Academic Senate of El Camino College 2019-2020

June 2, 2020

16007 Crenshaw Blvd., Torrance, CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday, June 2, 2020 via Zoom

Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting: http://www.elcamino.edu/academics/academicsenate/agenda.asp. Hard copies of agendas are posted outside the Library.

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

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

Zoom information for Academic Senate Meeting 6/2/2020

Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/95532348588

Or iPhone one-tap (US Toll): +16699006833,95532348588# or +12532158782,95532348588#

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

Meeting ID: 955 3234 8588

As the Zoom format is new for many of us, we ask that everyone please keep in mind the following points of etiquette:
- When you join the meeting, please type your name and division in the chat box so we can take note of attendance for the minutes.
- State your name before you make a comment or ask a question so that we can acknowledge you in the minutes.
- Please ask one question or make one comment at a time. Then pause and wait for others to participate before making additional comments or asking additional questions.
- Keep discussion focused on the current agenda item.
- Mute your microphone when you are not speaking.
- Turn the camera off if you are multitasking during the meeting so others are not distracted.

If you think of comments or questions ahead of time that you would like read and addressed during the meeting, please email them to dmcclelland@elcamino.edu by noon on Tuesday, April 7. In the subject line, please put Academic Senate Meeting 5/5 comment/question so that I can easily find it. Comments and questions can also be typed into the chat window during the meeting.

Academic Senate of El Camino College 2019-2020

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Officers & Executive Committee

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

Part-Time (One-year terms)

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

Behavioral & Social Sciences

Stacey Allen	19/20
John Baranski[R]	19/20
Hong Hererra-Thomas	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	19/20

Library Learning Resources

Analu Josephides	21/22
Mary McMillan	21/22
Claudia Striepe* [R]	21/22

Fine Arts

Ali Ahmadpour	21/22
Jonathan Bryant	21/22
Joe Hardesty	20/21
Russell McMillin*[R]	21/22
Darilyn Rowan	21/22

Health Sciences & Athletics/Nursing

Andy Alvillar*[R]	19/20
Traci Granger	19/20
Yuko Kawasaki	21/22
Colleen McFaul	20/21
Tiffany Lau	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

Dominic Fanelli	19/20
Lars Kjeseth*[R]	19/20
Le Gui	20/21
Ronald Martinez	21/22
Oscar Villareal	19/20

Natural Sciences

Shimonee Kadakia	21/22
Darcie McClelland	19/20
Mia Dobbs	21/22
Shanna Potter	19/20
Anne Valle *[R]	21/22

Academic Affairs & Student Services

Jean Shankweiler	
Ross Miyashiro	

Associated Students Organization

Jennifer Lopez	

President/ Superintendent

Dena Maloney	

Ex-officio positions

Kelsey Iino	ECCFT
Carolee Vakil-Jessop	ECCFT

Institutional Research

Josh Rosales	

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

*Denotes longest-serving division senator (i.e., the "senior senator"). [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 2019: September 3 & 17, October 1 & 15, November 5 & 19, December 3 & 10 (tentative).
SPRING 2020: February 18, March 3 & 17, April 7 & 21, May 5 & 19, June 2 & 9 (tentative).

SENATE COMMITTEES:
Academic Technology. Chairs: P. Marcoux & M. Lemons. 2nd Thursday, more details TBA.
Assessment of Learning. Chairs: Kevin Degnan & TBA. 9/9, 10/14, 11/18, 11/25 (tentative), 2:30-4 pm, Communications 109.
Academic Program Review. Chairs: Kevin Degnan & 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: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.
Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:
Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.
Board of Trustees. Chair: 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 (1 Year)
☒ Karl Striepe
☐ Mayra Ochoa

Behavioral & Social Sciences
☒ Stacey Allen
☒ John Baranski
☒ Renee Galbavy
☒ Hong Herrera Thomas
☒ Michael Wynne

Business
☐ Kurt Hull
☐ Phillip Lau
☒ Josh Troesh

Counseling
☒ Seranda Bray
☒ Anna Brochet
☒ Rocio Diaz

Library Learning Resources
☐ Analu Josephides
☒ Mary McMillan
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☒ Dominic Fanelli
☒ Lars Kjeseth
☒ Le Gui
☒ Ronald Martinez
☐ Oscar Villareal

Natural Sciences
☒ Mia Dobbs
☐ Shimonee Kadakia
☒ Darcie McClelland
☐ Sanda Oswald
☒ Shanna Potter
☐ Anne Valle

Academic Affairs
☒ Jean Shankweiler

Student Services
☒ Ross Miyashiro

Associated Students Organization
☐ Jennifer Lopez
☐ Izack Saucedo, ASO Representative

President/Superintendent
☐ Dena Maloney

ECC Federation
☐ Carolee Vakil-Jessop
☒ Kelsey Iino

Curriculum Chair
☒ Janet Young

Institutional Research
☐ Joshua Rosales
☒ Carolyn Pineda

Dean's Reps/Guests/Other Officers:
☒ Faith Adams, ASO
☒ Amy Budzicz, Library
☒ Linda Cooks, Library
☒ Keiana Daniel, Guardian Scholars
☒ Stephanie Frith, Humanities
☒ Stephanie Hall, Counseling
☒ Scott Kushigemachi, Humanities
☒ Rhea Lewitzki, Humanities
☒ Crystle Martin, Library
☒ Christian Moreno, The Union
☒ Jane Sandor, Humanities
☒ Logan Tahlier, The Union

Excused: Shimonee Kadakia

ACADEMIC SENATE MINUTES

May 19, 2020

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

A. CALL TO ORDER

Senate President Darcie McClelland called the seventh Academic Senate meeting of the spring 2020 semester to order on May 19th at 1:03 p.m.

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

D. McClelland: See pgs. 6-16 of the packet for minutes from May 5th meeting. A. Ahmadpour motioned, L. Kjeseth seconded.

20 yes, 0 no, 0 abstentions. Minutes were approved as presented.

C. OFFICER REPORTS

a. President – Darcie McClelland

D. McClelland:

- Board adopted Faculty Diversification and Spring Semester Extension resolutions last night
    - I was really excited to see that our board is backing our commitment to faculty diversification of the college not just this year, but in the future and making it a priority. The President spoke to some specific things that she's going to look into doing at the college level to make sure this is a priority. Looking at our hiring pools and how we're getting our committees together for hiring and things like that
- Budget Forum on Thursday at 1pm
    - Understandable trepidation, if you have the time, please attend for update
- Block scheduling discussion moved to June 2
    - Moved due to GP forum today so faculty can be involved
    - Academic Affairs can come up with mock schedules
- Will have brief meeting on June 9 to wrap up the year and vote on a couple of items
    - Start will be at 1pm
- Will be working with Viviana to get Senate evaluation survey out, please respond
    - Remember, if you don't give us feedback, you give up your right to complain
    - Will ask directed questions about goals for senate for next year, feedback on some things we implemented this year, and some ideas for the future
    - Want to make sure that we serve you to the best of our ability

Block discussion will be moved to June 2nd, faculty who wanted to be a part of it are at Guided Pathways forum. On June 2nd, we'll have more time to discuss and also so Academic Affairs can come up with some mock schedules for different departments. There will be a meeting on June 9th that will start at 1pm, there will be no new business that day.

b. Chair, Curriculum – Janet Young

J. Young:

- CCC- Keeping Curriculum moving thanks to the hard work of your CCC reps
    - CCC continues to review and approve courses, degrees and certificates
    - Final count will be presented at the next Senate meeting
- Curriculog update
    - Courses are currently being input into the new system to prepare for fall
    - Training for DCC and interested faculty
    - Curriculog overview will be presented on Professional Development Day
- Distance Education Expansion Project is in full force
    - Step One: ECC was ahead of the game… many of our courses had already been approved for potential online/hybrid delivery (weren't required to)
    - Step Two: Due to pandemic, all courses were temporarily approved for "distance" delivery
    - Step Three: Faculty determined which courses were appropriate for "forma" approval for online and/or hybrid delivery or if they should remain as F/F
    - Step Four: DE Addenda were DCC approved and submitted to the CCC for review:
        - Summer courses reviewed: May 26th
        - Fall courses reviewed: June 9th
    - Step Five: Remaining courses will be placed on the Chancellor's emergency list as part of comprehensive report to the Chancellor's Office
- Long story short, we got it all covered because of a lot of hard work of a lot of people

