



## Special Meeting

### Academic Senate Agenda

**Facilitator:** Dr. Minodora Moldoveanu, President

**Recorder:** Carlos Maruri, Secretary

**Date:** November 12, 2020

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

**Location:** Zoom Conference

<https://cccconfer.zoom.us/j/91210951098>

#### 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

\_\_ Barragan-Echeverria, Theresa  
 \_\_ Crozier, Judith  
 \_\_ Ekimyan, Roza  
 \_\_ Estrada, Harvey  
 \_\_ Gonzalez, Citlali  
 \_\_ Hill, Jennifer  
 \_\_ Kahn, Mahbub  
 \_\_ Mason, Don  
 \_\_ Martinez, Jose Manuel  
 \_\_ Martinez, Victoria  
 \_\_ Maruri, Carlos

\_\_ Maruyama, David  
 \_\_ McPatchell, David  
 \_\_ Mills, Jesse  
 \_\_ Moldoveanu, Minodora  
 \_\_ Moore, Sean  
 \_\_ Morales, Janette  
 \_\_ Phillips, Jasmine  
 \_\_ Richardson, Pamela  
 \_\_ Schumacher, Holly  
 \_\_ Schwitkis, Kent  
 \_\_ Sidhu, Rajinder  
 \_\_ Skorka, Evan

\_\_ Valdry, Andree  
 \_\_ Van Overbeck, Michael  
 \_\_ Villalobos, Jose

#### Guests

\_\_ Berger, Sheri (VP Ac. Aff.)  
 \_\_ Gillis, Amber (Past Pres.)  
 \_\_ Johnson, Susan (DE Chair)  
 \_\_ George, Sarah (FDC Co-Chair)  
 \_\_ Sosenko, Lauren (IR)  
 \_\_ Hill, Chris (ATD)  
 \_\_ Loveless-Morris, Judy (ATD)

# Agenda

(Public comment will be allowed on each agenda item).

## 1. Call to Order

## 2. Approval of Agenda

## 3. Unfinished Business

- a. Third Read & Vote: Compton College Response to Call to Action

## 4. New Business

- a. First Read & Vote: BP 4020
- b. First Read & Vote: AR 4020
- c. First Read & Vote: BP 4235
- d. First Read & Vote: AR 4235
- e. First Read & Vote: BP 4030

## 5. Consent Items

- a. 2-Year CTE Course Review - No Recommended Changes: CDEV 112 - Teaching Young Children in a Diverse Society, CDEV 116 - Creative Art for Young Children, and NURS 232 - Obstetrical Patients and the Newborn.
- b. 2-Year CTE Course Review - Revise Lecture and Lab Hours: MTT 101 - Introduction to Conventional and CNC Machining, and MTT 103 - Conventional and CNC Turning.
- c. 6-Year Course Review- No Proposed Changes: BIOL 100 - Fundamentals of Biology, BIOL 100H - Honors Fundamentals of Biology, COMS 270 - Organizational Communication, PHYS 120 - General Physics, PHYS 150 - Mechanics of Solids, PHYS 250 - Electricity and Magnetism, and PSYC 107 - Physiological Psychology.
- d. Distance Education Online: BIOL 100 - Fundamentals of Biology, BIOL 100H - Honors Fundamentals of Biology, CDEV 112 - Teaching Young Children in a Diverse Society, COMS 270 - Organizational Communication, ESL 7 - Career Exploration, MTT 101 - Introduction to Conventional and CNC Machining, MTT 103 - Conventional and CNC Turning, PHYS 150 - Mechanics of Solids, PHYS 250 - Electricity and Magnetism, and PSYC 107 - Physiological Psychology.
- e. DE Addendum Only Approval: ACRP 130 - Basic Automotive Painting-Refinishing, ACRP 140 - Beginning Automotive Collision Repair I, ACRP 154 - Intermediate Automotive Refinishing I, ART 103 - History of Western Art Proto-Renaissance to 19th Century, ART 141 - Digital Art Fundamentals, ART 207 - Art History of Mexico and Central and South America, ATEC 101 - Introduction to Automotive Services, ATEC 114 - Brakes, ATEC 123 - Engine Performance, Electrical and Fuel Systems, ATEC 124 - Computer Controlled Engine Management, Fuel Systems, ATEC 135 - Manual Transmissions Drive Train and Drive Axles, BUS 125 - Introduction to Business, CDEV 117 - Music and Movement for Young Children, CDEV 118 - Science and Math for Young Children, CIS 102 - Office Applications, CIS 116 - Using Spreadsheets, CIS 119 - Database Management Using Microsoft Access, CIS 120 - Internet, Social Networking), CIS 126 - Systems Analysis and Design, CIS 132 - Pers Computer Support and Networking, CIS 160 - Application Development and Programing Using Visual Basic. Net, COMS 260 - Introduction to Intercultural Communication, COMS 270 - Organizational Communication, DANC 164 - World Dance, EDEV 33 - Specific Learning Strategies, EDEV 37 - Increased Learning Performance: English, EDEV 38 - Increased Learning Performance: Mathematics, EDEV 41 - Assisitive Computer Technology Laboratory, EDUC 101 - Introduction to the Field of Education, EDUC 201 - Foundations in Education, ENGL 101 - Reading and Composition, ENGL 103H - Honors Critical Thinking and Composition, ENGL 127 - Creative Writing: Introduction to the Craft of Fiction, ENGL 242 - Chicano and Latino Literature, ESL 05A - ESL for Childhood Educators I, FILM 124 - Production Planning, GEOG 105 - World Regional Geography, GEOL 103 - Physical Geology Lab, GEOL 106 - Earth Science in Education, HIST 101H - Honors United States History to 1877, HIST 129 - History of Los Angeles, MATH 8C - Intermediate Algebra Corequisite, MATH 116 - Geometry and Measurement for Prospective Elementary School Teachers, MICR 133 -General Microbiology, MTT 105 - Conventional and CNC Milling, MTT 107 -Advanced Manufacturing Processes, MTT 110 - Introduction to CAD/CAM, MTT

