



## Academic Senate AGENDA

**Facilitator:** Amber Gillis, President

**Recorder:** Nikki Williams, Secretary

**Date:** October 17, 2019

**Time:** 12:30-2:00 p.m.

**Location:** Boardroom

**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

**Mission Statement:**

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**SENATORS:**

<input type="checkbox"/> Estrada, Harvey	<input type="checkbox"/> Mills, Jesse	<input type="checkbox"/> Schwitkis, Kent
<input type="checkbox"/> Evans, Jerome	<input type="checkbox"/> Moldoveanu, Minodora	<input type="checkbox"/> Sidhu, Rajinder
<input type="checkbox"/> Gillis, Amber	<input type="checkbox"/> Moore, Sean	<input type="checkbox"/> Thomas, Shirley
<input type="checkbox"/> Khan, Mahbub	<input type="checkbox"/> Pham, Hoa	<input type="checkbox"/> Valdry, Andree
<input type="checkbox"/> Kooiman, Brent	<input type="checkbox"/> Richardson, Pamela	<input type="checkbox"/> Villalobos, Jose
<input type="checkbox"/> Maruri, Carlos	<input type="checkbox"/> Roeun, Malinni	<input type="checkbox"/> Williams, Nikki
	<input type="checkbox"/> Schumacher, Holly	

**AGENDA:**

- 1) **Call to Order**
- 2) **Approval of Agenda**
- 3) **Review and Approval of Minutes from October 3, 2019 Meeting**
- 4) **Reports**
  - a) President's Report
  - b) Vice President's Report
  - c) Faculty Board Representative Report
  - d) Academic Affairs Report
  - e) Accreditation Report
  - f) Curriculum Report
  - g) Distance Education Report
  - h) Faculty Development Report
- 5) **Unfinished Business**
  - a) Second Read and Vote: Enrollment Management Plan Outline 2019-2020
  - b) Second Read and Vote: BP7120 Recruitment and Hiring
- 6) **Actionable and Discussion Items**
  - a) First Read: BP3715 Intellectual Property
  - b) First Read: BP2520 Academic Senate
  - c) Minimum Qualifications Adoption – Process
  - d) First Read: Program Mappers Process
  - e) First Read: Human Development Minimum Qualifications

**7) Informational Items**

- a) Annual Curriculum Approval Certification

**8) Announcements**

**9) Future Agenda Items**

- a) Syllabus Statements
- b) Curriculum Handbook Revisions

**10) Adjournment**

**Next Scheduled Meeting: November 7, 2019 at 12:30pm**  
**Boardroom**



**COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES**

**BP 2520 Academic Senate**

**Issued: May 19, 2015**

Reference:

Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq  
Accreditation Standard IV.A  
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

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 Senates' organization, membership functions, and committee structure shall be developed by the Academic Senate.

COMPTON COLLEGE ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Thursday)

<u>FALL 2019</u>	<u>LOCATION</u>	<u>SPRING 2020</u>	<u>LOCATION</u>
<del>September 5</del>	<del>Board Room</del>	February 20	Board Room
<del>September 19</del>	Board Room	March 5	Board Room
<del>October 3</del>	Board Room	March 19	Board Room
October 17	Board Room	April 2	Board Room
November 7	Board Room	April 16	Board Room
November 21	Board Room	May 7	Board Room
December 5	Board Room	May 21	Board Room
		June 4	Board Room

Per the Brown Act, all votes must be recorded by name. Only Nos 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.

# CCCD Academic Senate Roster

2019-2020 (19 members)

## Officers:

President/Chairperson	Amber Gillis (18-20)
President-Elect/Chairperson-Elect	Minodora Moldoveanu (19-20)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Nikki Williams (19-21)
Curriculum/Curriculum Representative	Sean Moore (17-20)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jerome Evans (19-21)

## Members:

### **Career and Technical Education (2)**

Brent Kooiman (19-20)  
Pamela Richardson (20-21)

### **Health and Human Services (2)**

Shirley Thomas (19-21)  
Hoa Pham (19-20)

### **Humanities (2)**

Minodora Moldoveanu (20-21)  
Nikki Williams (19-20) Secretary

### **Social Sciences and Fine Arts (2)**

Jesse Mills (20-21)  
Harvey Estrada (19-20)

### **Mathematics (2)**

Malinni Roeun (19-20)  
Jose Villalobos (19-21)

### **Science (2)**

Kent Schwitkis (19-21)  
Rajinder Sidhu (19-20)

### **Library and Learning Resource Unit (1)**

Andree Valdry (20-21)

### **Counseling (2)**

Holly Schumacher (20-21)  
Carlos Maruri (19-21)

### **At-Large (2)**

Jerome Evans (19-21)  
Amber Gillis (19-21)

### **Adjunct Representatives (2)**

Mahbub Khan (19-21), Adjunct Representative  
Vacant (19-21)



## Academic Senate Minutes

**Facilitator:** Amber Gillis, President

**Recorder:** Nikki Williams, Secretary

**Date:** October 3, 2019

**Time:** 12:30-2:00 p.m.

**Location:** Boardroom

**Vision:**

Compton College will be the leading institution of student learning and success in higher education.