D. McClelland: Thank you so much to Janet and the rest of the curriculum team for all the work you're doing to support us in this.

c. VP Educational Policies – Darcie McClelland

D. McClelland: no ed policies report, two on agenda

d. VP Faculty Development – Stacey Allen

S. Allen: FDC met last Tuesday, May 12th, minutes in the packet

- Faculty Professional Development Needs Assessment (Administered Fall 2019)
    - Areas of greatest need/interest. May have shifted due to current climate, but some applicable maybe more so:
        - Responding to students in crisis, which I think many of us are doing right now
        - Creating meaningful assignments & evaluation
        - Culturally-responsive teaching, in terms of technology
        - Canvas (especially external apps/tools)
        - Using Google products
        - OER
        - Wellness: stress reduction, financial well-being, and self-care
            - We talked about new warrior wellness program website and webinars, we hope that you will take advantage of the webinars. We will have links available if you can't watch the webinars live
- Fall PD Day – August 20, 2020
    - Will be conducted virtually this year

- PLEASE consider submitting a proposal for a breakout session, especially if you have best practices for online teaching that you can share with us. Due by Friday the 22nd, but we are flexible. If you can't get it in by Friday, that is okay
- If you were tuned into United for Students Success Forum, I was so impressed with the format and flow—great model for PD day.
- Theme centered around best practices for online teaching and learning
- If interested in helping us plan PD day, please send me an email
- Last meeting of semester is next week on the 26th and will have summary at our last Senate meeting in June

e. VP Finance – Josh Troesh

J. Troesh:

- Everything still up in the air because we don't know how pandemic and potential recession will affect the state, which then could affect the budgets, and then trickle down to us
- Obviously a concern related to how this may impact the school and trickle down to impacting faculty and staff personally
- Administration is committed to making sure there is robust discussion if, and this is a big if, we do need to make difficult decisions, that they will be based on a criteria based on criteria to minimize impact to our students as well as other factors. Whatever decisions are made will go through consultation process to make sure things are not big surprises

S. Bray: From President Maloney's email and governor's May revise, I know there's like a 10% cut across the board to state employees. So should we expect a 10% pay cut? JT: That is not something I can answer, but I don't think we can expect that. Our pay is not set by state of CA, it's set by negotiated contract by our union. We are funded by the state and then college spends money as required. So the answer is no, don't expect that. But that does not mean it's an automatic situation.

A. Ahmadpour: Therefore it is in the hands of the state? JT: State provides funding to college (skipping over a bunch of detailed stuff), college then spends that funding as they need in the service of students. If our funding gets cut in half (ridiculous example that isn't going to happen), that means school needs to cut spending in half. Where that happens is up in the air, up to discussion, up to consultation, a long involved process. It's not as simple as the state makes a decision and then automatically that happens, but any state decisions that are made will by definition impact us and then we have the ability to figure out how we're going to have it impact us.

R. Diaz: What is the timeline for EW and parking refunds? When can students expect that? J. Shankweiler: Within 30 days, they are working on a process to get it done,

f. VP Academic Technology – Pete Marcoux

P. Marcoux: We have college technology meeting today at 2pm. These are the items on agenda:

- BP/AP Cellphone use – Dave Fuhrmann
  - I don't know of any faculty who have district provided cell phone, but if you do, you might want to pay attention to that
- Instructional Software Licensing & Budgets – Dave Fuhrmann
- Admin Building Move – Dave Fuhrmann
- EquatIO – Crystle Martine

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

K. Degnan: Not a lot to report. Biggest news was time before with program review being pushed back a year. Nothing being reviewed in Fall. Still continuing forward with updating of assessment timelines, those have been coming in. Moving forward with SLOs, only assessing sections that are offered online. So far have been hearing good things from facilitators. ILO assessment also moving forward. We are assessing instead of just a sample of sections associated with that ILO, we are assessing all of them, which will enable us to kind of still have a reasonable sample size comparable to previous years. I believe those emails have already gone out for faculty who are teaching a course that's aligned and doing an SLO assessment this semester and so we can look forward to hearing about the results of that next semester.

D. SPECIAL COMMITTEE REPORTS

a. ECC VP of Academic Affairs – Jean Shankweiler

J. Shankweiler: As Janet alluded to, DE addendum for Summer is due tomorrow.

b. ECC VP of Student Services – Ross Miyashiro

R. Miyashiro:

- Food pantry continues to be accessed by our students, first week we opened it we serviced about 40 cars a day. Now serving over 70 cars a day. Demand is growing and growing. We even got demand from students who are attending in the Fall and not attending now.
- Purchased MIFI devices for students who had no internet access and distributing to disproportionately impacted students who attend ECC
- Chromebooks for foster youth students who didn't have access to computers
- In May revise, SEA Program was cut 15%
  - Though community colleges were cut 9.8%, SEA was cut 15% so we will be readjusting program because of that

K. Degnan: With the increased demand on Warrior Pantry, how is the stock? Are we doing okay on supply for increased demand? What can people do if they want to help donate? RM: We open up to the community and in one day we got over 350 cars from 11 to 12 and run out of food. We do have some money to buy food. Our trouble is actually getting food. We have been getting it from Costco but don't deliver everything we order. Trying to get 2 more food distributors so we can continually feed our students. KD: How can individuals make donations? RM: Best way is through Foundation. I donate $450 a year since I've been here in 2017. They can take it out of your paycheck, or they can take it out of a credit card quarterly.

D. McClelland: You can use credit card or fill out a pretty simple form to get it pulled from pay check.

A. Ahmadpour: How can we inform our students about MIFI and internet services that you are providing to those who cannot afford it? Do I refer them to you? RM: Refer to Student Equity and Achievement Program. They actually did a survey with foster youth, CalWorks, EOPS students, and gauged demand. A lot of people don't have access to internet, they used to and don't now. The internet companies that were offering free services are going to stop because too many people were accessing. The other thing would be for them to come on campus but that brings up a lot of other issues. The best way for students to have internet access is these MIFI devices, we purchased 150 and will likely purchase more for the Fall because students need to be able to access WIFI for your classrooms in their homes.

AA: One recommendation in regards to Pantry, when I was active with clubs, we were approach businesses like Costco and others and received all kind of help and we provided them tax number. Are you doing that? RM: Absolutely, we've

been doing this for a couple of years now. The only way we can get a planned amount of food is by buying it directly from outlet like Costco or Sam's Club. For example, our coordinator has been using her own money and getting reimbursed, standing in line at Sam's Club to get food for students. It hasn't been easy as we anticipated because of shortage of food. LA Food Bank, we are not big enough to warrant a planned distribution. We go there and get what they give us. Our food vendor, Camino Café, we purchase sandwiches and hand them out to people as people drive up. Shout out to Bookstore who cleared their shelves of food and gave it to the Food Pantry.

DM: That's awesome work. Encourage everyone who can to please donate because this is a really worthy cause to make sure students have food.

c. Online and Digital Education Committee-Mary McMillan

M. McMillan: Bulk of what we've been working on is going to be discussed in just a little bit today. A few updates:

- Also working on AP 4105, which covers Distance Education. At some point you will be seeing that come through
- Working on developing a plan for interdivision peer support for online learning certification process. As that gets planned, you'll hear more about it as well

R. Miyashiro: I just want to give Mary a shout-out, in commencement committee, she got voted best faculty picture that was submitted.