120 -Manufacturing Print Reading, MTT 160 - General Metals, MTT 201 - Introduction to Aerospace Fastener, MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments, MUSI 103A - Theory and Musicianship I, MUSI 152 - Concert Choir, MUSI 180 - Fundamentals of Electronic Music, MUSI 215A - Music History and Literature Up to 1750, MUSI 284 - Commercial Music Business Studies, MUSI 285 - Songwriting for Commercial Music, NFOO 110 - Nutrition, NURS 143 - Introduction to Nursing, NURS 144 - Dosage Calculations, NURS 149 - Advanced Placement in Nursing, NURS 222 - Medical Surgical Nursing Older Adult, NURS 226 - Nursing Skills Practicum I, NURS 230 - Mental Health Nursing, NURS 238 - Skills Practicum II, NURS 242 - Intermediate Medical-Surgical Nursing II, NURS 244 - Skills Practicum III, NURS 247 - Advanced Medical-Surgical Nursing I, NURS 254 - Advanced Nursing Process I, PE 154 - Women's Badminton Team, PE 158 - Men's Intercollegiate Baseball Team, PE 180 - Women's Intercollegiate Softball Team, PE 183 - Intercollegiate Track and Field Teams, PE 270 - Fitness and Sports Nutrition, PHYS 120 - General Physics, PHYS 150 - Mechanics of Solids, PHYS 152 - Fluids-Heat and Sound, PHYS 250 - Electricity and Magnetism, PHYS 252 - Optics and Modern Physics, PSYC 107 - Physiology Psychology, PSYC 108 - Social Psychology, PSYC 110 - African American Psychology, PSYC 112 - Human Sexuality, PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences, PSYC 122 - Research Methods in the Behavioral Sciences, SPAN 101 - Elementary Spanish, SPAN 122 - Intermediate Conversational Spanish, SOC 112 - Introduction to Criminology, and WSTU 101 - Introduction to Women's Studies.

- f. DE Addendum Only Approval- Emergency Fully Online by Mutual Agreement (EFOMA): ETEC 110B - Principles of Engineering Technology II, ETEC 112B -Introduction to Engineering Design II, ETEC 115B - Aerospace Engineering II, ETEC 118B -Engineering Design and Development II, FILM 122 - Production I, NURS 220 - Nursing Fundamentals, WELD 101 - Introduction to Welding Processes, WELD 105 - Basic Welding for Allied Fields, WELD 111 -Introduction to Shielded Metal Arc Welding (SMAW), WELD 113 - Intermediate Shielded Metal Arc Welding (SMAW), WELD 142 - Intermediate Gas Tungsten Arc Welding (GTAW), WELD 144 - Advanced Gas Tungsten Arc Welding (GTAW) Skills Lab, WELD 150 - Structural Fabrication,
- g. DE Addendum Approval Only- Hybrid Offering Only: NURS 234 - Pediatric Nursing, NURS 242 - Intermediate Medical-Surgical Nursing II, NURS 247 - Advanced Medical-Surgical Nursing I, NURS 248 -Advanced Medical-Surgical Nursing II Preceptorship
- h. New Course Proposal: ESL 7 - Career Exploration

## 6. Adjournment

**Next Scheduled Meeting: November 19<sup>th</sup>, at 12:30pm**

**Zoom Link: <https://cccconfer.zoom.us/j/91210951098>**

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

<u>FALL 2020</u>	<u>LOCATION</u>	<u>SPRING 2021</u>	<u>LOCATION</u>
<del>September 3</del>	zoom	February 25	zoom
<del>September 17</del>	zoom	March 4	zoom
<del>October 1</del>	zoom	March 18	zoom
October 15	zoom	April 1	zoom
October 29	zoom	April 22	zoom
November 19	zoom	May 6	zoom
December 3	zoom	May 20	zoom
		June 3	zoom

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.