**Mission Statement:**

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

**ATTENDEES:**

__ Estrada, Harvey	__ Mills, Jesse	_v_ Schumacher, Holly
_v_ Evans, Jerome	_v_ Moldoveanu, Minodora	_v_ Schwitkis, Kent
_v_ Gillis, Amber	_v_ Moore, Sean	_v_ Sidhu, Rajinder
_v_ Khan, Mahbub	_v_ Pham, Hoa	__ Thomas, Shirley
_v_ Kooiman, Brent	_v_ Richardson, Pamela	_v_ Valdry, Andree
_v_ Maruri, Carlos	_v_ Roemun, Malinni	_v_ Villalobos, Jose
		_v_ Williams, Nikki

**AGENDA:**

- 1) **Call to Order-** 12:42 pm Amber Gillis
- 2) **Approval of Agenda-** K. Schwitkis/S. Moore
- 3) **Review and Approval of Minutes from September 19, 2019 Meeting-** K. Schwitkis/C. Maruri
- 4) **Reports**
  - a) **President’s Report-** Amber Gillis  
I am giving my report time to Chief Box. Box- We have our big annual drill on October 17, 2019 at 10:17am. I need your help. The state has mandated that all classes have to participate. We all have to get to the 4 predesignated areas. It is very important that we do this together so that our students know where to go in case of an emergency. Wherever you are, try to get to one of the four designated areas. The information is on the website. We have floor captains who will be there to help you get to one of the evacuation sites. I will play a message at the beginning and a message when it is over. Discussion followed.
  - b) **Vice President’s Report**  
No report
  - c) **Faculty Board Representative Report-** Jerome Evans  
I would like to invite everyone to attend the Latino Heritage Book Fair on October 8 and 9 from 11-1pm and 5-7pm. Please encourage students to attend.
  - d) **Academic Affairs Report**  
No report
  - e) **Accreditation Report-** Amber Gillis  
We are still working on the Mid-term report. Gerson Valle is the new faculty Co-Chair for Standard IIA.

- f) Curriculum Report- Sean Moore  
There is a revised list of fall 2019 classes that need to be reviewed. I reached out the division chairs and all of the classes were assigned to faculty who will work on these. We still do not have an SLO Coordinator. It was not filled so it was opened back up. We had a successful workshop on September 30, 2019. All of the future open Lab workshops are as follows: October 7, 8, 22, and 29. November 12, 26 and December 10. These workshops are in VT 212B from 1-5pm. I am very flexible, so if anyone needs time outside of these hours then I am happy to work with you. I attended the STEM meeting and was able to discuss with them more in depth the process for putting courses through. We have a new student representative on the committee and he attended the first meeting. Faculty are sometimes having trouble accessing the OneDrive. This means that some processes may be taking a bit longer than usual. If anyone needs access to the Curriculum Committee OneDrive, please let me know and I will give you access.
- g) Distance Education Report- Jasmine Phillips  
The forms that are needed for DE can be found in the DE Repository. Everyone who gets their email connected to Canvas will get all of my announcements and you can always go back to the repository to read the messages. We have a communication plan, this is informational. The reason why we wanted a formal recommendation document is that in case someone wants to bring something up in DEAC there is a process for it to go through in order to help make it happen. I know the process is a bit lengthy but this is part of the collaborative process. Any questions? We will vote on it in DEAC and then bring it to Senate for a vote. We sent out an email about accessibility training. We have about 30 responses which means that I can move forward with the CVC-OEI and schedule this class. We need to train a few more people to review online courses and we are talking about this process in FCRC. Can-Innovate is October 25. It is an opportunity to take part in webinars. There is a viewing room on campus, but you can view from anywhere. Please come and join us for lunch so that we can eat together. The Digital Summit on November 15 is when the CVC-OEI will be here to present so that we can see what the tools are that they have set up. We are invited to be part of the state discussions pertaining to online math, science and speech courses.
- h) Faculty Development Report  
We had the first book club session last Friday. We have 3 more books in case anyone would like to participate. The dates are October 25 and November 22.

## 5. Unfinished Business

- a. Second Read Technology Master Plan – Motion to open discussion for the Technology Master Plan second draft- J. Evans/M. Roeun. A. Gillis- Are there any additional comments that anyone wants to make regarding this document. K. Schwitkis- What is the process for the document from here? A. Gillis- It goes to Consultative Council one more time and then it will go to the Board. The document is fluid and gets updated every 3 years. Discussion followed. Motion to close discussion on the Technology Master Plan- K. Schwitkis/J. Evans. Call for a vote to approve the Technology Master Plan- Ayes have it and the motion carries.