E. UNFINISHED BUSINESS:

a. Resolution in support of using ECC version of Canvas for online course delivery 2nd reading and vote – Moses Wolfenstein

D. McClelland: I need a motion to approve. Motioned by P. Marcoux, seconded by C. Brewer-Smith.

Resolved, that the Academic Senate of El Camino College recommends that all El Camino College faculty use an LMS to support or deliver materials and/or instruction in on-campus, online, hybrid, or remote courses and, in doing so, use the LMS provided by the college and;

Be it further resolved that in accordance with the College Curriculum Committee distance education addendum, faculty are required to use the college approved learning management system for all distance education courses

- Distance education means that your course is coded as online or coded as hybrid where you or your colleagues would like opportunity to continue teaching course online after COVID. So if you were forced online for COVID and you want to be on campus, you'll be back on campus as soon as you can. But if you course is online or hybrid, you must.
- Any questions, comments, concerns?

A. Ahmadpour: One thing here that other campuses have different way of doing it. Why do you need to have a certificate? SMC doesn't require certificate for anyone to teach online or to use this. Can we waive that?

- K. Degnan: That's a different issue
- AA: If teachers are teaching online or hybrid, if it's an obligation and teachers have no choice, then I think we should remove that limitation
- DM: We are strongly recommending that people use our version of Canvas, unless they're teaching an online or hybrid course, that's already in a different policy. It's in our curriculum distance education policy, so we can put that in the agenda to look at and discuss. However, today this doesn't have authority to change that.

- I would welcome if someone wants to bring to Senate on no longer requiring training. I have consulted with e-board and experts on campus, we across the board feel pretty strongly that if we want to continue to offer high quality product to our students online, we need to require certification. We need some kind of quality control for faculty to teach online.
- AA: We can discuss in another forum.

C. Striepe: Recommendation for clarification to change language- Canvas as an example of an LMS.

C. Brewer-Smith: Darcie, you said something about hybrid and you wouldn't be able to change? DM: I think the best messaging that I would ask everyone to reference is email sent by Dr. Shankweiler and myself the Friday before. I really tried to spell that out in as much detail and as simply as possible. If you teach an official online or hybrid course (not forced because of COVID), you have to have to go through the training to get Distance Ed certified. If you are teaching remotely because you have to as a result of COVID, it is recommended but not required.

AA: What I said was imposed on Santa Monica by union and in contract, so maybe union can look into this. DM: That would be conversation to have with the Federation.

R. Galvaby: Just to reference why Canvas was in here. Originally, we had LMS everywhere, but put Canvas because it's what we are using right now. We put in Canvas an example just to reaffirm that this is what we have now.

Language suggestions from K. Degnan and L. Kjeseth: suggest to change to ECC default LMS system

DM: We are going to vote on this now, please go to participants area to vote: 26 yes, 0 abstentions, 0 no.

Approved. Will send it on to College Council.

b. 2019-2022 Distance Education Plan 2nd reading and vote-Moses Wolfenstein and Crystal Martin

D McClelland: Can I get a motion to approve the 2019-2022 distance ed plan? Motioned by K. Degnan, seconded by B. Isaacs.

DM: I know we took a first look at this last time and bringing it back today for second reading. Any questions, comments about DE plan? Seeing none: 30 yes, 0 abstentions, 0 nos. Approved. Thank you, we will move this on through consultation. I'm going to move to Noncredit liaison.

F. NEW BUSINESS:

a. Noncredit Liaison Position

D. McClelland: We as a Senate discussed in the Fall that we really felt like we needed a taskforce to look into ramping up Noncredit on our campus. We thought this would serve our students well, it would generate additional FTES for the college, and that we needed some direction and how to do this. So a committee was put together and committee has recommended that like we have our online and digital education liaison to the Senate, that we also have a Noncredit liaison. This is going to be first reading of this item, next time we will vote on whether to approve this position. I'm going to let Shanna Potter, one of our Natural Sciences senators who is on the committee, talk about this.

S. Potter: Thank you for the introduction. Goals of workgroup and why we felt liaison position was appropriate:

- ECC's new Noncredit Workgroup began meeting this semester.
  - o Chairs: Scott Kushigemachi, Associate Dean of Humanities and Professor Matt Kline
- Goal of the Workgroup: To develop a plan that outlines the steps required to implement and maintain a robust noncredit program at El Camino College.

- o We hope to present that plan to senate next semester. Trying to be very ambitious here.
- Purpose of the Noncredit Senate Liaison: To keep senate and the workgroup in communication.
  - o Many of the issues that we have begun to discuss fall under senate's purview such as curriculum and minimum qualifications, grading policies, etc. We thought it was important that Senate was kept in loop and we keep dialogue open between this noncredit workforce and faculty governing body
- May 19th Announcements: Please help spread the news about ECC's summer free noncredit courses. A list of the courses offered can be found here: https://www.elcamino.edu/academics/humanities/esl/noncreditcourses.aspx
- Any questions?

S. Bray: Is this a full-time position that will ultimately become a Noncredit liaison? DM: This will be a position on the Senate. I do think we are planning to find a Director to run Noncredit at the collegebut that is a separate process. I had talked with some of members of the committee about if we ramp up Noncredit enough, eventually, maybe formalizing a Vice President of Noncredit depending on how large program becomes. We are open to the idea of modifying the board if we need to.

A. Ahmadpour: By Noncredit, we are referring to courses, right? How many Noncredit courses do we have at El Camino College? SP: Right now, we have a handful of ESL courses. We're hoping to broaden that dramatically and really getting a robust program going. I personally got interested in the Noncredit as a support system for students who are struggling in the science courses. But that's just one area that these Noncredit courses could serve. But it covers everything from ESL courses, workforce preparation, basic skills, immigration education, there's a whole bunch of different things that can be offered to our students.

DM: We will bring this back next time, please bring to your constituents, if they have ideas.

b. Resolution of Appreciation for Classified Professionals-Darcie McClelland

D. McClelland: I'd like to entertain a motion to forgo second reading and do the vote today. Motioned by A. Ahmadpour, seconded by S. Bray.

DM: For those who don't know, this week is classified appreciation week. The college is doing some programming around making our classified colleagues feel special and appreciated for the wonderful job they do to support us, our students, and the college as a whole. And truly, we could not do our jobs without them doing their jobs. The board passed a similar resolution and I thought it would be appropriate for our Senate to also adopt a similar resolution.

[RESOLUTION]

Questions, comments? Seeing none, let's go ahead and vote: 26 yes, 0 abstentions, 0 no. Thank you so much for everything you do, we appreciate the amazing job you do every day.

c. BP/AP 4110, Honorary Degrees- Darcie McClelland

D. McClelland: I will start with BP 4110, this is honorary degrees. This came forward because we were asked if we had a policy to award honorary degrees, I believe it was last year when one of our students died tragically right before commencement and we need to have a policy in order to confer honorary degrees. This also allows us to confer degrees to people with eminence, that would be voted in. Those kinds of situations. Ed policies made one change: The President shall, in collaboration with the Academic Senate, establish procedures and criteria for the awarding of honorary degrees. The President does consult with us because this is an academic matter. Questions about the BP?

A. Ahmadpour: by degree, do you mean AA? Do we need that? I don't know.

DM: So we will vote on this next time, we're all completely entitled to our opinions of whether or not we should this right now. Any questions?

Suggestion from J. Baranski: I have a suggestion for approving any honorary degrees: ideally, all faculty should vote to approve it. Or, the faculty senate.

DM: I will talk to Dr. Shankweiler and President Maloney about this and bring back that suggestion for second reading

Question about whether this is for students or community members? DM: It would cover both.

Most information is in AP:

Nominations for recipients of honorary degrees may be made by any group or individual and must be submitted to the College President by February 1 to be considered for the spring graduation ceremony.

The written statement must adhere to the criteria for awarding honorary degrees.

The College President shall meet with the College Vice Presidents and the Academic Senate President to review validation of merits and make the final recommendation.

The College President will forward to the Chancellor the name (s) of the successful candidate (s) for recommendation to the Board of Trustees.

It is understood that this is an infrequent process.

We do have consultation with President, I will talk to President Maloney about adding language that the Senate would vote on this as opposed to just the Senate President approving it. That's definitely a suggestion I can bring up and bring feedback to our next meeting. Any other questions or comments?

Thank you, see you at our regular time on June 2nd.