### CCC Academic Senate Roster 2020-2021 (26 Senators)

#### Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Carlos Maruri (20-21)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jasmine Phillips (20-21)
Distance Education Representative	Susan Johnson (20-22)

#### Members:

##### **Fine Arts, Communication and Humanities (5)**

Andree Valdry (20-21)  
 Judith Crozier (20-23)  
 Harvey Estrada (20-23)  
 Jennifer Hill (20-23)  
 David Maruyama (20-23)

##### **Counseling (5)**

Holly Schumacher (20-21)  
 Carlos Maruri (20-21)  
 Theresa Barragan-Echeverria (20-23)  
 Citlali Gonzales (20-23)  
 Janette Morales (20-23)

##### **Social Sciences (3)**

Jesse Mills (20-21)  
 Vacant (20-23)  
 David McPatchell (20-23)

##### **Business and Industrial Studies (3)**

Pamela Richardson (20-21)  
 Sean Moore (20-23)  
 Michael Van Overbeck (20-23)

##### **Science, Technology, Engineering and Mathematics (5)**

Kent Schwitkis (20-23)  
 Jose Villalobos (20-23)  
 Jose Manuel Martinez (20-23)  
 Rajinder Sidhu (20-23)  
 Evan Skorka (20-23)

##### **Health and Public Services (3)**

Don Mason (20-21)  
 Roza Ekimyan (20-23)  
 Jasmine Phillips (20-23)

##### **Adjunct Faculty (2)**

Mahbub Kahn (20-21)  
 Victoria Martinez (20-23)

**Compton Community College District  
Compton College  
Response to California Community Colleges  
Chancellor's "Call to Action"  
October 12, 2020**

A WORKING DOCUMENT

## **Our Story, Our Commitment**

The past 100 years of the City of Compton’s history, and by extension the college, is not only a part of a telling narrative about race, class, and the lasting legacy of exclusion, but also, on the flip side, a story of resilience regardless of how fragile.<sup>1</sup> Compton Junior College was founded in 1927 as Compton Union High School encompassing the 13<sup>th</sup> and 14<sup>th</sup> grades before becoming a community college in 1950. By the 1950s and 60s, our institution was considered one of the top community colleges in the nation. Educating the sons and daughters of a sizeable working and middle class, the college operated in a city with a rapidly shifting demographic trend common in suburbs throughout the United States in the ‘50s, ‘60s and ‘70s brought about by Supreme Court decisions ending racial covenants that kept people of color out of predominantly white neighborhoods. Between the 1920s and 1950 the City of Compton was predominantly white at 95%. By 1970 the City of Compton was 65% African American. Today, Compton’s Black population stands at 25%. Our service areas of Willowbrook, North Long Beach, Paramount, Lynwood, Watts, parts of Carson and Athens have followed similar trends. This demographic shift has had a profound impact on the college, how it services the community, and where it sees itself moving forward at this most challenging moment in history.

The 1921 racially restrictive covenants buffered by Sundown laws, vigilantism, and unchecked law enforcement kept African Americans and Mexican Americans from residing in Compton. After the Supreme Court decisions in 1940s, by the 1950s, developers saw opportunity in transforming large tracts of empty land into affordable housing for purchase void of racial covenants. Living in Compton made the idea of home ownership in the new Post World War II America a reality for African Americans. Compton was perceived at this point as a bedroom community for the rising Black middle class, eager to move out of the overcrowded older Black urban enclaves of South Los Angeles. African American men and women were able to secure both blue and white-collar job opportunities in the surrounding areas. For Black men, factory, manufacturing, aerospace and related industries provided the economic stability to raise families

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<sup>1</sup> Please see Sides, Josh. “Straight into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb.” *American Quarterly*, vol. 56, no. 3, 2004, pp. 583–605., for an in-depth and invaluable critical analysis of the history of Compton’s black community as well as the demographic changes and impact of popular culture on the city itself. See also, Feder-Haugabook, Ayala. “Compton, California (1867- ).” *Welcome to Blackpast* •, 13 June 2019, [www.blackpast.org/african-american-history/compton-california-1867/](http://www.blackpast.org/african-american-history/compton-california-1867/).

and purchase homes. This sparked a huge migration from the south (mainly Louisiana, Texas, Arkansas and Mississippi) of African Americans to California and specifically to Los Angeles. By the early 1960s the city of Compton, now perceived as the measure of middle-class success, had a Black population of 40%. The Watts riots of 1965 and its aftermath led to more white flight. The expansion, of public housing brought the African American population to 65% by 1970. Unfortunately, while the African American community grew, the jobs that sustained the community in the previous decade (automobile, manufacturing, etc.) and the services vital to its existence, began to disappear. A decade later, in the 1980s, the crack epidemic and gang violence filled the void as unemployment, disillusionment, and addiction ravaged the community. By 1992 those same families that pursued the middle-class dream and largely succeeded in the 1950s and '60s found themselves fleeing a city they no longer recognized. The economic decline has been catastrophic for those who remain.<sup>2</sup>

## The Struggle Is Real

Compton College has struggled with recruiting and retaining African American students who represent 21% of the campus population. 32% of this segment of the population are male. Hence, as cited in the [2018-2019 Annual Fact Book](#), only one out of every three African American students are male on our campus. This disproportionately low number is not reflected in the Compton College service area. In fact, the three largest feeder districts to Compton College (i.e., Compton Unified, Lynwood Unified, and Paramount Unified) not only shows a sizeable African American population but a male population, slightly larger than the number of females enrolled in local districts. (See Table 1).

Table 1: Count and percentage of Black or African American K-12 students by gender in Compton College feeder districts in 2019-20201

	Compton Unified	Lynwood Unified	Paramount Unified
Male	12,108 52%	6,780 51%	7,268 51%
Female	11,086 48%	6,465 49%	7,073 49%
Total	23,194	13,245	14,341

Compton College uses successful enrollment (i.e., the number of students who enroll at Compton College out of all the students who applied) to measure recruitment. Black/African American males in the community are not applying to Compton College compared to other groups.