## 6. Actionable and Discussion Items

- a. First Read- Enrollment Management Plan Outline 2019-2020- Elizabeth Martinez. Motion to open discussion for the Enrollment Management Plan Outline- K. Schwitkis/M. Roeun. E. Martinez-The Enrollment Management Committee is putting this plan together to cover 2019-2024. This is a new outline that covers the plan using the Tartar Completion by Design framework. The document is aligned to our other campus documents. We are soliciting feedback on themes and topics that may be missing in here that should be included. Does anyone have any questions? Discussion followed. K. Schwitkis- What I see here is an outline. What is the target date for the plan? E. Martinez- The December board meeting. Close discussion on the Enrollment Management Plan- K. Schwitkis/M. Roeun. Motion to open discussion on the Enrollment Management Plan Outline- K. Schwitkis/J. Evans. Please send feedback to E. Martinez and copy Juan Tavaréz by October 10<sup>th</sup>. Discussion followed about the timeline for the plan. Motion to close discussion on the Enrollment Management Plan Outline- J. Evans/S. Moore.
- b. First Read- BP 7120 Recruitment and Hiring- Amber Gillis. Motion to open discussion for the BP 7120 Recruitment and Hiring- M. Moldoveanu/K. Schwitkis—A. Gillis- This came to me from Human Resources and I left it as is so that you can see all of the strikethroughs. J. Evans- The first statement reads as if the CEO makes the decision him or herself. H. Schumacher- We also need to add something in there about the qualifications that are prescribed by the individual departments at Compton College. Have we looked at other community colleges and how they write their board policies? Can we do that? A. Gillis- We should look at the Q research. I would ask from everyone, please take a look at some other colleges. I would recommend looking at districts from across the state. They are not looking to take this to the board until November. We can delay this so that the recommendations are meaningful.

Recommendations and revisions should be sent to A. Gillis and M. Moldoveanu. Motion to close discussion A. Gillis/ M. Roeun.

**7. Information Items**

- a. BP 3330 Access to Facilities and Property- Send feedback to L. Owens.
- b. BP 3720 Computer Use- Send feedback to A. Yermakov
- c. AR 5011 Admission and Concurrent Enrollment of High School and Other Younger Students- Send feedback to E. Martinez.

**8. Upcoming Events**

- a. Plenary is November 7-9. There is still space if anyone is interested in going.

**9. Announcements**

**10. Future Agenda Items**

- a. Committees and Faculty Participation
- b. Curriculum Handbook Revisions

**11. Adjournment-** 1:55pm J. Villalobos/J. Evans

**Next Scheduled Meeting: October 17, 2019 at 12:30pm**  
**Boardroom**





# Enrollment Management Plan Outline 2019-2023

1. Introduction
  - a. Tartar Completion by Design
  - b. New Student-Centered Funding Formula
    - i. Student Equity
    - ii. Financial Aid
      1. Promise Grant, Pell Grant, AB540 Students
  - c. Guided Pathways
    - i. Tartar Success Teams
  - d. Vision for Success
2. Enrollment Management Oversight Committee Membership and Resources
3. Connection: Initial Interest through Submission of Application
  - a. Marketing and Communication
    - i. Revise the Compton College Communications Guide and Processes
  - b. Outreach and Recruitment
    - i. Promise Program
    - ii. FYE
    - iii. Program Maps
    - iv. Guided Pathway Division Outreach
    - v. Financial Aid
      1. Completion Grants
    - vi. Technology-CRM Recruit
  - c. Faculty and Staff Diversity
    - i. Validation Theory
  - d. Hours of Operation
  - e. Timeline 2019-2023
    - i. 2018-2019 Development of Plan
    - ii. 2019-2020
    - iii. 2020-2021
    - iv. 2021-2022
    - v. 2022-2023
4. Entry: Enrollment through Completion of Gatekeeper Courses
  - a. Career Exploration and Program Maps
    - i. Student Orientations
    - ii. Implement Career Services for Compton Students by Guided Pathway Division
  - b. Math and English Completion
  - c. Early Alert Technology- CRM Advise
    - i. Counseling
      1. Cranium Café--Online Counseling Tool
    - ii. Financial Aid
      1. Completion Grants
      2. Scholarships
  - d. Marketing and Communication
    - i. Create a Compton College Mobile Application