H. FUTURE AGENDA ITEMS:

a. Low Cost Course Designation

I. PUBLIC COMMENT
Motioned to adjourn by C. Striepe, seconded by K. Degnan.

J. ADJOURN
The meeting adjourned at 2:01 pm
RD/ECC Spring 2020

El Camino College

College Council Minutes
Monday, May 18, 2020
1:30 – 2:30 p.m. Via Zoom

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

Absent
Iris Ingram, Kenny Galan

Support
Jane Miyashiro, Ross Miyashiro, Ann O'Brien, Jean Shankweiler

Presenter/Guests
Amy Budzicz, Linda Cooks, Keiana Daniel, Henry Der-Antonian, Julie Meredith, Ann Palmer, Colin Preston, Idania Reyes, Darilyn Rowan, Russell Serr

Minutes

1. Welcome/Approval of Minutes
    Dr. Maloney opened the remote meeting and welcomed participants.

    College Council members are reminded this week is Classified Appreciation week. Although we are not able to hold the planned celebrations, due to the pandemic, virtual celebrations are planned throughout the week.

    After review, the minutes from the May 4, 2020 meeting were approved.

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

    A comprehensive overview of the May 18, 2020 Board agenda was provided including Presentations, Consent Calendar items, Action items and Future Action Items/General Information.

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

    > Jean Shankweiler - Academic Affairs
    > Ross Miyashiro - Student Services
    > Dr. Maloney in Iris Ingram's absence – Administrative Services and Measure E
    > Jane Miyashiro - Human Resources

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

3. Making Decisions Guide – Second Reading

Dena Maloney presented the latest *Making Decisions Guide* draft for a second reading. The current draft reflects changes that were made as a result of collegial consultation by the various committees. This version is the most up to date. Carolee requested additional revisions this morning. As this is the second reading, College Council was asked if the document should be considered for a third reading. It was determined another draft would be brought back to College Council for a third reading on June 1. A recommendation will be made to present the document to the Board following the third reading. There were no other comments on the current *Making Decisions Guide* draft*.*

4. ISER –Second Reading
Jean Shankweiler presented the latest draft of the Institutional Self-Evaluation Report (ISER) for a second reading. The changes made were not substantial. A couple hyperlinks are still pending as they will provide access to future Board Meeting minutes. These links will be updated prior to sending the document to ACCJC. A few editing changes will be submitted by Dr. Maloney.

The current document does not contain language referring to the new 2020-25 *Making Decisions Guide* presently in progress. The *Guide* will be presented to the Board prior to the accreditation team visit. It was suggested that a paragraph be inserted in Standard 4, A which will allude to the new *Guide.* The *Guide* is frequently referenced in the ISER. The visiting team should be aware a new document has been created.

Appreciation to the various co-chairs and all the Standard co-chairs for their tireless work is extended.

College Council approved to move the ISER forward to the Board for review.

5. AP 5203 – Lactation Accommodations
Jean Shankweiler reviewed the changes to the draft of AP 52030 – Lactation Accommodations. The procedure was previously reviewed during College Council's Policy Review day. It was originally presented for review by Human Resources, addressing the need for accommodations for employees. The procedure is also required in the 5000 series addressing the need for accommodations for students. This draft combines the needs of students and employees. The AP sates we will provide accommodations for lactating persons. It was agreed that "persons" is all inclusive. Human Resources, Student Services and Academic Affairs all participated in the revision of the procedure.

College Council approved to place AP 5203 – Lactation Accommodations on the June Board agenda as an information item. The draft will be presented to the Board as a new procedure.

6. Adjournment
Parting comments: A third reading on the *Making Decisions Guide* will be scheduled for the June 1 meeting. We will also provide a recap of our accomplishments against our goals and conduct our self-evaluation. Historically, the self-evaluation was conducted in the fall. However, student and other representatives had changed and members did not have a point of reference. Therefore, it makes sense to conduct the self-evaluation during the last meeting.

The June 15 meeting is a Board agenda review day. This Board meeting will include the adoption of a tentative budget for the Board. We will discuss the budget at the June 1 College Council meeting. The budget outlook from the State Governor's office last week was not favorable. PBC meets next week and a Town Hall is scheduled for Thursday, June 21 where the changes to the budget, from what was articulated in January, will be presented. How these changes will impact the college will be discussed.

College Council members are encouraged to reach out to their PBC representative. PBC will be discussing some of the programs and planning parameters in identifying potential budget cuts at its meeting next week.

The request for the district's support in a public statement for the Asian Pacific Islander (API) community is reiterated. The working document has been drafted and sent to Darcie McClelland and Dr. Maloney. The language is similar to other local higher education institutions' public statements. This document serves as support for the API community during API Heritage month. Other activities are planned to commemorate the month. This document can be reviewed by College Council on June 1. Unfortunately, the date is not during API Heritage month.

May is Foster Youth Awareness month. Awareness of this vulnerable student population is critical especially during the pandemic. ECC's Student Voices of Resilience will publish a flyer commemorating the month which will contain quotes of resilience from our foster youth students. The institution should remain committed to access and equity especially in the face of the economic downturn. It is equally important to stay connected with the human aspect during these difficult times and remember to ask "How are you doing?".

Appreciation is extended to the classified employees for their amazing work and to College Council members as we move through these trying times. Preserving the collegiality and the collaboration that represents College Council is imperative in looking at the bigger picture.

Meeting adjourned

2019 - 20 College Council Goals

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

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

Winter/Spring Council Meetings

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

Summer/Fall College Council Meetings

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

Faculty Development Committee Meeting
Minutes for Tuesday, May 26, 2020
1:00-1:50 pm via Zoom

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
X	Amy Herrschaft	(AH)	Counseling
X	Amy Himsel	(AJH)	Behavioral & Social Sciences
X	Analu Josephides	(AJ)	Library & Learning Resources
X	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
X	Claudia Striepe	(CS)	Library & Learning Resources
X	Lisa Mednick Takami	(LMT)	Professional Development
	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 2019 Meetings: September 10 & 24, October 8 & 22, November 12 & 26
Spring 2020 Meetings: February 25, March 10 & ~~24~~, April 28, May 12 & 26

Noting that this was the last meeting of the academic year, SA thanked the Faculty Development Committee for their ongoing dedication to the FDC mission to provide opportunities and support to promote instructional excellence through faculty collaboration.

Compton College
DM announced that Pilar Huffman has been hired to serve as the Professional Development Manager at Compton College. In addition, Compton College was accepted for next year's cohort of Achieving the Dream which will provide a variety of professional development activities to support the program over the next few years. Compton College Board members approved Sheri Berger to the position of VP of Academic Affairs. She starts June 15. She is currently VP of Academic Affairs at Pierce College.

FDC 2019-20 Summary of Activities
SA provided a summary of FDC activities for the 2019-20 academic year for the committee to review. A discussion followed regarding the Great Teachers Seminar (GTS). Due to impending budget constraints brought on by the coronavirus pandemic, funding for the seminar is uncertain at this time. LMT will inform the committee before the end of the semester if funding will be available to send faculty to GTS this summer.

Faculty PD Needs Assessment
The committee reviewed additional data from the needs assessment which was not available for review during the May 12th FDC meeting. CS recommended findings from the assessment be included on the annual FDC Summary of Activities. In addition, she recommended narrowing the topics assessed on future assessments. To best utilize data from annual assessments, the committee considered assessing PD needs associated with 2-3 areas which would then inform the PD planning in the subsequent year. The committee agreed that demonstrating the FDC's responsiveness to PD needs expressed in the survey validates faculty concerns and encourages higher response rates to future assessments.

Fall 2020 Professional Development Day (August 20, 2020)
Discussions from the May 12th FDC meeting continued regarding the plans for a virtual Fall PD Day centered on best practices for online teaching and learning. SA reported that she met with representatives from the Federation last week to discuss Article 8, Section 21(b) of the CBA which mandates 6 hours of required flex activities on Fall PD Day. The Federation will propose suspending the 6 hour requirement to accommodate for more flexibility in scheduling breakout sessions over the summer in their next meeting with the District.

