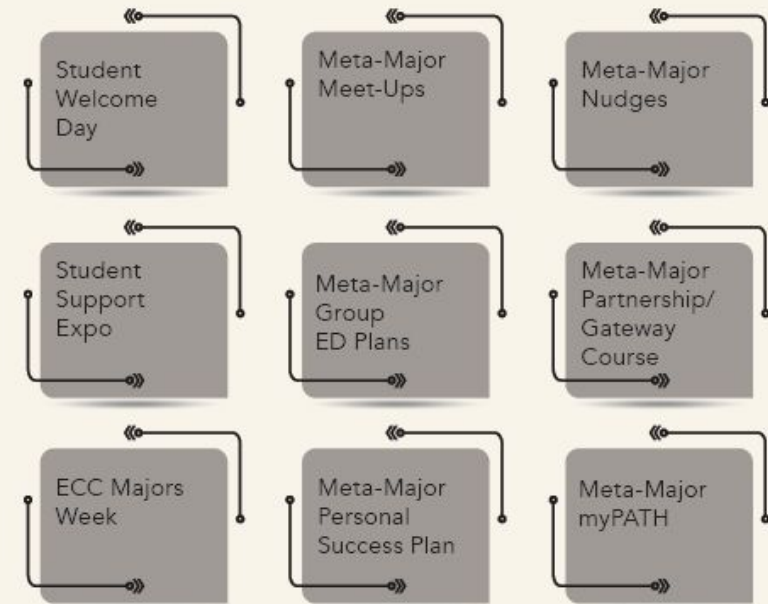
ROLES

are assigned to a group of administrators, classified employees, faculty and students who make up the Success Team, to provide campus wide collaboration on behalf of the students. Having various perspectives, as well as, shared knowledge regarding the Meta-Major and students allows for holistic support.



ENGAGE

with students through a variety of social, informational and mentoring events, in addition to personalized guidance and tailored support to create a culture that guides, supports and empowers our students.







Guided Pathways

GUIDE. SUPPORT. EMPOWER

THANK YOU



El Camino College

College Council Minutes
Monday, March 1, 2021
1:30 – 2:30 p.m. Via Zoom

Attendance

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

Absent

Kenny Galan

Support/Presenter

Iris Ingram, Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler / Viviana Unda

Minutes

1. Welcome/Approval of Minutes

Dr. Maloney opened the remote meeting and welcomed participants.

After review, College Council moved to approve the February 16, 2021 meeting minutes as presented.

2. Update on Race and Equity Plans

Dena Maloney provided an [update of the California Community Colleges Call to Action](#). The Call to Action came from the Chancellor's Office in June 2020 and went to all community colleges. The presentation stated the six elements of the Call to Action and the status of actions taken by El Camino College to date.

Ross Miyashiro provided more information on the Police Campus Forum scheduled for March 10.

Note: Subsequent to the meeting of the College Council on March 1, the proposed Forum has been rescheduled for March 24.

The forum will consist of four parts:

- I. Implicit bias in the class room. Data indicates faculty frequently call campus police to mitigate class room conflict. Dr. Fujiwara will lead the discussion.
- II. Chief Trevis will lead a discussion on the philosophy of our Campus Police department.
- III. A brief overview of the upcoming College Community Safety Partnership which will roll out with the Social Justice Center and the Police Advisory Committee.
- IV. Open discussion with the Police department

A planning meeting for the Police Campus Forum is scheduled for March 3, at 3:30pm. If anyone wants to provide input please email Ross.

Darcie McClelland provided additional information on the Academic Senate's plan for a Faculty Development Academy on Culturally Responsive Curriculum. The announcement on the Academy will take place at the Guided Pathways *United for Success* event on March 25. The Academy is a collaboration with Academic Senate, Academic Affairs and Guided Pathways. Guided Pathways is providing the funding. A design team has been selected. The team consists of nine faculty representing

SITE, MyPath, Academic Senate, African American Employee Network and Guided Pathways. The team is also diverse in racial/ethnic background and field of expertise. This Academy is geared towards individuals who are beginning their development on diversity, equity and inclusion. A cohort of 24 teaching faculty will learn principles and strategies for equity minded teaching. The program is scheduled to launch in winter 2022. It will consist of 20 hours of intensive seminars on equity minded teaching. The program will be open to full-time and adjunct faculty members. Participants will receive a \$500 stipend for completing the program. The design team will start working on creating the program this summer. They will lead the first cohort. Similar to the PRIDE program, alumni of the program will lead future cohorts. The plan is to hold the Academy in summer and winter as long as there is funding for the program. This plan will educate 48 faculty members a year on equity minded teaching. The program goal is to select cohorts with three faculty members from each of the meta majors.