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<sup>2</sup> Please see Sides, Josh. “Straight into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb.” *American Quarterly*, vol. 56, no. 3, 2004, pp. 583–605., for an in-depth and invaluable critical analysis of the history of Compton’s black community as well as the demographic changes and impact of popular culture on the city itself. See also, Feder-Haugabook, Ayala. “Compton, California (1867-).” *Welcome to Blackpast* •, 13 June 2019, [www.blackpast.org/african-american-history/compton-california-1867/](http://www.blackpast.org/african-american-history/compton-california-1867/).

Furthermore, the Black/African male students who do enroll persist at lower rates. While 54% of students overall persist from fall to spring term, only 51% of all black or African American students persist and 45% of black or African American male students persist.

African American student success rates also fall behind those of our general population. In the 2018-2019 year, 63% of African American students had successful course completion, compared to 69% for the general population. 4% of the African American students successfully completed Transfer-level math in the first year, compared to 6% for the general population. 10% of African American students successfully completed Transfer-level English in the first year, compared to 15% of the general population. 52% of the African American students persisted from fall to spring, compared to 57% of the general population. Finally, 27% of African American students earned zero units in the first term, compared to 22% of the general population. This is of great concern. Compton College must focus on this population to ensure that they obtain their degrees or certificates from our institution. The recent events of this past spring echoed in Black Lives Matter have highlighted the need to address the ongoing disparities that exist in the community. These disparities have a long history rooted in racism, neglect, and lack of opportunity. Engineered by design, they reflect the institutional racism that is still with us today. Compton College must be part of the solution, not part of the problem.

Compton College must be *bold* and *innovative* in addressing the issues our students face, and how we implement programs and services that support all students and in particular, African American men, through our [Guided Pathway Divisions](#) and our Tartar Success Teams. Utilizing the "Call to Action," recommendations from our constituents, support from the Compton Community College District Board of Trustees, and with support from Achieving the Dream, below is Compton College Response to the California Community Colleges Chancellor's Office "Call to Action."

## **Introduction - A Formal Response to the Call to Action**

As an institution, Compton College exists within a community hit hard by recent events centered on police brutality, COVID-19, and growing economic and political instability. Compton College and Compton Community College District is committed, now more than ever, to addressing these systemic issues around race and racism, through communitywide dialogue, proper planning, and direct action.

In June 2020, California Community Colleges Chancellor Eloy Ortiz Oakley issued the California Community Colleges Chancellor's Office "[Call to Action](#)" to actively strategize and implement concrete actions against structural racism, poverty, and social injustice. Specifically, the Chancellor's Office "Call" asks for systemwide mobilization around six key areas. Here is our interpretation of those areas:

1. Review of campus and communitywide law enforcement and expand first responder training and curriculum.
2. Initiate honest and open dialogue among faculty, staff, and administration that addresses issues surrounding campus climate.



3. Assess classroom climate and create an action plan with a focus on building a campus-wide anti-racism curriculum and a more inclusive classroom space.
4. Review and update our equity plans with immediate speed.
5. Shorten the timeline for the full implementation of our Diversity, Equity, and Inclusion Integration Plan.
6. Join and engage in the Vision Resource Center, "Community Colleges for Change."

While these items are clearly stated in the Chancellor's Office "Call to Action," Compton College is uniquely situated to address and expand on these items. The items require considerable reflection and engagement. As an institution, we have operated in the eye of the storm around equity, inclusion, and diversity for many years; however, the current situation requires all stakeholders to act with due diligence and expediency.

### **Action 1: Law Enforcement and First Responder**

The Chancellor called for a systemwide review of law enforcement officers and first responder training and curriculum on community college campuses. Compton College shall and will support innovative public safety efforts that can serve as a model for what community policing could be. This reimagining will require engagement from all stakeholders supporting collaborative community oversight of policing on campus and the surrounding areas. As an institution of learning, the larger question of how to build this trust and understanding can be addressed at the curricular level. Training and professional development opportunities must be ongoing and should include topics such as unconscious/implicit bias, de-escalation training, and community-oriented/de-militarized approaches.

We are also reviewing our current administration of justice program to determine how we can infuse equity into community policing discussion and perhaps encourage students to look at community safety and civil rights in a new progressive and empowering light. Since homelessness, unemployment risk, and food insecurity disproportionately affect students of color, this is an opportunity for Compton College to identify new ways to approach public safety, apart from the topic of policing.

Inspired by the work of Black Lives Matter, in November 2020, Compton College will establish the *Compton College Task Force for an Equitable Approach to Community Safety and Health*, which will include our current peace officers, faculty, classified, administrators, and the broader Compton community, whose tax dollars support our institution. The task force will review all Compton College Police Department policies, procedures, and staffing plans, with the primary goal of removing, amending any policies, practices, recommendations, or other instruction or direction that correlate with the inequitable application of justice or stand contrary to Compton College's imperative to create an equity-minded and safe environment for all. The task force is expected to provide recommendations to the President/CEO on reimagining public safety at Compton College by May 1, 2021.