The committee discussed some of the logistical challenges that will need to be addressed concerning virtual breakout sessions. Ideas included hosting live webinar-style breakout sessions via Zoom throughout July and August. To allow for asynchronous viewing of sessions, the FDC discussed the possibility of uploading recordings to Panopto which could be posted to a Canvas shell. Challenges related to tracking attendance were discussed. Making the videos accessible in Cornerstone was discussed as another option which could streamline the process for roll taking and recording of flex credit. LMT noted this functionality does exist in Cornerstone but has not been utilized by ECC. She will investigate this option and follow up with the FDC before the end of the semester.

SA announced that members of the Guided Pathways Steering Committee have expressed an interest in a summer project devoted to sharing best practices for online teaching and learning. Faculty who participate are likely to receive a stipend. SA and LMT will meet with them on May 27th to discuss how this project could support the proposed theme/plan for Fall PD Day. CS and SK expressed an interest in participating. SA will report back to the FDC within the next few weeks.

Adjourned 1:57

SA/5.28.20

BP 4110 Honorary Degrees

Reference:
      Education Code Section 72122

An Honorary Degree shall be presented to individuals whose outstanding personal, professional, or philanthropic contributions to the college provide for the continuance of excellence in educational programs, facilities, or activities associated with the college's mission.

The conferring of honorary degrees provides the President and/or the Board of Trustees with a vehicle to recognize meritorious and outstanding service to the College community.

Honorary degrees may be awarded at commencement or some other equally appropriate time. The names of persons receiving honorary degrees must be approved by the Board of Trustees.

The Superintendent/President shall, in ~~collaboration~~consultation with the Academic Senate, establish procedures and criteria for the awarding of honorary degrees.

Draft: 4/21/2020
Ed Policies 5/12/20

BP 4110 Honorary Degrees

Reference:
   Education Code Section 72122

Note: *The following applies only if the Board has determined to offer honorary degrees.*

Honorary degrees may be awarded at commencement or some other equally appropriate time. The names of persons receiving honorary degrees must be approved by the Board.

The [*CEO*] shall establish procedures and criteria for the award of honorary degrees.

Commented [MD1]: Where is the list housed?

AP 4110   Honorary Degrees

Reference:
   Education Code Section 72122

Nominations for recipients of honorary degrees may be made by any group or individual and must be submitted to the College President by February 1 to be considered for the ~~May~~ spring graduation ceremony.

The written statement must adhere to the criteria for awarding honorary degrees and include:
- Name and contact information of person making nomination
- Name of nominee
- Clear explanation of why the individual should be awarded an honorary degree.

The Academic Senate shall review all nominations and submit the names of those recommend for Honorary Degrees to the College President. The College President shall then meet with the College Vice Presidents and the Academic Senate President to review validation of merits and make the final recommendation.
- Further documentation may be requested of the person making the nomination as deemed necessary.
- The College President will forward ~~to the Chancellor~~ the name (s) of the successful candidate (s) for recommendation to the Board of Trustees.
- It is understood that honorary degrees will be awarded infrequently. When they are approved, they will be awarded at the annual commencement ceremony. Under extenuating circumstances, the due date for the nomination and date of awarding of an Honorary Degree may be changed with the agreement of the College President and Academic Senate.

Draft: 4/21/2020
Ed Polices 5/12/20

AP 4110 Honorary Degrees

Reference:
Education Code Section 72122

NOTE: *This procedure is **optional** and applies only if the Board has adopted a policy that allows for honorary degrees. Local practice may be inserted here.*

Revised 4/18

Board Policy 4025   Philosophy for Associate Degree and General Education

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

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

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

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

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

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

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

Reference: Title 5, Section 55061 Accreditation Standard II.A.3
Replaces Board Policy 6121
Adopted: 4/15/02 Amended: 7/15/13
Ed Policies 3-10-20

BP 4025 Philosophy and Criteria for Associate Degree and General Education

References:
   Title 5 Section 55061;
   ACCJC Accreditation Standard II.A

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

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

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

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

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

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

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

Revised 2/08, 11/14

AP 4025   Philosophy and Criteria for Associate Degree and General Education

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

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

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

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

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

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

References: Title 5, section 55061; Accreditation Standard II.A.3   7/15/13

Ed Policies 3-10-20

AP 4025 Philosophy and Criteria for Associate Degree and General Education

References:
> Title 5 Section 55061;
> ACCJC Accreditation Standard II.A

<mark>**NOTE:** *This procedure is **legally required**. Local practice may be inserted here.*</mark>

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

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

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

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

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

Revised 2/08, 11/14

Zero-Textbook Cost (ZTC) and Low-Textbook Cost (LTC) Course Designation Recommendations

El Camino College's OER Advisory Committee offers the following recommendations for adding a "low-textbook cost" course designation as an optional expansion to the state requirement of clearly noting "zero-textbook cost" class sections in the online course schedule.

Zero-Textbook Cost Designation Legislation:

As a result of [SB1359](#),

Each campus of the California Community Colleges and the California State University shall, and each campus of the University of California is requested to, do both of the following:

(A) Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.

(B) The course materials described in subparagraph (A) may include open educational resources, institutionally licensed campus library materials that all students enrolled in the course have access to use, and other properly licensed and adopted materials. Each campus of the California State University, each participating campus of the University of California, and each community college district shall ensure that these materials comply with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.) and the federal Copyright Act of 1976 (Public Law 94-553).

Clearly communicate to students that the course materials used for the courses identified pursuant to paragraph (1) are free of charge and therefore not required to be purchased.

El Camino College Designations:

To comply with the requirement of SB 1359 to notify students about Zero Textbook Cost (ZTC) classes in the online class schedule, El Camino College has enabled the ability to designate classes as ZTC or LTC in the online *Schedule Builder* platform. Faculty have asked good questions seeking to clarify what is and is not ZTC, and have also expressed interest in a schedule designation for classes which have low textbook cost (LTC) in order to also highlight those classes with affordable learning materials, but are not fully zero-cost. The ASCCC has also passed a resolution encouraging local Academic Senates to support an LTC designation.

ECC OER Advisory Committee ZTC/LTC Recommendations – June 2 2020 Draft (2nd Reading for Academic Senate)

It is recommended that El Camino use two designations for courses with:

$0 required textbook costs (ZTC$)
And
$40 or under required textbook costs (LOW$)

Included in the cost caps are: textbooks and other text-based materials, workbooks, lab manuals, along with online homework platforms and codes and/or publisher-provided curricular materials for students.

Excluded from the cost caps are: standard supplies (pencils/paper/blue books), calculators, class fees, or necessary learning materials such as musical instruments, art supplies, camera equipment and other such materials that have continuing and lasting value beyond the class term

As class section assignments, or selected learning materials, can change over time, all designations are cleared from Colleague prior to scheduled class sections rolling over to the next term. For this reason, faculty must provide notification of their class ZTC or LTC designation each academic term and prior to the start of registration so that the attribute can be noted in Colleague in time for students searching for their classes in the online Schedule Builder platform.

Zero-Textbook Cost Classes:

The State has established **parameters** for what constitutes "zero-textbook-cost":

- If all assigned textbooks are optional for the section
- If all assigned textbooks are identified as Open Educational Resource (OER) textbooks
- If there is no assigned textbook
- If the assigned textbooks (including course readers) are available online for free (e.g. via library databases/ebook collections) AND students are not required to buy a physical copy.

(Note: for course readers and online materials, faculty continue to be responsible for ensuring adherence to copyright licenses and accessibility requirements.

Frequently Asked Questions:

ZTC course sections exclusively use digital or other instructional materials that are free of charge to students. The following clarifies frequently asked questions:

- Instructional materials may be Open Educational Resources (OER); materials licensed and paid for by the college, such as library resources; and other properly licensed and adopted materials.

- If library resources are used for a class, all students in the class must be able to simultaneously access the resources for the entirety of the term to have the ZTC designation.

- If there are for-cost textbooks in use, but students don't require access to succeed and they are designated as <u>optional</u> for the class, the class may be considered ZTC. This information should be provided to the campus bookstore so students are aware the textbook is an optional purchase.