3. 2021 Climate Survey Collegial Consultation

Viviana Unda reviewed the [process for the upcoming 2021 Climate Survey](#). Josh Rosales is chairing the student survey and Caroline Pineda is chairing the employee surveys. Surveys are currently going through consultation. The presentation included an overview of the questions on the survey.

There are 105 questions on the student survey. In 2018 the student survey had between 70-80 questions. Skip logic will be utilized with a number of questions. The Community College Survey of Student Engagement (CCSSE) survey is not being distributed in an effort to alleviate survey fatigue. Selected questions from the CCSSE survey are being included in the Student Climate survey which result in the increased number of questions. Hopefully this does not affect the responses received. In 2018, the student surveys were brought to selected class sections for completion. This year distribution of survey will go to all students electronically. There will be no paper surveys this year. This, in itself, will affect the number of responses. We expect a lower number. When students were surveyed on COVID-19 earlier this year, 2,000 responses were received. The expectation is to get that many for the Climate survey.

The employee survey has 69 questions. The 2018 survey had approximately 55 questions. The increased number of questions is due to additional questions on equity and diversity.

The presentation also included details on the administration of the survey, analysis of results and reporting. This year, efforts to customize the reports to specific stakeholder will be made. A general report will still be provided.

It is noted the Climate survey is being conducted on time for the three-year cycle. The three-year cycle allows for the administration of the survey and the appropriate time to address the results.

Past survey results are available on the Institutional Research & Planning website.

4. BP and AP 4260 (tentative)

BP/AP 4260 still being reviewed by Academic Senate. Darcie McClelland will bring back to College Council at a future date

Additional Discussions:

It is noted there are numerous overlapping events scheduled. It is recommended we encourage the use of the Campus Wide calendar. Campus awareness of this master calendar and instructions on how to book events using the Campus Wide calendar would alleviate overlapping events.

Cornerstone and 25Live were also suggested. 25Live is for room scheduling platform.

Academic Senate is also working on preventing overlapping events through cataloguing their events.

A campus wide communication from Marketing & Communication will direct event planners to utilize the Campus Wide calendar on the ECC website for planning future events. Instructions on booking the event will be included in the communication. The webmaster is also available to provide training to specific divisions/groups.

Dr. Maloney reviewed the [updated list of spring College Council meeting topics](#). The topics are aligned with the 2020-21 College Council goals.

The following topics were discussed for consideration:

- New ECC website (Ann O'Brien) – date TBD
- Social Justice Center update (Giancarlo Fernandez) – date TBD
- Plan for Computer Refresh Program and the roll out (Iris/Loic) - April

Please email Dr. Maloney with any other suggestions.

5. Adjournment

Meeting adjourned.

2020 - 21 College Council Goals

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

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

Winter/Spring 2021 College Council Meetings

- Tuesday, January 19, 2021 (Board Day)
- Monday, February 1, 2021
- Tuesday, February 16, 2021 (Board Day)
- Monday, March 1, 2021
- Monday, March 15, 2021 (Board Day)
- Friday, March 26, 2021 (Policy Review Day)
- Monday, April 5, 2021
- Monday, April 19, 2021 (Board Day)
- Monday, May 3, 2021
- Monday, May 17, 2021 (Board Day)
- Monday, June 7, 2021
- Monday, June 21, 2021 (Board Day)

El Camino College – Educational Policies – An Academic Senate Committee

The purpose of the Educational Policies Committee is to provide a forum for informed discussion and development of policies, and their effect on students and faculty. The Committee reviews and recommends policy and procedures for further approval by other governing and consultation bodies as appropriate. The Educational Policies Committee, as a standing committee of the ECC Academic Senate, fosters the effective and full participation by community college faculty in all academic and professional matters. Title 5 determines that the Academic Senate, as the elected body that represents faculty, takes primary responsibility for decision-making in the “10+1” areas in Senate purview (BP 2510).

Goals Sp 2021

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

VP Ed Policies: Claudia Striepe (LLR)

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

Deans Rep: Amy Grant (NS)

Spring 2021 Meeting Dates and Times

Ed Policies Committee Meeting Dates: Feb 23; March 9 & 23; April 27; May 11 & 25, June 8 (tentative depending on AS appropriation of tentative date – see below)
Usually **1-2pm, and via Zoom** for the semester.