# Enrollment Management Plan Outline 2019-2023

- e. Student Welcoming Environment
    - i. Wayfinding
      - 1. Improve Campus Signage
    - ii. Student Common Areas with resources
  - f. Guided Pathways Welcome Activities
    - i. Welcome Center and Steps to Enrollment
    - ii. New Student Welcome Day
    - iii. Week of Welcome
    - iv. Faculty & Staff Welcome Days (Professional Development)
      - 1. New Faculty Orientations
      - 2. Adjunct Faculty Orientations
      - 3. All Staff Professional Development
  - g. Expanding our Footprint
    - i. Dual Enrollment
    - ii. Adult Education
  - h. Timeline 2019-2023
    - i. 2018-2019      Development of Plan
    - ii. 2019-2020
    - iii. 2020-2021
    - iv. 2021-2022
    - v. 2022-2023
5. Progress: Entry into Course of Study through Completion of 75% of Requirements .
- a. Program Maps and DegreeWorks
    - i. Revise the Compton College Student Program Maps
  - b. Curriculum
    - i. Transfer Alignment (Program Mapper Associate in Degree for Transfer alignment with California State University, Dominguez Hills)
    - ii. Degrees, Certificates of Accomplishment and Achievement
    - iii. Distance Education
    - iv. Fully implement OER campus-wide by Fall 2021
  - c. Ensure Student Learning
    - i. Student Learning Outcomes
  - d. Early Alert Technology- CRM Advise
  - e. Student Milestones and Checkpoint Communications
  - f. Block Scheduling
  - g. Opt-Out Scheduling
  - h. Student Retention and Success
  - i. Student Support for Online Learners
  - j. Student Wellness
    - i. Student Health Center
      - 1. Mental Health
    - ii. Tartar Support Network
      - 1. Food and Housing Insecurities
    - iii. Basic Need—Childcare
      - 1. Child Care for Students and Potential Students
  - k. Timeline 2019-2023



# Enrollment Management Plan Outline 2019-2023

- i. 2018-2019      Development of Plan
- ii. 2019-2020
- iii. 2020-2021
- iv. 2021-2022
- v. 2022-2023

## 6. Completion and Transition: Complete Course of Study through Earning a Credential with Market Value

- a. Marketing and Communication
- b. Student Milestones and Checkpoint Communications
- c. DegreeWorks (Auditing)
- d. Workforce Development
- e. Transition and Continued Connection
- f. Evaluation
- g. Timeline 2019-2023
  - i. 2018-2019      Development of Plan
  - ii. 2019-2020
  - iii. 2020-2021
  - iv. 2021-2022
  - v. 2022-2023

DRAFT



COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 7120 Recruitment and Hiring**

**Issued: October 20, 2009**  
**Revised: October 15, 2019**

References:

Education Code Sections 70901.2, 70902 subdivisions (b), (7), & (d), 87100 et seq., and 87458;  
Title 5 Sections 51023.5, and ~~Section~~ 53000, et seq.;  
ACCJC Accreditation Standard III.A.1

The CEO shall establish procedures ~~regulations~~ for the recruitment and selection of employees including, but not limited to, the following criteria:

An Equal Employment Opportunity Plan shall be implemented ~~afforded~~ according to Title 5 and BP3420, Equal Employment Opportunity ~~all potential employees meaning that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and fully enjoy the benefits of employment by a community college district.~~

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

Classified employees shall be recruited and selected in accordance with the provisions of the merit system.

Applicable Administrative Regulations:

AR 7121 Administrative Recruitment and Selection  
AR 7122 Faculty Recruitment and Selection  
AR 7123 Classified Recruitment and Selection  
AR 7124 Unclassified Recruitment and Selection  
AR 7125 Verification of Eligibility for Employment  
AR 7126 Applicant Background Checks

## BP 7120 Recruitment and Hiring

### References:

Education Code Sections 70901.2, 70902 subdivisions (b)(7) & (d), 87100 et seq., and 87458;  
Title 5 Sections 51023.5 and 53000 et seq.;  
ACCJC Accreditation Standard III.A.1

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

The [ **CEO** ] shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

An Equal Employment Opportunity Plan shall be implemented according to Title 5 and BP 3420 Equal Employment Opportunity.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

The criteria and procedures for hiring classified employees shall be established after first affording the [ **classified organization** ] an opportunity to participate in the decisions under the Board's policies regarding local decision making.

Revised 2/03, 2/07, 11/14, 10/16



**COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES**

**BP 3715 Intellectual Property**

**Issued: October 20, 2015  
Revised:**

References:

- 17 U.S. Code Sections 101 et seq.;
- 35 U.S. Code Sections 101 et seq.;
- 37 Code of Federal Regulations Sections 1.1 et seq.

The Chief Executive Officer shall develop procedures that define the rights, interests, protection, and transfer of intellectual property created by the District employees and students.

Applicable Administrative Regulations:

- AR 3716 Intellectual Property

## Administrative Procedure 3710

## Intellectual Property and Securing of Copyright

The El Camino Community College District recognizes and encourages District employees and students to engage in the production of scholarly works, creative publications, and technology-based materials.

Property subject to copyright or other intellectual property protection, including but not limited to those in the forms of books, compositions, paintings and other works of comparable type, developed by employees or students shall be the property of the creator unless the property is prepared by means of a District grant, constituting substantial District support, an externally funded grant, or contract with the District.

The Superintendent/President or his/her designee shall be responsible for securing the copyright or other intellectual property right for any materials for which the District is entitled to ownership.