- A for-cost (print) <u>option</u> is allowable as long as a no-cost option is available to all students. Classes where materials are digital and free but students are required to print materials are not ZTC.

  Fee-based publisher-provided curricular materials, such as those for online homework platforms, are considered atextbook cost, and the course section would NOT qualify as ZTC, even if the actual
  textbook is free.

- Lab materials and other such required supplies (e.g. scantrons, scientific calculators, instruments, etc.) are not considered a textbook cost, so if a course section meets the parameters noted above, but has supply costs ~~a materials fee~~, the section may still be considered ZTC.

- Faculty have the right and responsibility to determine the course materials required for the section they teach. Some departments make departmental decisions by the faculty for multi-section courses and these selected course materials would be used by all the faculty teaching those sections, in accordance with departmental policies.

- A new instructor would not be bound by the original designation, however, the new instructor could have the option to use the previous instructor's course materials and this option might be convenient and useful given the timing of the assignment.

Low-Textbook Cost Classes:

The OER Advisory Committee recommends that El Camino College ~~the following to~~ add an optional designation for low-textbook cost classes that aligns with the parameters established for those with the "zero-textbook cost" designation.

LTC course sections use texts and/or materials that cost a total of $40 or less combined, with the followingclarifications:

Included in the $40 cost cap:

- Textbooks and other text-based materials
- Workbooks
- Lab manuals
- Online homework platforms
- Codes for publisher-provided curricular materials

Frequently Asked Questions:

The following clarifies frequently asked questions:

- The LTC designation is <u>based on the cost of new textbooks,</u> not used books or rentals. To calculate your costs, <u>use the pre-tax cost of the book(s) in the ECC Bookstore</u>. While books may be less expensive elsewhere, students using financial aid must purchase them from the bookstore. Contact the bookstore manager for help with bookstore pricing.

- If students are directed to purchase materials in a place other than the El Camino College bookstore, this should be clearly indicated in the class syllabus and the costs are based on pre-tax prices.

- The ZTC clarifications related to optional print versions, costs for homework platforms, optional textbooks, and materials fees also apply to LTC. A class that uses free digital materials but requires students to print some of the course materials may be designated as LTC if the print costs can be reasonably expected to be under $40.

- If a text is used across multiple courses in a sequence DO NOT base your calculation on the cost divided by those courses. For example, a text that costs $120 that is required for 3 sequenced courses DOES NOT meet the $40 or under label requirement regardless of where your course falls within the sequence of classes. This is because:

ECC OER Advisory Committee ZTC/LTC Recommendations – June 2 2020 Draft (2nd Reading for Academic Senate)

- Not all students take all courses in a series.
- Students may take courses over time and may have to pay for edition changes.
- Students must pay the $120 and cannot budget for 3 even payments.

Student Disclaimer Recommendation:

The OER Advisory Committee proposes the following student-facing language wherever ZTC and LTC class section information is presented (e.g. in Schedule Builder and on campus website pages):

The college strives to ensure that ZTC and LTC designations in the class schedule are accurate; however, under some circumstances, faculty may have to adjust selection of instructional materials and this can affect course material costs. It may also be for instructors of a class to change. Replacement faculty have academic freedom to choose instructional materials regardless of costs and are not obligated to use the free course materials selected by an instructor previously assigned to the class.

It is also recommended that it is made transparent to students in what types of learning materials fall under the ZTC/LTC designations and which are considered to be necessary supplies and/or equipment.

A RESOLUTION of the El Camino College Academic Senate to declare that the lives of Black students matter

WHEREAS, the El Camino College Academic Senate acknowledges the recent deaths of George Floyd, Breonna Taylor, Ahmed Aubrey, Eric Garner, Michael Brown, Sandra Bland, Trayvon Martin, Tamir Rice, and too many others; and

WHEREAS, these deaths are indicative of a growing socio-economic division that threatens the current and future well-being of our students of color; and

WHEREAS, we express solidarity with the thousands of protesters in Minnesota and throughout the nation who are peacefully expressing their outrage and frustration at the deaths of unarmed African Americans; and

WHEREAS, the killings of unarmed Black men and women, have left our students searching for answers to incredibly complicated and infuriating questions; and

WHEREAS, schools should be places for the practice and enforcement of equity, for the building of understanding, for the creation of knowledge, and for the active engagement of all in creating pathways to freedom and justice for all people; and

WHEREAS, the El Camino College Academic Senate will seek to address institutional racism on our campus and to offer spaces for dialogue among teaching faculty, counseling faculty, adjunct faculty, classified professionals, and staff by supporting and facilitating professional development work related to race and other challenging topics; and

WHEREAS, the El Camino College Academic Senate upholds the ideals of equal justice under the law, racial justice, and human dignity for all of our students;

NOW THEREFORE, BE IT RESOLVED, that the El Camino College Academic Senate declares that the lives of our Black students matter; and affirms the rights of Black students, staff, faculty, and administrators to be treated with respect and dignity within schools and communities; and

BE IT FURHTER RESOLVED, that the El Camino College Academic Senate encourages members of the El Camino College community to explore the concepts of equal justice under the law, racial justice, and institutional racism in classrooms and other academic, co-curricular spaces, and virtual/online campus spaces; and

BE IT FURTHER RESOLVED, that the El Camino College Academic Senate invites faculty across disciplines and content areas to use resources that are inclusive of all of our diverse learners to enrich instruction throughout the whole year, not just during one week or one month; and

BE IT FURTHER RESOLVED, that the El Camino College Academic Senate encourages ongoing critical reflection and difficult and honest conversations between staff, faculty and administrators concerning systemic racism, social injustice, and racial and ethnic bias.

Adopted this 9th day of June, 2020 by the El Camino College Academic Senate.

Darcie L. McClelland, President

A Resolution of the El Camino College Academic Senate Denouncing Xenophobia and Anti-Asian Sentiment Due to Fears of the COVID-19 Pandemic and Affirming El Camino College Academic Senate's Commitment to the Well-Being and Safety of Asian, Asian American, and Pacific Islander Communities

WHEREAS, the El Camino College is committed to providing a safe environment that allows all students equal access and opportunities; and

WHEREAS, district board policy prohibits speech or expression used as a weapon to harass specific victims and directs the colleges to actively seek to educate staff and students on the deleterious effects of expressions of hatred or contempt based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or gender identity and to promote equality and mutual respect and understanding among all groups and individuals; and

WHEREAS, Johns Hopkins University Coronavirus Resource Center reports that 5,867,727 cases and more than 362,238 deaths have been confirmed worldwide since the outbreak of the COVID-19 virus and the Centers for Disease Control and Prevention reports 1,698,523 cases and 100,446 deaths in the United States as of May 29, 2020; and

WHEREAS, scientists have confirmed that COVID-19 does not respect borders and is not caused by ethnicity, and the World Health Organization has cautioned against using geographic descriptors because they can fuel ethnic discrimination; and

WHEREAS, hate crimes, discrimination, and aggression against Asians, Pacific Islanders, and Asian Americans are on the rise throughout the country as Asians, Pacific Islanders, Asian Americans, and those perceived to be from Asian descent are being blamed for the COVID-19 outbreak; and

WHEREAS, COVID-19 is a public health issue, not a racial one, and the characterization by some national leaders of COVID-19 as a "Chinese virus" encourages hate crimes and incidents against Asians, Pacific Islander, Asian Americans, and those perceived to be from Asian descent at a time when communities should be working together to get through this crisis; and

WHEREAS, individuals of Asian and Pacific Island descent make up nearly 16 percent of the population in Los Angeles County where El Camino College is located; and

WHEREAS, the El Camino College Academic Senate hereby affirms its commitment to the well-being and safety of Asian, Asian American, and Pacific Islander students, employees, and community members and to ensuring they know they are not alone and that they can speak out to help stop the spread of bigotry;

THEREFORE, BE IT RESOLVED that the Academic Senate of El Camino College denounces xenophobia and anti-Asian sentiment; joins local districts, cities, counties, and states across the country in affirming its commitment to the safety and well-being of Asians, Asian Americans, and Pacific Islanders and in combating hate crimes targeting Asians, Asian Americans and Pacific Islanders; and affirms its commitment to providing a safe and welcoming environment for all students.