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

Minutes for Meeting 2, March 9th, 2021

Agenda Items

1. Announcements:

2. UNFINISHED BUSINESS

BP/AP 4260 Prerequisites and Corequisites - DM noted that the first Senate reading of BP/AP 4260 Prerequisites and Corequisites , brought up for review per cycle requirements, had gone well and will have a Second Reading and vote at the Senate meeting of the 16th March.

BP/AP 3200 Accreditation

First Reading at AS meeting of the 2nd March. CS reported that the Senate First reading went smoothly, Ed Policies Committee suggestions acceptable, no issues/suggestions raised. BP/AP 3200 will have a Second Reading and vote at the Senate meeting of the 16th March.

SEE TEXT AT END

3. BP/AP 4300 Field Trips and Excursions

First Reading at AS meeting of 2nd March. Dean Serr was present to answer some questions.

BP/AP 4300 will have a Second Reading and vote at the Senate meeting of the 16th March.

SEE TEXT AT END

4. NEW BUSINESS

- **BP/AP 4040 Library Services**

Ed Policies reviewed this BP/AP and made suggestions. The librarians are also looking at this during their upcoming librarians meeting of 11 March. CS will take the Ed Pol Committee comments back for the librarians to consider, and bring the librarian comments to Ed Policies at the March 23rd meeting to compile a First Reading draft for a late March/early April Senate meeting.

SEE TEXT AT END

- **AP 4230, Grading and Academic Record Symbols.** Revise to incorporate SP symbol.

Matt Kline wrote: *As you know, the ESL program has been offering noncredit courses for a couple of years now, and we've come to realize that we need to make some changes to our courses. One of the changes has to do with our grade options.*

We are planning on making some of the noncredit courses open entry/open exit. This means that students can register and join the classes at any time in the semester. With the current grade option (Pass/No Pass), students who will join these classes later in the semester will only be able to earn a No Pass because they won't complete all the objectives of the entire course. However, a No Pass may not accurately reflect the quality of the work these students produce. They may be excellent students. Therefore, it would be great if we could give these students the grade Satisfactory Progress (SP), which is a grading option only used in noncredit courses.

I believe for us to have SP added to the course outlines of record, the Senate's Educational Policies Committee has to approve SP as a possible grade option.

DM noted that Lilian Justice CAN activate the symbol and reportedly agreed that it was a good idea. CS noted precedent for the symbol in the Calif Code of Regulations (see end). The Ed Pol Committee agreed in theory to add SP and will work on its inclusion and a defining statement at next meeting as time was running short.

SEE TEXT AT END

5. Other/Comment :

- 6. Next Meeting:** March 23rd , 1pm. Zoom link to be sent via email

CCL TEMPLATES

BP 3200 Accreditation

References:

Title 5 Section 51016;

ACCJC Accreditation Eligibility Requirement 21 and ACCJC Accreditation

Standards I.C.12 and 13

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

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

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

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

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

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

AP 3200 Accreditation

References:

ACCJC Accreditation Eligibility Requirement 21;

ACCJC Accreditation Standards I.C.12 and 13;

Title 5 Section 51016

NOTE: *This procedure is legally required. Insert local practice here regarding procedures related to accreditation self-study processes and accreditation standards.*

The procedures may reference or incorporate portions of the Accrediting Commission for Community and Junior Colleges (ACCJC) Guide to Self-Study.

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

ECC VERSIONS

(ECC) Board Policy 3200

Accreditation

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

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

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

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

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

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

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

(ECC) Administrative Procedure 3200 Accreditation

The El Camino Community College District will undergo an educational quality

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

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

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

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

The duties of the Accreditation Team may include:

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

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

References:

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

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

(ECC) Board Policy 4300 FIELD TRIPS AND EXCURSIONS

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

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

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

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

Reference:

Title 5, Section 55220

El Camino College
Adopted
Revised

(ECC)Administrative Procedure 4300 FIELD TRIPS AND EXCURSIONS

This is the OFFICIAL title, and even though the BP/AP now includes Alternate Site, it was felt better to stick to the original title (Remove this statement when finalized)

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

Definitions

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

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

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

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

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

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

General Principles

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

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

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

G. All field trips and excursions in excess of 50~~0~~20 miles must be approved by the Vice President of Academic Affairs, Student Services or designee. Immediately after field trips have been approved by the Vice President the dean shall be informed. See note

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

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

Procedures for Field Trips and Excursions

A. Planning and Approval Procedures for Field Trips

1. Notice of required field trips and estimated time and cost should must be provided in advance on the instructor's syllabus. The instructor must submit properly completed forms to his/her division dean at least four (4) weeks prior to the date of the event.
2. All field trips and excursions in excess of 50~~0~~20 miles must be approved by the Vice President of Academic Affairs or Student Services or designee. Immediately after field trips have been approved by the Vice President the dean shall be informed.