This intellectual property and securing of copyright procedure shall be interpreted consistent with other District policies, including, but not limited to, the District's policy on academic freedom and federal and state statutes and regulations. This procedure shall also be interpreted consistent with all collective bargaining agreements. In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

- I. El Camino Community College District has defined substantial district support, works for hire, proprietary instructional material and intellectual property in Article 24 of the Faculty Contract. These definitions and stipulations will apply to all employee and student work at the ECC District.
  - a) A **Work** is any material which is eligible for copyright protection, including (but not limited to): books, articles, dramatic or musical compositions, poetry, instructional materials (e.g., scientific, logical, opinion or criticism), works of art or design, photographs or films, video or audio recordings, computer software, architectural and engineering drawings, and choreography. A Work may be recorded in any enduring medium (e.g., print, manuscript, electronic storage formats, optical, photosensitive film, etc.) or may exist in any tangible form (e.g., a sculpture, painting, structure or building).
  - b) An **Invention** is any idea or discovery which is eligible for patent protection, including (but not limited to) a device, process, design, model, strain or variety of any organism or composition of matter.
  - c) **Intellectual Property** is inclusive of any intangible property or other assets eligible for intellectual property protection under the law.
  - d) **District Support** includes the use of district funds, personnel, facilities, equipment, materials, or technology.

- e) **Substantial District Support** is defined as support involving either (1) direct costs to the District in excess of \$2000 over and above any budget customarily provided for the employee's usual appointment or assignment; or (2) indirect costs to the District (including but not limited to salaries and wages) in excess of \$5000 for District employees providing secretarial, technical or creative services specifically for the project; or (3) the use of exceptionally expensive District equipment or facilities (e.g., professional recording and filming studio, professional television cameras and the like). A grant obtained through the initiative and efforts of an employee or student shall not be considered to have resulted from Substantial District Support so long as the employee's contributions exceed the District's contributions.
- f) **A Work for Hire or Invention for Hire** is one for which the employee is specifically compensated to create. Works or inventions for Hire include products resulting from grants where the employee's contributions were less than contributions from the District. Works or Inventions for Hire shall remain the property of the District for all purposes.
- g) **Proprietary Instructional Materials** are those materials an employee created to perform his assignment more effectively for the benefit of the students, including (but not limited to): syllabi, lectures, student exercises, illustrations, recordings, multimedia programs and tests. The employee may use Instructional Materials in a traditional classroom or in any form of Distance Education. These Proprietary Instructional materials may be created using the personal resources of the employee and/or resources provided by the district.
- h) Employees who develop **Intellectual Property** with District Support as defined above, including but not limited to electronically posted notes, lectures, audio or videotaped presentations, broadcasts, or multi-media or interactive software, shall retain all ownership rights to and control of such material, except that the District shall retain the right to use property created with Substantial District Support for its own purposes without payment of royalties or other considerations, and the employee shall provide appropriate access to District personnel for evaluation, program review and accreditation purposes .

II. In the absence of a specific contract or agreement:

- a) If there is a reasonable determination that a particular work or other intellectual property created by an employee may be sold or traded commercially, the District and the employee may elect to draft and execute a contract specifying the terms of ownership of the work.



- b) If the receipt of grant funds restricts or specifies ownership of employee-created work, the District will abide by the requirements of the grant agreement.
- c) If the District and employee wish for any other reason to change or share ownership of a work or other intellectual property, they may jointly draft and execute a contract specifying terms of ownership.

The District will strive to actively protect all copyrighted materials or other intellectual property owned solely or partially by the District.

**References:**

Education Code Sections 72207 and 81459

17 United States Code 201

35 U.S. Code Section 101 et seq.

37 Code of Federal Relations 1.1 et seq.

Agreement Between El Camino Community College District and El Camino College Federation of Teachers, Local 1388, AFT, AFL-CIO.

El Camino College

Approved: 5/22/17

## **Board Policy 3710**

## **Intellectual Property and Securing of Copyright**

The Superintendent/President or his/her designee shall develop procedures that define the rights, interests, protection, and transfer of intellectual property created by the District employees and students and secures copyrights and other intellectual property rights, in the name of the district, to all copyrightable works and other intellectual property developed by the district, and royalties or revenue from said intellectual property are to be for the benefit of the district securing said intellectual property right.

The Superintendent/President shall develop appropriate administrative procedures to implement the provisions of Education Code 72207, which authorizes the securing of copyright protection for works, including but not limited to registering copyrights on behalf of the District. The procedures developed by the Superintendent/President shall assure that the District may also use, sell, give or exchange copyrightable materials and may license materials prepared by the District in connection with its curricular and other services.

In the development of procedures, the Superintendent/President shall solicit the input of representatives of the college community in accordance with the District's policies regarding shared local decision making.

### References:

Education Code Sections 72207 and 81459

17 U.S. Code Section 201

35 U.S. Code Section 101 et seq.

37 Code of Federal Relations 1.1 et seq.

El Camino College

Adopted: 6/19/17



COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 2520 Academic Senate**

**Issued: May 19, 2015**

Reviewed: October 17, 2019

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Compton Community College District Board of Trustees (hereafter The Board), with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board, or its designee, will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on the recommendations of the Academic Senate, as the representative of faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

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's organization, membership functions, and committee structure shall be developed and maintained by the Academic Senate.