## **Action 2: Dialogue to Address Campus Climate**

Discussions about campus climate should also reach beyond what is happening on campus. Recent events have made this apparent. Compton College comprises a diverse community of stakeholders who live in our service areas, the broader Los Angeles community, and beyond. They bring their optimism, knowledge, and concerns to the campus each day. The transient nature of commuter colleges makes it more challenging to foster dialogue and a sense of community. Yet, these discussions are needed to guide students, staff, faculty, and administrators who have expectations that they will learn and work in a community that fosters equity, inclusion, understanding, and collaboration.

As an immediate step in this call to action, Compton College has partnered with the [USC Race and Equity Center](#) and joined the [California Community College Equity Leadership Alliance](#). Membership in the Alliance will enable our institution to offer faculty, staff, and administrators opportunities to participate in monthly four-hour e-convening professional learning workshops that will focus specifically on race and equity in the classroom and in hiring practices. Participants of the e-convenings are expected to report out on the key takeaways and lessons learned to facilitate change on campus to serve our students better and enhance improved communications among all constituents. Thus, participants will virtually discuss in a facilitated and recorded dialogue about what they have learned and how it can be applied to the campus and the surrounding community. Compton College will create a digital equity library hosted on the Diversity, Equity, and Inclusion [website](#), which will serve as a repository for all the recordings that can be accessed by any member of the Compton College community and the public for further dialogue and action.

Compton College will also host trainings for campus administrators in the art of holding open and honest conversations within their departments about how we come together as an educational community to build inclusive and safe learning and working environments. For students, the college will continue the "Race Matters" student development workshop series every month, hosted by the Office of Student Development. Previous topics have included "Race and Mental Health: Coping and Wellness Strategies," and "Healing Space: Uplifting the Community After Tragic Loss." Compton College will encourage and provide financial support for attendance at the [African American Male Education Network & Development's \(A2MEND\)](#) dialogues and conferences for employees and students.

In the spring of 2021, in collaboration with the USC Race and Equity Center, Compton College will administer the National Assessment of Collegiate Campus Climate (NACCC) survey on campus climate. The NACCC is a rigorous, expert-validated quantitative survey that measures belonging and inclusion, the frequency and depth of cross-cultural interactions, students' appraisals of institutional commitment to diversity and inclusion, and other related topics. While the first year will measure student responses, the USC Race and Equity Center is also developing a pair of workplace climate surveys: one for staff at all levels, and another for faculty (including adjunct instructors). These two surveys will focus on topics such as employees' perceptions of equitable opportunities for promotion and advancement; a sense of belonging and how different

groups of employees differently experience the workplace environment; employees' encounters with sexism, racism, homophobia, transphobia, and other "isms" at work; employee satisfaction with the college's responses to reports of abuse, unfair treatment, and climate problems; and appraisals of the college's commitment to equity. The staff and faculty surveys will be administered in 2022 and 2023, respectively.

Compton College will develop an action plan to identify clear steps toward meeting the reports' recommendations based on survey results. While these have been some of our more immediate responses toward addressing campus climate, we understand that change does not happen overnight. Thus, Compton College will continue to support ongoing open and conversations, careful planning, and thoughtful implementation of ideas and action items to improve campus climate.

### **Action 3: Inclusive Classrooms and Anti-Racism Curriculum**

The Compton College Academic Senate has authored "A Resolution to Declare that Equity and Black Lives Matter" in response to recent events, the Chancellor's Office "Call to Action," and to be in solidarity with the initiatives of Black Lives Matter. The resolution states three key points:

1. The Compton College Academic Senate is committed to improving the cultural education and cultural intelligence of all of its constituent groups, and to fostering attitudes of unity, solidarity, and togetherness;
2. The Compton College Academic Senate pledges to treat all campus members with dignity and respect and to be an ally to Black Lives Matter; and
3. The Compton College Academic Senate will urge all faculty members to create a culturally relevant and inclusive curriculum to highlight the injustices of this country and to the unfair treatment of historically underrepresented groups in many aspects of our society; to include the voices of historically underrepresented groups in course material selection; and to increase awareness of implicit bias, stereotypes, discrimination, individual and systemic racism, and genocides.

In fall 2021, Compton College will add a culture, diversity, and equity requirement for all students who plan to graduate with a degree from Compton College, in compliance with Compton Community College District Administrative Regulation 4025 - Philosophy and Criteria for Associate Degree and General Education. A certificate in the subject area is also in the works as faculty begin to collaborate on expanding the curriculum in each program area. This would include not just the Social Sciences and Humanities, where these curriculum discussions often take place around race and identity, but in all five Guided Pathways Divisions: Business and Industrial Studies; Fine Arts, Communications, and Humanities; Health and Public Services; Science, Technology, Engineering, and Math (STEM); and Social Sciences. To this end, the Academic Senate has called for the creation of the *Call to Action Curriculum Task Force*, made up of full-time and adjunct faculty who currently incorporate issues of social justice, public policy, health, environmental justice, and ethnic identity as part of their pedagogy and methodology on a local, global, and international level.

The requirement will allow students to analyze a wide range of past and contemporary issues among historically racialized populations while holistically developing a critical and intersectional understanding of race, ethnicity, class, gender, sexuality, and power in American society. Students will learn how systemic racism works, how it is embedded in all of our institutions, and how to advocate for change and challenge racism at the personal and structural level. The major prepares students for both transfer and graduate studies and careers that serve communities of color, such as public and business administration, human and health services, marketing and communications, research and education, politics and government, fine and performing arts, and multicultural affairs. Compton College is committed to hiring up to three full-time faculty over the two years to assist with teaching courses associated with the new culture, diversity, and equity degree requirement.