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

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

5. Only ~~regularly~~-enrolled members of the class may participate in the field trip.
*Ed Policies recommends having the designation **enrolled** only.*

6. ~~Reconnaissance~~: If instructor reconnaissance is deemed necessary in preparation for the field trip, approval ~~for~~ and District transportation **may** shall be obtained from the responsible dean.

7. Immediately prior to departure, an accurate roster of all participants shall be left with the Campus Police **Office**.

8. A field trip within the boundaries of the District or within a **twenty** ~~fifty~~ **(2050)** mile radius of the campus may be designated as a class held at an alternate site off-campus, if the period of instruction is to run for seven (7) or fewer days.

B. Planning and Approval Procedures for Excursions

1. Student organizations wishing **planning** to partake in **take an** excursions shall **must** submit an ~~A~~ completed "Excursion Approval Form" with a copy of

the minutes showing approval of the excursion by the club ~~and shall be submitted to the~~ **Student Development Office** ~~Office of Student Development/Life~~ at least four (4) weeks prior to the event.

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

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

3. Other co-curricular excursions must be approved by the appropriate Dean **or** Director and submitted to the ~~Office of the Vice President,~~ **Student Services and Community Advancement.**

4. All excursions in excess of ~~50~~ **20** miles must receive prior approval by the Vice President, Student Services or designee.

C. Transportation for Field Trips and Excursions

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

3. **A toll road transponder may be requested from Campus Police, the Facilities Division or the Health Science & Athletics Division if needed.**

D. Regulations for Field Trips and Excursions

1. The employee designated as the responsible representative **must** make such counts or checks of students during field trips/excursions **to ensure** as may be deemed necessary for the **safe** return of all students and other personnel.
2. All students participating in field trips/excursions shall be subject to the supervision and discipline of the employee designated as the responsible representative (~~See Board Policy 5138~~).
3. ~~It shall be the duty of~~ The employee designated as the responsible representative of the District **shall** notify all selected students of the starting time and location of the trip, and under the jurisdiction of **his/herthe appropriate** Dean/Director, ~~to~~ complete any other arrangements necessary for the purpose and safety of the trip.
4. The District shall, ~~at the discretion of the Superintendent/President,~~ transport students, instructors, supervisors, or other personnel by the use of one of the following means: district equipment **or** contracted ~~to provide~~ transportation. ~~or arrange transportations by the use of other equipment.~~
5. **In order to reduce their liability**, designated District employees, must exercise "ordinary care and skill" ~~Ordinary care and skill mean that District authorities must ascertain~~ **by ensuring compliance with** the following **requirements:**
 - a. All persons who drive District or contracted rental vehicles must receive the District's Safe Driver training prior to departure and pass certification requirements to operate a ~~district vehicle~~12- passenger car or van.

- b. Drivers will rotate every three hours and will observe posted speed limits, and no cell phone use shall take place by drivers at any time while operating the vehicle.
- c. All drivers of personal vehicles transporting participants must have completed the District's Safe Driver training.
- d. Drivers shall not be physically ill, under disabling medication, or otherwise physically or emotionally unfit to safely drive the vehicle at the time of the proposed driving.
- e. The District-owned vehicles in question have been inspected by designated District employees and such employees are reasonably satisfied that the vehicles are safe, having established a reasonable inspection system and by requiring meticulous adherence to that system.
- f. Contracted vehicles must be inspected by the designated responsible employee for safety, including all lighting systems, license plate, registration, brakes, and spare tires. Verification of the registration and appropriate license plates must also be conducted.
- g. Each District vehicle must carry a current copy of the District's insurance certificate and procedures for necessary actions in the event of an accident. In addition, prior to departure each driver is responsible for securing (and inspecting the contents of) a first aid kit for each vehicle. (See Section V.B and V.D of this Procedure)

Procedures for Alternate Class Sites

A. Planning and Approval Procedures

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

B. Transportation

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

C. Regulations

1. All students participating at the alternate class site shall be subject to the supervision and discipline of the certificated employee designated as the responsible representative. (See Board Policy ~~5138~~5500 and Administrative Procedure 5500 and 5520).
2. ~~It shall be the duty of-~~**The** academic employee designated as the responsible representative of the District ~~to~~ **must** notify all selected students of the starting

time, location, and duration of the alternate class site meeting. Under the jurisdiction of **the appropriate his/her** dean, **this individual must also** complete any other arrangements necessary for the purpose and safety of the meeting.

3. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill" when conducting a class at an alternate class site.

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

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

sign a statement advising them of this waiver.

2. A Field Trip/Excursion ~~Waiver Form~~ Waiver, Release and Indemnity Agreement (hereafter referred to as "Waiver Form") must be filled out and signed by each participant prior to the departure of each field trip/excursion.
3. The ~~waiver form~~ shall be submitted to the appropriate office prior to departure.

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

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

A. Misconduct

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

and initiate the appropriate course of action.

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

1. The instructor/employee shall obtain prompt emergency treatment for any injured individuals.
2. If the injury needs immediate care, the instructor/employee shall call 911 and have the individual transported to the paramedic-designated hospital. If the instructor/employee has any doubts, he/she is to follow the most conservative path -- call for help and send the individual to the hospital as soon as possible.
3. The District provides accident coverage for all students. This insurance is secondary to the individual's own medical coverage. In an emergency, this insurance may be used to get the student treated in any hospital. In a non-emergency situation, care must be taken to refer the student to the appropriate medical facility. All first aid kits should contain the District's medical insurance form.
4. If a vehicle is involved in an accident, the passengers and injured should be removed to a point of safety. The nearest law enforcement agency should be contacted. Employee(s) and students should not leave the scene of the accident until the accident is reported to the law enforcement officials and the disposition of passengers and vehicle has been arranged.
5. In the event of a mechanical breakdown or other road emergencies, the employee should contact Campus Police to determine the best means to get the vehicle back to campus.
6. The appropriate accident report form shall be completed and filed immediately upon return.

C. Illness

1. Each participant shall be cautioned in advance that health care is his/her personal responsibility. ~~(Students should be warned about this in advance.)~~
2. A student who appears to be ill prior to the trip or who becomes ill may be sent

home upon the decision of the employee. The student may be responsible for the cost of transportation home in such an instance.

D. First Aid Kits:

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

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

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

Reference:

Title 5, Section 55220

Approved: 3/16/09

Revision: 10/9/19

Ed Policies 2/25/20

Revision 02/23/2021

Senate:

CCL Template

Title Library and Learning Support Services

Code BP 4040

Status Active Legal

[ACCJC Accreditation Standard II](#)

[Civil Code Section 1798.90](#)

[Education Code Section 78100](#)

Adopted November 1, 2000

Last Revised November 1, 2014

BP 4040 Library and Learning Support Services

References:

Education Code Section 78100; Civil Code Section 1798.90; ACCJC Accreditation Standard II

NOTE: *This policy is legally required.*

The District shall have library and learning support services that are an integral part of the institution's educational program and will comply with the requirements of the Reader Privacy Act.

Revised 3/12, 11/14

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

[BP 4040 Library and Learning Support Services Rev. 11-18-18.docx \(204 KB\)](#)

(ECC) BP 4040
Board Policy 4040

Library and Learning Support Services

It is the policy of El Camino College to maintain ~~and support~~ library and learning services ~~and including collections~~ that are an integral part of the educational program ~~and that foster academic success and instill transferrable information literacy skills.~~ ~~and will~~ The library will comply with the requirements of the Reader Privacy Act. The District will provide the means to assure the planned and systematic acquisition, and maintenance of ~~equity focused~~ library materials and information resources, resulting in a well-balanced collection having the depth, scope, ~~and~~ currency and representation necessary to meet the needs of the El Camino College community.

~~The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, and provision of academic resources, instruction in their effective use, and other services that meet the information needs of the El Camino College community and reflect the diverse student body.~~ Donated materials will be evaluated using the same criteria as other materials.

~~Library resources shall be accessible to all currently enrolled students and campus employees. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework.~~

~~The libraries ~~library~~ shall be open during all terms in which classes are offered. Libraries ~~The library~~ shall operate under the supervision of library faculty during all open hours.~~ *Moved to the AP*

The District supports the American Library Association's Bill of Rights that affirms both library users' right to read what they choose and the library's responsibility to provide books and other resources presenting a variety of points of view.