Additionally, Per Board Policy 2510, Participation in Local Decision Making, the Academic Senate "retains the right independently to consult collegially with the Board or its designees with respect to academic and professional matters and nothing in this policy shall be interpreted as diminishing or otherwise derogating that right. The Board or its designee, the CEO, will listen to the advice of the senate, and when there is disagreement, the Board or the CEO will explain in writing the reason for the disagreement."

References:

Education Code Section 70902(b)(7);

Title 5, Sections 53200 et seq.

Accreditation Standard IV.A

Board Policy 2510 Participation in Local Decision Making

## Proposed Program Maps Process

Amber L Gillis

Thu 6/27/2019 4:10 PM

To: Keith Curry <kcurry@compton.edu>

Hello Dr. Curry,

Per our conversation earlier this afternoon, I think that we need to consider developing a clear and streamlined process to have faculty within their departments to review and evaluate program maps as we roll them out this fall. Because the program maps can and will affect class offerings, it is imperative that faculty within each department are reviewing course maps on a regular and ongoing basis.

In addition to faculty members reviewing these maps, I think it would also be wise for the Academic Senate to both be aware of these maps and to understand the process by which they are reviewed, since much of the college program/course planning going forward is rooted in these program maps.

My initial recommendation for a process would include the following:

1. Division Chairs to lead discussion of program map review with faculty in designated program/department. Faculty members review and physically sign-off on their program map.
2. Division Dean to further review, check for accuracy, and sign-off.
3. Guided Pathway Division Counselor to review and physically sign-off. This GPD Counselor, as part of the GPD Success Team, may also be a part of the initial conversation with the faculty in the department.
4. A representative faculty member from the program/department should then bring the program map to Academic Senate for support.
5. Once the Academic Senate has been made aware and has endorsed the program maps, it will then recommend to the District, via Academic Affairs, that these program maps are accurate and reflective of faculty expertise.
6. Academic Affairs will sign-off and submit to Student Services for dissemination to GP Counselors.
7. Proposed documentation:
  - a. A fillable PDF that allows for electronic signatures that can be sent between constituent groups. This would show a demonstrate a clearer delineation of the process and person(s) responsible in this process. Additionally, these can be housed on the campus website to support our Collaborative Governance process and accreditation standards.
  - b. A yearly timeline - similar to what we are working on for PBC/Annual Plans that we discussed with Lauren Sosenko at our last Consultative Council meeting. This would institutionalize the process so that it becomes a part of our everyday operations.

Of course, we will need to discuss this process outline with faculty, Academic Affairs, and the Academic Senate body for input. This process - not the approval of maps - is something that we can bring to the Academic Senate Retreat in August to discuss with the senators, if you agree to this process draft.

Please let me know your feedback and thoughts. I appreciate the opportunity to work with you on this process.

Warm regards,  
Amber Gillis  
Assistant Professor of English and Humanities  
Academic Senate President  
Accreditation Faculty Chair  
Compton College  
agillis@compton.edu  
310-900-1600 ext 2322

## FW: Compton College Academic Program Maps

Stephanie Atkinson-Alston

Fri 10/11/2019 12:20 PM

**To:** Holly V Schumacher <hschumacher@compton.edu>; Amber L Gillis <agillis@compton.edu>; Minodora M Moldoveanu <mmoldoveanu@compton.edu>; Rebekah Blonshine <rblonshine@compton.edu>; Paul M Flor <pflor@compton.edu>; Abiodun Osanyinpeju <aosanyinpeju@compton.edu>; Valerie S Woodward <vwoodward@compton.edu>; Kendahl L Radcliffe <kradcliffe@compton.edu>; Donald A Roach <droach@compton.edu>; Abdirashid M Yahye <ayahye@compton.edu>; Shirley Thomas <sthomas@compton.edu>; CESAR JIMENEZ <cjimenez@compton.edu>; **CC-Faculty** <cc-faculty@compton.edu>  
**Cc:** Elizabeth Martinez <emartinez@compton.edu>; Nelson Shirota <nshirota@compton.edu>; Sylvia J Barakat <sbarakat@compton.edu>

All,

We will be conducting a review of the our Program Mappers on Friday, October 18, 2019 in the Staff Lounge from 12:30 to 3:30 p.m. Please sign up in Flex Reporter.