Over the next two years, the *Call to Action Curriculum Task Force* will review all Compton College courses to examine anti-racism, diversity, equity, and inclusion, in our curriculum. The college is also working diligently on an Ethnic Studies Degree for Transfer to the CSU's. A Collaboration with the UC Chancellors Office is also being explored in an effort to build opportunities with our premier research institutions in the UC system. Finally, in the next year, in collaboration with the University of California Office of the President, Compton College will explore efforts to build opportunities with the University of California for our students, faculty, and their graduate students to implement activities associated with inclusive classrooms and anti-racism curriculum.

#### **Action 4: Board Reviews and Updates Equity Plans with Urgency**

The "Call to Action" requires colleges to look at their Equity Plans with fresh eyes and answer the question of whether they are designed for compliance or outcomes. The Chancellor's Office calls on colleges to pull together a cross-campus team, including research, human resources, technology, faculty, support services, Classified staff, managers/supervisors, and others to focus on naming the barriers, identifying solutions, and then rallying the full campus to engage in meeting the needs.

Recognizing the importance of welcoming and honoring all voices on campus in the equity plan, Compton College will be assembling a team through the [Student Success Committee](#) to review the plan, provide insight, and make updates. The revised equity plan is expected to be presented to the Compton CCD Board of Trustees at the March 2020 board meeting. Additionally, Compton College understands that equity is embedded in everyone's work, rather than being encapsulated by a single person or position. Thus, the Director of Student Equity's title has been changed to the [Director of Basic Needs and Student Success](#). Compton College will also be updating the equity section of its [website](#) to reflect the needs elicited by structural racism and COVID-19.

## **Action 5: Shorten Time Frame for Full Implementation of Diversity, Equity, and Inclusion (DEI) Integration Plan**

The [California Community Colleges Chancellor Office's Vision for Success Diversity, Equity and Inclusion Task Force](#) called for full implementation of 68 recommendations over the next five years. In the "Call to Action," the Chancellor stated that "our system cannot afford to wait five years" and asks campus leaders to mobilize to implement all tier 1 recommendations in the next six to 12 months and to act with urgency to implement tier 2 recommendations. Compton College is on track to meeting this shortened timeframe.

In June 2020, the Compton CCD Board of Trustees adopted [Resolution #06-16-2020F Affirming Compton Community College District Commitment to Faculty and Staff Diversity](#). A detailed [action plan](#) to implement the resolution was also created. The following month, Compton College applied for assistance from the Chancellor Office's Institutional Effectiveness Partnership Initiative ([IEPI](#)). The IEPI is committed to advancing the California Community Colleges' institutional effectiveness and enhancing the system's impact on serving students, advancing best practices, and avoiding potential pitfalls. Technical assistance teams, called Partnership Resource Teams (PRT), are subject matter experts and help institutions develop improvement strategies and timelines on their area of focus. Compton College's proposal for assistance from a mini-PRT to strengthen its professional development opportunities in relation to diversity, equity, and inclusion matters was approved. Compton College will receive up to a \$75,000 grant in seed money toward the effort along with technical assistance. The mini-PRT is expected to virtually visit Compton College in the fall of 2020, meet with various constituent groups, provide feedback and advice, and assist with drafting a plan on how to best design and implement the diversity, equity, and inclusion elements within professional development.

Finally, Compton College launched its new Diversity, Equity, and Inclusion [webpage](#), which houses essential resources such as the Equal Employment Opportunity ([EEO](#)) Plan, the [Human Resources Staffing Plan](#), and the USC Center for Urban Education (CUE) [report](#) and [action plan](#). Over the course of the year, the Director of Diversity, Compliance, and Title IX, in consultation with the EEO Advisory Committee, will identify strategies to implement the various recommendations, including consideration of race, poverty, and service people of color.

## **Action 6: Vision Resource Center "Community Colleges for Change"**

The Chancellor's Office has created a virtual community in the [Vision Resource Center](#) where content, dialogue, and modules are uploaded. Appreciating that we all need to continue to invest time to learn as an educational community, Compton College's Professional Development Manager is spearheading the initiative to get our staff involved and invested with the Vision Resource Center. The Professional Development Manager will send monthly updates to employees with new information about the Vision Resource Center, provide sign-up assistance, and forward pertinent resources to the campus community. The goal is to have 100% of our

employees and the Compton CCD Board of Trustees participating in the Vision Resource Center by March 1, 2021.

## **Current Initiatives: Achieving the Dream (ATD)**

In the spring of 2020, Compton College joined the Achieving the Dream (ATD) Network. Participation in ATD provides expertise and networking opportunities for the college to realize change to improve student success. Throughout the partnership and engagement with ATD, the college expects to see improvement in teaching and learning, increased engagement and efficacy of faculty and staff with data and technology, and higher levels of implementation of the Guided Pathways and Completion by Design. Our first virtual kickoff took place July 14-July 16, 2020. The topics of discussion included: The Community College Reform Movement – What it Means to Be a Part of ATD's Network; Using Data to Identify Your Student Success Priorities – Strengthening Teaching and Learning; and Preparing Faculty to Ensure Students are Learning.