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

References: Education Code, Section 78100
Civil Code Section
1798.90 Title V,
Section 53200

Replaces Board Policy
6142 El Camino College
Adopted: 12/22/58
Amended: 5/10/65, 5/19/08, 12/15/14

(ECC) AP 4040
Administrative Procedure 4040 Library and Learning Support Services

Under the guidance of the Dean ~~Director~~, of Library & Learning Resources, the Library will offer a full range of library materials and information resources.

It is the aim of the library to provide a balanced collection of significant materials and information resources that will enrich and support the curriculum, aid the individual in the pursuit of information, provide a broad view of cultural heritage, promote aesthetic appreciation, present varied points of view concerning contemporary problems and issues, furnish intellectual stimulation, and invite the creative use of leisure time.

The selection and evaluation of library materials and information resources will be based on curricular demands, the recommendations of current professional review sources, plus the suggestions and requests of members of the campus community.

The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, and provision of academic resources, instruction in their effective use, and other services that

meet the information needs of the El Camino College community and reflect the diverse student body. Donated materials will be evaluated using the same criteria as other materials.

Library resources shall be accessible to all currently enrolled students and campus employees. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework.

The ~~libraries~~ library shall be open during all terms in which classes are offered. ~~Libraries~~ The library shall operate under the supervision of library faculty during all open hours. *Moved from the BP*

All faculty, staff, and currently enrolled students may borrow materials upon presentation of an El Camino College identification card. Area residents may borrow materials upon application for and purchase of a borrower's card through the Friends of the Library.

The following guidelines will be used in implementing the Library Policy.

1. Prioritization

- A. To provide materials and information resources that meet direct curricular needs in the courses of study.
- B. To include standard reference works in the major fields of knowledge.
- C. To provide materials of current interest and concern.
- D. To provide a well-rounded reading experience.

Library materials and information resources will be purchased that are appropriate to the diversity of backgrounds and skills in the student body and works written by authors from a wide variety of backgrounds and perspectives.

2. Selection Criteria. When selecting materials, the library considers the following:

- A. Meeting the diverse needs of the campus community
- B. Currency
- C. Relevance
- D. Overall balance of the collection and format of the material

Faculty members are encouraged to recommend titles in their areas of expertise; however, librarians have the final responsibility for maintaining a well-balanced materials collection. Limitations will be applied as needed.

3. Donations

The same criteria will be utilized when adding donations to the collection as when selecting new titles. ~~If the donor places special conditions on the donation, e.g., that the materials must be added to the collection, the donation will not be accepted.~~ **Donations will be accepted at the discretion of the library staff.** Donations will may be acknowledged by the College Foundation.

4. Special Collections

Special browsing collections of books, **established at the discretion of the library staff**, will be placed in a separate location in the library,. *Under no circumstances will a new special collection be established when the books under consideration are already placed together by subject on the shelves under the Library of Congress classification system.???* **Should we keep this?**

5. Government Publications

The library is not a designated government depository library; therefore, government documents will be cataloged and added to the book collection.

6. Discarding

When withdrawing materials, the following factors will be considered: the physical condition, number of duplicate copies, contemporary relevance, and previous usage.

7. Replacements

Missing, lost, or damaged materials ~~that are paid for~~ **may** not necessarily (*I think we should keep necessarily as otherwise it sounds like an order*) be replaced.

8. Controversial Materials

Library materials are selected within the framework of the American Library Association's "Freedom to Read Statement" and "The Library Bill of Rights" documents, which affirm both library users' right to read what they choose and the library's responsibility to "provide books and materials presenting all points of view concerning the problems and issues of our times."

If library materials are questioned, the concern must be addressed in writing to the ~~Director~~ **Dean** of Library & Learning Resources, signed by the person raising the question, and must indicate specific objections. The ~~Director~~ **Dean**, the college librarians, and related discipline faculty will review the matter. The ~~Director~~ **Dean** will respond in writing and forward copies of the letters to the Vice President of Academic Affairs. The decision will abide by the ~~Academic Freedom~~ BP/AP 4030 **Academic Freedom**. **The decision may be appealed** ~~questioner may accept the review, or present an appeal to the Superintendent/ College President, and if not satisfied, to the Board of Trustees.~~

9. Library policies and procedures are available on the library webpage.

References:

Education Code 78100

ACCJC Accreditation Standard II.B

May 2008

Amended: 12/15/14, 5/16/16

CCL Template

Title Grading and Academic Record Symbols

Code BP 4230

Status Active Legal

[Title 5 Section 55023](#)

BP 4230 Grading and Academic Record Symbols

Reference:

Title 5 Section 55023

NOTE: *This policy is legally required.*

Courses shall be graded using the grading system established by Title 5.