Thanks,

Dr. A

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**From:** Keith Curry

**Sent:** Thursday, October 10, 2019 6:14 PM

**To:** Holly V Schumacher <hschumacher@compton.edu>; Amber L Gillis <agillis@compton.edu>; Minodora M Moldoveanu <mmoldoveanu@compton.edu>; Rebekah Blonshine <rblonshine@compton.edu>; Paul M Flor <pflor@compton.edu>; Abiodun Osanyinpeju <aosanyinpeju@compton.edu>; Valerie S Woodward <vwoodward@compton.edu>; Kendahl L Radcliffe <kradcliffe@compton.edu>; Donald A Roach <droach@compton.edu>; Abdirashid M Yahye <ayahye@compton.edu>; Shirley Thomas <sthomas@compton.edu>; CESAR JIMENEZ <cjimenez@compton.edu>

**Cc:** Rachelle P Sasser <rsasser@compton.edu>; Lauren Sosenko <lsosenko@compton.edu>; Stephanie Atkinson-Alston <satkinson@compton.edu>; Steven Haigler <shaigler@compton.edu>; Elizabeth Martinez <emartinez@compton.edu>

**Subject:** Compton College Academic Program Maps

Colleagues,

As we move forward with the develop/revise Compton College academic program maps for the Program Mapper software. We are proposing the following process for approving Compton College Academic Program Maps:

1. The discipline faculty members and their assigned guided pathways counselor will develop and/or review their academic program map.
2. The assigned guided pathways counselor will share the academic program map with the counseling department faculty. The counseling department faculty will review the academic program map and provide feedback to the guided pathways counselor.
3. The discipline faculty members and the guided pathway counselor will review and approve their academic program map. The program map will then be submitted to the division dean and the division chair by the assigned guided pathway counselor.
4. The division dean and the division chair will review and approve the academic program map.
5. The academic senate shall receive the academic program map as an informational item.
6. The dean of counseling and guided pathways, the vice president of student services, and the vice president of academic affairs will review and approve the academic program maps.

The dean of counseling and guided pathways will develop an academic program maps approval form. Finally, the approved academic program maps and completed approval form will be available in the Counseling Department.

Please provide me with your feedback and copy Cesar Jimenez, Dean of Counseling and Guided Pathways on the email communication.

Sincerely,

Keith Curry, Ed.D.  
(*preferred pronouns: he/him/his*)  
President/CEO  
Compton College





## Compton College

### Human Development Minimum Qualifications

#### Counseling Human Development Courses

Masters in counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling or marriage and family therapy. Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities.

#### DESIRED QUALIFICATION

Doctorate in education, psychology, counseling psychology, educational psychology, or counseling. Understanding of learning styles and experience teaching career development theories and soft skills as motivation, communication skills, interdependence, and lifelong learning. Experience in effectively utilizing educational and instructional technology. Training in Canvas and in On Course.

#### Counseling EOPS Courses

Masters in counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling or marriage and family therapy, AND EOPS counselors hired after October 24, 1987, shall:(1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages OR (2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field-work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages AND In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages. Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities.

#### Counseling Career Courses

Masters in counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling or marriage and family therapy. Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities.

#### DESIRED QUALIFICATIONS

Career Certification, or 6 or more units in Career specific courses, or MBTI Certification, or Strong's Interest Inventory Certification, Strength's Finder Certification or True Colors Certification or 5 years or more in Career specific counseling. Doctorate in education, psychology, counseling psychology, educational psychology, or counseling. Understanding of learning styles and experience teaching career



development theories and soft skills as motivation, communication skills, interdependence, and lifelong learning. Experience in effectively utilizing educational and instructional technology. Training in Canvas and in On Course.

## Counseling Athletics Courses

Masters in counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling or marriage and family therapy. Sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities.

### DESIRED QUALIFICATIONS

Previous experience in community college athletic counseling and knowledge in athletic NAIA and NCAA transfer requirements. Passing of Athletic Counselor Exam through 3c2A Organization. Doctorate in education, psychology, counseling psychology, educational psychology, or counseling. Understanding of learning styles and experience teaching career development theories and soft skills as motivation, communication skills, interdependence, and lifelong learning. Experience in effectively utilizing educational and instructional technology. Training in Canvas and in On Course.



**TO:** Chief Executive Officers  
Chief Instructional Officers  
Academic Senate Presidents  
Curriculum Chairs  
Academic Senate for Community Colleges  
Curriculum Specialists

**FROM:** Raul Arambula,  
Dean, Educational Services & Support

**RE:** Annual Curriculum Approval Certification

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### **Background**

This memorandum provides information regarding the Annual Curriculum Approval Certification. The annual certification includes all credit and noncredit course proposals, modified credit programs, Career Technical Education (CTE) credit programs that are C-ID aligned, and local credit programs. Programs not included in the annual certification and streamline approval process include the Associate Degrees for Transfer (ADTs), noncredit Career Development and College Preparation (CDCP) certificates in the short-term vocational instructional domain, and new Career Technical Education credit programs that are not C-ID aligned.

### **Guidelines**

The Chancellor's Office Curriculum Inventory (COCI) system has yet to be updated to accommodate automatic approval for local programs and noncredit courses and programs authorized under this section for streamlined and auto-approval. Therefore, Chancellor's Office staff will manually approve affected courses and programs, which may result in an approval timeframe of one to two business days. Periodic reviews of the locally approved and certified curriculum will be conducted by the Chancellor's Office to monitor compliance and data integrity beginning January 2, 2020.