Compton College and Compton CCD are committed to student success, evident in the [Compton College 2024](#), [Human Resources Staffing Plan](#), [Technology Plan](#), [Enrollment Management Plan](#), and the [Compton CCD Resolution #06-16-2020A Affirming Our Commitment to Student Success for Black and African American Students](#). In the spring of 2017, Compton College received results from the [Community College Success Measure \(CCSM\) Survey](#) and the [Improving Student Success Outcomes for Men of Color at Compton College - Student Perspectives](#) focus groups that were conducted by the San Diego State University Community College Equity Assessment Laboratory (CCEAL) in spring and fall 2016. As a result of the research from CCEAL, Compton College established the Men of Color Taskforce, who provided several recommendations to the President/CEO in December 2019. Many of those recommendations were funded in the 2020-2021 year through [Student Equity and Achievement Restricted Funding](#), including the development and implementation of a Men of Color Brotherhood and Mentorship Programs.

## **Evaluation**

The Compton College Office of Institutional Effectiveness, working with the USC Race and Equity Center, will develop and implement an evaluation plan of the activities included in our response to the “Call to Action.” Each year, a report will be provided to the Compton Community College District Board of Trustees to ensure accountability, follow-through, and quality. Compton College recognizes the importance of a continuous feedback loop as priorities, time, and overall the racial climate continue to evolve.

## **Conclusion**

This document describes Compton College's status by implementing the six key actions from the Chancellor's "Call to Action." We will develop an action plan and timeline for each of the six key actions in the coming weeks. This is only the beginning of our work against structural racism. However, we recognize that the work ahead necessitates honest conversations, breaking

down years of historical and societal barriers, and creating a new system that holds itself accountable for making progress. The journey of a thousand miles begins with a single step, and we are proud of our efforts as we march towards building a better future for our communities.





COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 4020 Program, Curriculum,  
and Course Development**

**Issued: November 21, 2016  
Revised: November 17, 2020**

**References:**

Education Code Sections 70901(b), 70902(b), and 78016;  
Title 5 Sections 51000, 51022, 55100, 55130 and 55150;  
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid  
Programs under Title IV of the Higher Education Act of 1965, as amended;

**34, Code of Federal Regulations parts Title 34, Sections, Parts 600.2, 602.24, 603.24, and  
668.8;  
ACCJC Accreditation Standards II.A and II.A.9 Philosophy and Criteria for Associate Degree**

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The programs and curricula of the District shall be of high quality, relevant to our mission, community, and student needs, and evaluated regularly to ensure quality and currency. To that end, the *President/Chief Executive Officer (CEO)* shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.

The *President/CEO* delegates to the *Vice President of Academic Affairs/Chief Instructional Officer (CIO)* the development of procedures to initiate and review curriculum and program development. These procedures are developed jointly by the Academic Senate and the CIO or designee. The procedures are located in the College Curriculum Handbook.

Furthermore, these procedures shall include:

- appropriate involvement of the faculty and Academic Senate in all processes;
- regular review and justification of programs and course descriptions;
- ~~Opportunities~~ opportunities for training for persons involved in aspects of curriculum development; *and*
- ~~Consideration~~ consideration of job market and other related information for vocational and occupational programs.

All new programs and program deletions shall be approved by the Board.

All new programs shall be submitted to the California Community Colleges Chancellors Office for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.



**Credit Hour**

Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

The *President/CEO* will establish procedures which prescribe the definition of “credit hour” consistent with applicable federal regulations, as they apply to community college districts.

The *President/CEO* shall establish procedures to assure that curriculum at the District complies with the definition of “credit hour” or “clock hour,” where applicable. The *President/CEO* shall also establish procedure for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour program has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

The *President/CEO* delegates to CIO the development of procedures regarding the “credit hour” and “clock hour”. ~~to be~~ These procedures are developed jointly with by the Academic Senate and the CIO. The procedures are located in the College Curriculum Handbook.

*Applicable Administrative Regulation:  
AR 4020 Program, Curriculum, and Course Development*

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COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS

**AR 4020 Program, Curriculum and  
Course Development**

**Issued: November 17, 2020**

**References:**

*Board Policy 4020 – Program, Curriculum, and Course Development  
Title 5 Sections 55002.5, 55100, 55130, and 55256.5  
Chancellor’s Office Program and Course Approval Handbook  
Code of Federal Regulations Title 34 Parts 600.2, 602.24, 603.24, and 668.8  
ACCJC Accreditation Standard II.A*

*Procedures for program and curriculum development and review are located in the Curriculum Handbook which is housed in the Office of Academic Affairs, division offices and the College Curriculum Committee web page. Additional guidelines for Program, Curriculum and Course Development are provided in the Chancellor’s Office Program and Course Approval Handbook, available on the Curriculum Committee web page.*

*To monitor for compliance with state and local regulations related to credit hour calculations, the President, Vice President of Academic Affairs, Academic Senate President, and the Curriculum Chair shall annually certify to the Chancellor’s office compliance with the following for credit courses:*