The grading system shall be published in the college catalog(s) and made available to students.

NOTE: *If the Board has approved a "plus/minus" grading system and/or the "FW" grade, the following paragraph(s) should be included.*

The grading system shall include the "plus" and minus" designation in combination with letter grades, except that C minus shall not be used.

The grading system shall include the "FW" grade for unofficial withdrawal.

Revised 9/01, 8/07

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(ECC) BP 4230

Board Policy 4230 Grading and Academic Record Symbols

Courses shall be graded using the grading system established by Title 5 section 55023. The grading system shall be published in the college catalog and made available to students. Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.

(ECC) AP 4230

**Administrative Procedure 4230
Symbols**

Grading and Academic Record

The grading practices of the El Camino Community College District shall be as follows:

Semester Unit of Credit

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures, as per the Instructor Position Description.

Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the scale

in the chart below and shall be published in the college catalog.

Evaluative Symbols

A	Excellent	4 points for each unit
B	Good	3 points for each unit
C	Satisfactory	2 points for each unit
D	Passing, less than satisfactory	1 point for each unit
F	Failing	0 points for each unit
P	Pass, at least satisfactory (formerly C for Credit)	See Note 1
NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1

Non-Evaluative Symbols

I	Incomplete	See Note 2
IP	In Progress	See Note 3
W	Withdrawal	See Note 4
MW	Military Withdrawal	See Note 5
EW	Excused Withdrawal	See Note 6
RD	Report Delayed	See Note 67

Notes:

1. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)

A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. A P Grade is considered a C grade or higher. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition

limitations and probation or dismissal regulations

2. I - Incomplete

A student may request to receive a notation of “I” (Incomplete) and a default grade from an instructor when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student’s transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an “I” grade. The written record containing the conditions for removal of the “I” will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the “I” will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

3. IP - In Progress

The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student’s permanent record for the course.

4. W - Withdrawal

It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more than 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is

less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a "W." Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a "W" on the student's record.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in course repetition and probation and dismissal procedures.

5. MW – Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders by the registrar, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

6. EW – Excused Withdrawal

An Excused Withdrawal (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is the subject of an immigration action, or other extenuating circumstances making course completion impractical. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer.

Upon verification of these conditions by the registrar and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by

the governing board during which nonotation is made for withdrawals. The withdrawal symbol so assigned shall be an “EW.”

An Excused Withdrawal shall not be counted in progress probation and dismissal calculations and shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

7. RD – Report Delayed

The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

References:

Title 5 §55021, §55023, and §55024

Instructor Position Description. Appendix A. Agreement between El Camino Community College District and El Camino College Federation of Teachers.

Related Policies and

Procedures: BP/AP 4225

Course Repetition BP/AP

4231 Grade Change

BP/AP 4240 Academic

Renewal

BP/AP 4250 Probation, Dismissal and Readmission

Revisions:

Admissions & Records:

3/27/2019 Ed Policies

Committee 4/23/19 Council
of Deans 4/11/19 Academic

Senate 5/21/19

College Council 8/19/19

ECC

Approved:

7/17/17
Revised:
11/18/19

California Code of Regulations shows THIS

5 CCR § 55023

§ 55023. Academic Record Symbols and Grade Point Average.

(a) Except as provided in subdivisions (b) and (c), grades from a grading system shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols:

<i>Symbol</i>	<i>Definition</i>	<i>Grade Point</i>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than satisfactory	1
F	Failing	0
P	Passing (At least satisfactory - units awarded not counted in GPA. Has the same meaning as "CR" as that symbol was defined prior to June 30, 2007.)	
NP	No Pass (Less than satisfactory, or failing - units not counted in GPA. NP has the same meaning as "NC" 2007.)	
SP	Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)	