Adopted this 9th Day of June, 2020 by the El Camino College Academic Senate.

Darcie L. McClelland, President

El Camino is considering changing the plagiarism review software we use. Over the last year we have explored three alternatives to Turnitin. Unicheck has emerged as the best option. The reasons are as follows:

- **Turnitin does not allow us to own the database of student work we upload to their site.**
- **Turnitin is the most expensive option** and recently raised their costs even higher, despite the pandemic and budget crisis.
- **Turnitin is not pursuing ways to help detect the types of plagiarism we're seeing the most.**
- **Turnitin has instead invested in building an LMS-like experience,** which we already have in Canvas and would lure faculty users away from using a more robust LMS with better technical support and would encourage people to act against ODEAC's & Academic Senate's recommendation to use the college's official LMS instance.
- **There would be minimal impact in the transition from Turnitin to Unicheck.**

By contrast:
- **Unicheck would allow us to own our database** of student work and is open to connecting us to other colleges' databases.
- **Unicheck has a much more reasonable pricing** model that would save tens of thousands of dollars per year.
- **Unicheck is a comparable, possibly better, software for plagiarism detection** and is actively pursuing ways to more effectively detect the plagiarism methods we're seeing and more.
- **Unicheck focuses on integration into Canvas, not competition with it.**
- **Unicheck is easy to use.** It has seamless integration in Canvas, would work similarly to Turnitin, and has agreed to an astonishingly affordable model for transition to their software so we would have both Turnitin and Unicheck for one year, and offers more (free) tech support and training during that transition year and beyond.

Further, Unicheck is a tested company that other colleges in Southern California and beyond have also begun to use. Area colleges who have also made the switch include West LA College, Butte College, LA Pierce College, Palomar College, Imperial Valley College, and recently San Bernardino Community College District.

Turnitin holds ownership of the database of student essays we build for them. Unicheck would have us own it.
- Every time an essay is uploaded to Turnitin, it becomes part of a database that Turnitin owns. It makes them potentially more useful, because any essay can be checked against any other one submitted in the world, but the longer we stay with them, the more of our own database we pay them to take away from us. Also, very few of our students plagiarized a paper from a friend at a high school in Montana or a university in Australia.
- Unicheck would have us retain ownership of our database, so we would own that as long as we have a contract with them, and if we eventually decide to go with someone else, we'd take our database with us.
- There are quite a few colleges in California that also use Unicheck and if we go ahead with them, our DE Department would work on coordinating with other colleges to share databases so we could check to see if a student here maybe used an essay from San Bernardino College District or another local college. Unicheck has said this is easily technically possible, but we'd need to work on setting up the permissions for the network to share.

Turnitin is expensive and recently raised their costs even higher. Unicheck offers a similar or better product for less money.
- Turnitin raised their price to $2.90 per FTES, even though many faculty and students will never use the service. There is little work in Cosmetology, Fire Tech, or Ceramics to run through for plagiarism, but Turnitin is charging for it anyway.
- We're in negotiations for price with Unicheck, but their price is less than $2 per user, so we'd only be charged for the people actually using the software. The current estimations would save the college about $30,000 annually.

Turnitin is not pursuing methods of detecting the types of plagiarism we're seeing the most, specifically patchwriting. Unicheck already checks for more methods of plagiarism and cheating than Turnitin and is committed to strengthening that core service.
- Instead of investing in strengthening their core service, Turnitin has instead gone in the direction of mimicking LMS services, which actually causes problems for Moses & Gema with people trying to run courses exclusively through Turnitin instead of Canvas. This limits their ability to help students and troubleshoot students' problems because of how faculty may have set up independent instances of Turnitin. This use of Turnitin violates Academic Senate & ODEAC recommendations to use the college's official LMS, though this is what Turnitin is encouraging its users to do.
- Unicheck runs up to the minute checks of the entire internet when they run a similarity report. They also check for character replacement, such as using similar looking letters from another language or an image of a word rather than the word itself to break up a text chain and frustrate a plagiarism checker.

There would be minimal negative impact from the change in terms of how people use the software.
- Turnitin and Unicheck have identical Canvas integration. People would use Unicheck in the exact same way. The only difference is the name.
- The originality/similarity reports look very similar, so when reviewing student work in Unicheck, it's almost the same as what Turnitin offers. There is a slightly different color scheme.
- Unicheck also offers a better side by side comparison tool so you can see the student's essay right next to the matching material from the web. Unicheck will also warn you if the site the material came from is not safe so you won't infect your work or personal computer. This is often a problem. Paper mill and essay bot sites students get their work from are often riddled with viruses and malware.
- Unicheck has agreed to an astonishingly good model for transition for us where they would offer us their software at a symbolic price of about $3,000 (total) for the first year while we transition away from Turnitin. In addition, they would give us access to their bank of tutorial videos and have agreed to offer as many live webinars and training sessions as we might need during that transition.

Suggested COVID syllabus statement:

The pandemic has brought many new levels of stress and, likely, added responsibility. I understand. By taking this class, you will be adding more responsibilities. I will do my best to work with you. Grading standards and deadlines are an important part of this course and of the college experience. Standards such as these are an integral part of a college education. A quality, equity-infused education remains El Camino College's primary goal. This means that grading standards and deadlines will remain. However, in order to serve you fairly and equitably during these times, communication will be more important than ever. You must remain in constant communication, so that I can work with you on a case-by-case basis should a need arise. Check your ECC email, Canvas Inbox, and Canvas announcements often, and write me whenever you have a question or concern. You also must remain vigilant in utilizing any of our numerous ECC campus resources. A list of resources is included on this syllabus.

Humanities Faculty Concerns Regarding Block Scheduling

Since we have recently learned about the block scheduling proposal, faculty have become concerned with some of the consequences that this shift may have on student and faculty lives.

We understand and support that the block scheduling proposal has been made to benefit students. We know that this is a complex matter and do not doubt that a great deal of work has gone into this project. Our aim is to acknowledge and learn more about those efforts while offering ideas that might add to the conversation currently underway.

Eighteen faculty members from the Humanities division contributed to the following list of questions/concerns. From our vantage point as faculty who work every day with students, we wonder if these questions and concerns have been brought to the committee's attention, and if these concerns can be discussed further before implementing the proposed schedule.