### **Requested Actions**

Effective immediately, the Chancellor's Office will require each college to submit: (1) an annual certification form (signed by the Chief Executive Officer, Chief Instructional Officer, Academic Senate President, and Curriculum Chair) and, (2) one PDF copy of the local governing board policy that defines the standards for credit hour calculations. The signed certification form and local governing board policy documentation are to be submitted to the Chancellor's Office annually, during the month of October.

Each academic year, during the month of September, the Chancellor's Office will release an annual certification reminder to colleges. For the 2019-20 academic year, the certification form and local governing board policy must be submitted to the Chancellor's Office no later than 5:00 P.M. on **October 18, 2019**. Colleges that do not submit the required certification documents by the due date,

**Annual Curriculum Approval Certification**  
September 26, 2019

are out of compliance with auto-approval requirements and thus, affected credit and noncredit course and program proposal submissions will be manually reviewed by the Chancellor's Office. The manual review process will remain in effect until the signed certification form and the local governing board policy documentation are received by Chancellor's Office. Since this is the first year that specific noncredit courses and programs will be automated, in an effort to support colleges with ensuring that their noncredit submissions follow title 5 and the PCAH, included with this memorandum is a noncredit guidance table.

**Request for Support**

Throughout the academic year, colleges may request for a technical assistance team--comprised of an Academic Senate member, Chief Instructional Officer, and Chancellor's Office staff--to assist with any curriculum related matter. Please submit these requests to your point of contact at the Chancellor's Office.

**Contact**

Should you have any questions or concerns, please contact Raul Arambula, Dean in Educational Services and Support, at [rarambula@cccoco.edu](mailto:rarambula@cccoco.edu) or (916) 322-1440.

**Attachment:** Annual Curriculum Approval Certification Form

cc: Eloy Ortiz Oakley, Chancellor  
Daisy Gonzales, Deputy Chancellor  
Marty Alvarado, Executive Vice Chancellor

By signing this form, the Chief Executive Officer, Chief Instruction Officer, Academic Senate President, and Curriculum Chair acknowledge and certify that:

- course hours and units are correct in accordance with CCCC Course Calculations;
- the college/district course outline of record has been approved by the District Governing Board;
- the college has developed local policy, regulations, or procedures specifying the accepted relationship between contact hours, outside-of-class hours, and credit for calculating credit hours to ensure consistency in awarding units of credit;
- credit cooperative work experience plan has local board approval and is on file;
- credit and noncredit courses and programs that are submitted to the Chancellor's Office Curriculum Inventory (COCI) system are accurate and compliant with California Education Code, California Code of Regulations, title 5, and the current CCCC Program and Course Approval Handbook (PCAH);
- credit and noncredit programs have the required attachments in accordance with the current CCCC PCAH; and
- Mandatory training for curriculum committees and responsible administrators regarding curriculum rules and regulations to ensure compliance ((CCR, §55002(a) (1)).

This certification applies to the following:

1. Courses

- a. Credit - all credit courses
- b. Noncredit - all noncredit courses

2. Programs

- a. Credit
  - i. Modified credit programs (excluding ADTs)
  - ii. New credit programs with a Program Goal of "Local"
  - iii. Credit CTE C-ID aligned programs (Sample of a model curriculum templates, LMI, regional consortium recommendations, still must be contain in submission) with the exception of new CTE credit programs that are not C-ID aligned and Apprenticeship
- b. Noncredit
  - i. All noncredit programs (see attachment)

The annual certification is **not applicable to** the curriculum listed below:

1. Certificate Programs

- a. Credit: CTE not C-ID aligned
- b. Noncredit: Career Development and College Preparation (CDCP) certificate programs in the instructional domain of *Short-term Vocational* (Education Code statute §84760.5 (a)(3) requires approval of short-term vocational programs by the Chancellor's Office and thus is excluded from local and automatic approval)

2. Degrees

- i. Associate Degree for Transfer (AD-T)

Please note: the Chancellor's Office will begin periodic reviews as of January 2, 2020 of these proposals to monitor policy compliance and data integrity of the online curriculum inventory system.

**Annual Curriculum Approval Certification**  
September 26, 2019

Email a PDF of the required forms to: [dgarcia@cccoco.edu](mailto:dgarcia@cccoco.edu)

Annual Curriculum Approval Certification Form

By signing this document, I certify as the Chief Instructional Officer that  
Compton College has completed this process.

*(College name)*

\_\_\_\_\_  
Chief Executive Officer *(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Executive Officer *(Print Name)*

\_\_\_\_\_  
Chief Instructional Officer *(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Instructional Officer *(Print Name)*

\_\_\_\_\_  
Academic Senate President *(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Senate President *(Print Name)*

\_\_\_\_\_  
Curriculum Chair *(Signature)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Chair *(Print Name)*