Faculty Development Committee Meeting

Minutes for Tuesday, March 9, 2021

Via Zoom: <https://elcamino-edu.zoom.us/j/98267985325> 1-1:50 pm

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

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

Implementation of Formal Professional Development (PD) Day Planning Process

SA proposed the implementation of a formal PD Day planning process intended to encourage a greater level of inclusivity, transparency, and consistency in planning the biannual events. She will create a document in the FDC Teams site for members to contribute ideas for streamlining the planning process. Items to consider include: a planning timeline, call for breakout session proposals, formation of selection committee to review proposals, and formation of general session planning committee. SA proposed a survey be sent to the campus community inviting participation in the selection and planning committees. To ensure an inclusive PD Day it will be important that classified staff and adjunct faculty are represented in these committees. EU noted it would be extremely beneficial to have a predetermined budget for each planning cycle and recommended institutionalizing the rolling breakout session schedule as a permanent feature of PD Day. The committee agreed that holding virtual breakout sessions 2-3 weeks prior to PD Day has been well received by faculty and should continue. The FDC will finalize this formal planning process at our next meeting on March 23rd.

PP recommended the FDC diversify its membership by inviting representatives from groups such as Guided Pathways, SITE, and MyPath to join the FDC. Among the many benefits of broadening our membership, the committee agreed this would help to enhance coordination of equity focused PD sponsored by different groups. SA will extend an invitation to these groups to join the FDC.

Student Engagement Innovation Grant

The committee reviewed Jenny Simon's request for support of the Student Engagement Innovation Grant. This grant provides funding intended to increase student participation in committees across the campus. Given our commitment to including the student voice in PD planning, the FDC enthusiastically agreed to participate by inviting students to attend one of our upcoming meetings.

PD Funding for Outside Presenters

On behalf of Kevin Degnan, CM presented a proposal to provide funding for a presentation by Keith Knight, an award-winning cartoonist and social activist. Knight is the creator of *The Knight Life*, *(th)ink*, and the *K Chronicles* comic strips. *Woke*, a half-hour sitcom series on Hulu, is based on *K Chronicles* and Knight's life. The committee agreed this would be a worthwhile and innovative presentation to address racial literacy and noted this would likely appeal to a wide audience, including faculty, staff, and students. CM also reported funding is available to host additional presentations by Dr. Daniel Solórzano. Faculty and managers have expressed a desire to invite him back as a follow up to his PD Day keynote address.

AA recommended we consider hosting a panel of artists from different areas of expertise to address issues related to racism. PP offered to collaborate with AA to develop a series of panel presentations.

Fall 2020 Faculty PD Needs Assessment

Carolyn Pineda shared results of the Fall 2020 Faculty PD Needs Assessment. IRP and the FDC collaborated on the assessment in the fall to gauge faculty PD needs during the COVID-19 pandemic and continued remote instruction. Results indicate areas of greatest interest are: technology training; responding to students in crisis; equity-minded teaching strategies in the virtual classroom; and anti-racism. Faculty expressed an interest in learning how to encourage more student engagement, enhance meaningful contact with students, and maintain academic integrity in Canvas. In addition, faculty desire training related to interactive video tools, Google products, and OER. Lastly, faculty most prefer to attend synchronous PD sessions during the college hour and early afternoon on Fridays and Thursdays.

Because assessment results strongly indicate faculty desire to learn how to best respond to students in crises, PP recommended we promptly coordinate a panel or series of panel presentations with this focus in mind. AH volunteered to recruit counselors to participate; SA will contact Susan Nilles to discuss possible presenters from Student Health Services. In addition, she recommended Sheryl Kunisaki participate to inform faculty of tutoring services. SA will create a document in the FDC Teams site to expedite planning.

CM will share the assessment results with ODE to inform planning of technology training this semester. The committee discussed the need for more discipline specific technology training and the desire to learn from their peers. CM encouraged the FDC to attend the ODE Bridge "unconference" on March 25th and the Academic Technology Conference on March 26th. In addition, she reported Microsoft will offer a number of trainings this semester.

Informed & Inspired (I&I)

This semester the FDC is partnering with the Equity, Diversity, and Inclusion Standing Committee to showcase programs who have demonstrated a commitment to equity-minded cultural transformations at ECC. Jenny Simon, Janice Pon-Ishikawa and Taryn Bailey facilitated a well-attended and interactive session on February 25th which highlighted the Guided Pathways framework that guides, supports, and empowers students at ECC. Our next I&I will take place on March 18th, 11-12, and will spotlight equity efforts of Institutional Research & Planning (IRP). Viviana Unda will discuss current IRP projects and share tools faculty can use to support student success.

Adjourned 2:00

SA/3.12.21