Questions for Discussion

1. Faculty are interested in better understanding how block scheduling supports student success. What studies have been done to support this type of scheduling? Is there data that can be shared with the campus to show how this is a student-centered change? Is there data that compares how many classes can be offered with both systems?
2. How will block scheduling impact some of our most marginalized students? Community college, historically, serves the surrounding community, providing a place for a non-traditional student to pursue an education.
3. Students and faculty who are also parents/caregivers, especially single parents, may find working with this schedule difficult. How will this impact them if options for start times are so limited and may require them to arrive much earlier? Could this block schedule present a workplace condition that did not exist when the faculty member was hired, or might it potentially create equity issues that did not previously exist for students who are parents?
4. How will courses with a mandatory co-requisite fit into the block schedule (i.e. courses that exceed 5-units or 5 hours of contact time)?
5. What is the benefit of having the mandatory morning ten-minute break? That break could make scheduling tough for 6 unit classes.
6. How will this impact classroom availability in larger divisions, such as Humanities and Mathematical Sciences?
7. In Humanities, for 4-unit courses—many of which are required, transfer-level courses—we currently offer about 20 start-time options for students. With the proposed block scheduling, it seems students will have only four options for those courses. Will the proposed block schedule have enough scheduling choices for students?
8. The proposed schedule seems to rely on early start times. Has student success and retention in early classes, earlier than 7:30 am, been assessed? If so, how does it compare to classes offered at 8 am or later? What do the drop surveys show with regard to early start times?
9. Long Beach City College attempted a block schedule and ultimately dismantled it. Several problems they faced: There were limited options for students who wanted to
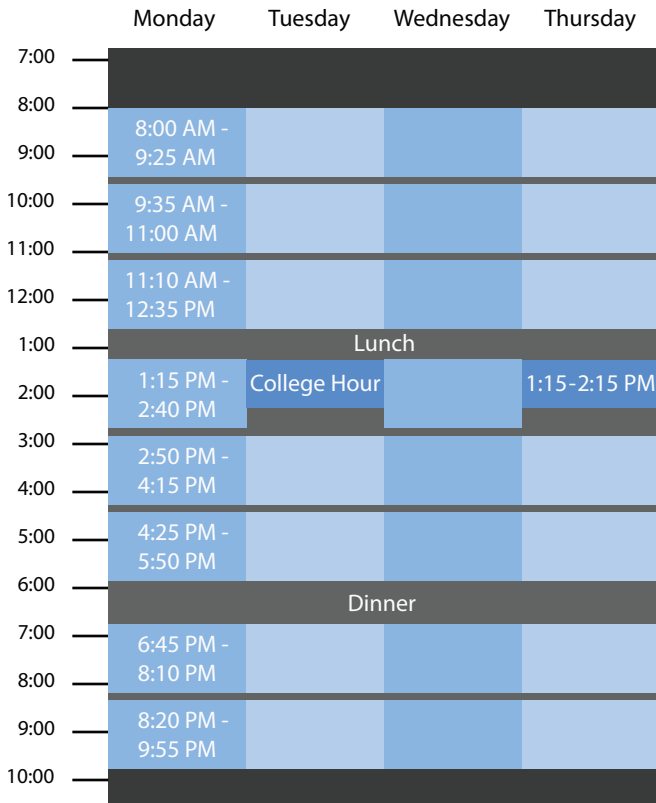
attend tutoring sessions, SI sessions, etc; students who prefer breaks between classes were forced to take long breaks or no breaks, depending on what was available and when; it resulted in many students having schedules they didn't like; parking was a challenge because students were arriving/leaving at the same times every day instead of staggered throughout the day. Has the committee considered factors such as these with our proposed schedule?

10. On the surface, this schedule doesn't seem to have many options for office hours right after or before class. Office hours offered too early or too late (from the original course time offered) could negatively impact students. Has this factor been considered when designing the proposed schedule?

11. The future of ECC post COVID-19 is unknown in terms of online offerings. Will there be an increased interest in online/hybrid courses as students become more accustomed to online learning? Moreover, will students mostly *want* to return to campus? These new student interests could impact how faculty and students feel about the reduced number of time slots for courses.

12. Will there be time to "test the waters" with the current scheduling module first when face-to-face college resumes (post COVID-19), to observe how enrollment patterns or student needs are changing, before the administration considers this change to block scheduling?
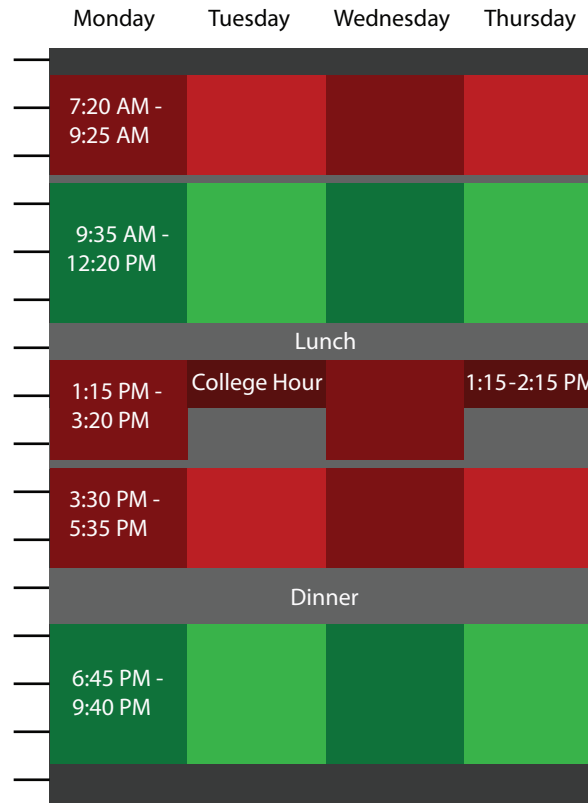
Block Scheduling
General Guidelines

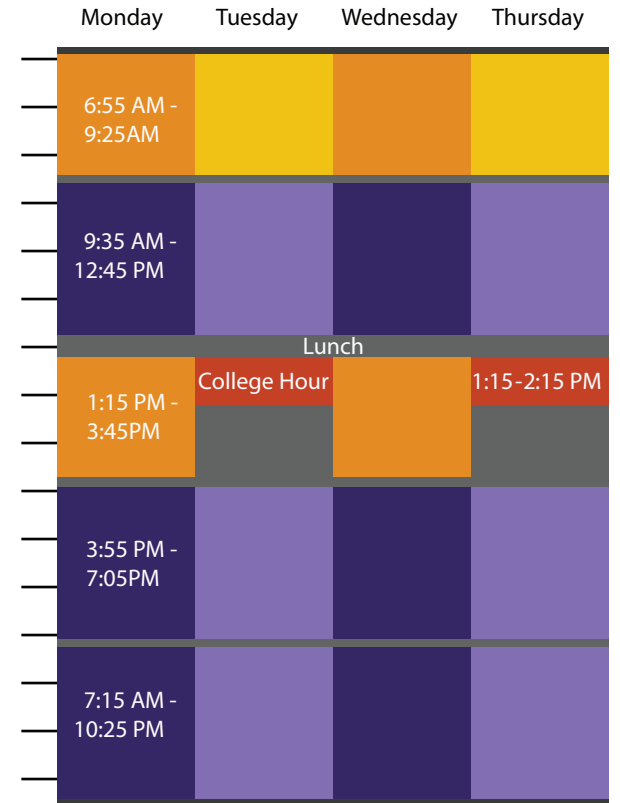### 3 Contact Hour Courses / Twice per Week

	Monday	Tuesday	Wednesday	Thursday
7:00				
8:00	8:00 AM - 9:25 AM			
9:00				
10:00	9:35 AM - 11:00 AM			
11:00				
12:00	11:10 AM - 12:35 PM			
1:00			Lunch	
2:00	1:15 PM - 2:40 PM	College Hour		1:15-2:15 PM
3:00				
4:00	2:50 PM - 4:15 PM			
5:00	4:25 PM - 5:50 PM			
6:00			Dinner	
7:00	6:45 PM - 8:10 PM			
8:00				
9:00	8:20 PM - 9:55 PM			
10:00				

1.7 Contact Hours; 85 Minutes

4 Contact Hour Courses / Twice per Week

	Monday	Tuesday	Wednesday	Thursday
7:00				
8:00	7:20 AM - 9:25 AM			
9:00				
10:00	9:35 AM - 12:20 PM			
11:00				
12:00				
1:00			Lunch	
2:00	1:15 PM - 3:20 PM	College Hour		1:15-2:15 PM
3:00				
4:00	3:30 PM - 5:35 PM			
5:00				
6:00			Dinner	
7:00	6:45 PM - 9:40 PM			
8:00				
9:00				
10:00				

2.3 Contact Hours; 125 Minutes

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

5 Contact Hour Courses / Twice per Week

	Monday	Tuesday	Wednesday	Thursday
7:00	6:55 AM - 9:25AM			
8:00				
9:00				
10:00	9:35 AM - 12:45 PM			
11:00				
12:00				
1:00			Lunch	
2:00	1:15 PM - 3:45PM	College Hour		1:15-2:15 PM
3:00				
4:00	3:55 PM - 7:05PM			
5:00				
6:00				
7:00	7:15 AM - 10:25 PM			
8:00				
9:00				
10:00				

2.8 Contact Hours; 150 Minutes

3.4 Contact Hours; 190 Minutes

Block Scheduling Analysis

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

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

Scheduling for Success
Block Schedule

Summary of Committee Work

Committee Members:

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

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

Proposed Schedule: see attached

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

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

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

To Be Considered: Metro schedule

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