- *The Curriculum Committee and the District governing Board have approved each credit course pursuant to Title 5 §55002.5 and the Chancellor’s Office Program and Course Approval Handbook.*
  - *Initiation of courses and programs is the primary purview of full-time faculty.*
  - *Course and program review, approval, and evaluation processes are defined in the Curriculum Committee Handbook.*
  - *Program and course review timelines adhere to the Program and Course Approval Handbook, as provided by the California Community College Chancellor’s Office.*
  - *Each course outline of record is maintained within the electronic curriculum management system, with local approval dates.*
  - *Modes of instruction are provided within each course outline of record.*
- *The college promptly reports all credit courses approved by the district governing board to the Chancellor’s Office Curriculum Inventory and Management Information Systems.*
- *College personnel involved in the credit course approval process, including members of the curriculum committee, are provided with training regarding the rules, regulations and local policies applicable to the approval of credit courses per Title 5 §55100 and §55130.*

**Credit Hour**

*The College Curriculum Committee reviews all credit courses for compliance with credit hour calculations in accordance with Title 5 and Chancellor’s Office policy.*

*Title 5, section 55002.5(a) defines one credit hour of community college work (one unit of credit) as a minimum of 48 hours of total student work, which may include inside and/or*



**COMPTON COMMUNITY COLLEGE DISTRICT  
ADMINISTRATIVE REGULATIONS**

*outside-of-class hours. The Chancellor’s Office further defines this by using each college’s fiscally approved calendar as the divisor for the calculations of units using the following equation. At Compton College the primary terms are 18 weeks in length but are currently offered in a 16-week compressed format. This makes the hours-per-unit divisor 54 hours. Title 5, section 55002.5(e) allows credit hours for all courses to be awarded in increments of one unit or less. The Chancellor’s office requires colleges to award units of credit in a minimum of 0.5 units.*

1. *Standard Formula (relationship) for Hours and Units of Credit*

*Courses not classified as cooperative work experience use the following formula for calculating units of credit: Divide the hours of total student work (lecture, laboratory, activity, and/or outside-of-class hours) by 54, then round down to the nearest 0.5 units. Expressed as an equation:*

$$\frac{(Total\ Contact\ Hours + Total\ Outside\ of\ Class\ Hours)}{54} = Units\ of\ Credit$$

*The result of this calculation is then rounded down to the nearest 0.5 increment.*

*Definitions for the terms used above:*

- *Total Contact Hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in Title 5, §§58050 - 58051. This number is the sum of all contact hours for the course in all calculation categories, including lecture, recitation, discussion, seminar, laboratory, activity, clinical, studio, practica, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.*
- *Outside-of-class Hours: Hours students are expected to engage in course work outside the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, clinical, studio, practica, to-be-arranged, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.*

*The ratios of in-class to outside-of-class hours for each type of instructional category offered at Compton College shall be determined as follows based on one (1) unit of credit:*

<i>Instructional Category</i>	<i>In-Class Hours*</i>	<i>Outside-of-Class Hours*</i>
<i>Lecture (Lecture, Discussion, Seminar and Related Work)</i>	<i>1 hr/week 18 total hours</i>	<i>2 hrs/week 36 total hours</i>



**COMPTON COMMUNITY COLLEGE DISTRICT  
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<i>Activity (Activity, Lab w/ Homework, Studio, and Similar)</i>	<i>2 hrs/week 36 total hours</i>	<i>1 hr/week 18 total hours</i>
<i>Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)</i>	<i>3 hrs/week 54 total hours</i>	<i>0 hrs</i>

*\*Standard weekly hours based on an 18-week semester.*



## COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

### 2. *Cooperative Work Experience Formula*

*Credit hour calculations for work experience are governed by the regulations set forth in title 5, section 55256.5. In title 5, section 55256.5(c)(1-2) the following requirements are specified:*

- *Each 75 hours of paid work equals one semester credit.*
- *Each 60 hours of non-paid work equals one semester credit.*

### 3. *Clock Hour Courses/Programs*

*Credit for clock-hour designated programs shall be awarded consistent with the Code of Federal Regulations Title 24 Part 600.2. In this regulation, a program is considered to be a clock-hour program if it is required to measure student progress in clock hours when:*

- *Receiving Federal or State approval or licensure to offer the program*
- *Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.*

*Programs that meet this definition are required to use a federal formula for determining appropriate units of credit. This formula is outlined in the Code of Federal Regulation Title 34 Part 668.8:*

- *One unit of credit is 37.5 clock hours of instruction.*



COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 4235 ~~Credit by Examination~~ *Credit for Prior Learning***

**Issued: April 17, 2018**

**Revised: November 13, 2018**

**Revised: xxx, 2020**

Reference:

Title 5, Section 55050

Compton Community College District shall adopt and publish regulations allowing students to receive credit ~~by examination~~ *for prior learning*. ~~Credit by examination for prior learning may be earned for eligible courses approved by the District for students who satisfactorily pass an authorized assessment. Authorized assessments may include the evaluation of approved external standardized examinations, Joint Services Transcripts, student-created portfolios, industry-recognized documentation, and credit by examination. obtained by one of the following methods:~~

- ~~Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog demonstrating mastery of the course content, objectives, and outcomes.~~
- ~~Achievement of a score of three (3) or higher on an Advance Placement Examination administered by the College Entrance Examination Board.~~

~~Credit may be earned by students who satisfactorily pass authorized examinations approved or conducted by proper authorities of the college, in accordance with Title 5 section 55050.~~

Administrative procedures for granting credit ~~by examination~~ *for prior learning* will be developed in collegial consultation with the Academic Senate, as stated in Board Policy 2510.

Applicable Administrative Regulation:

AR 4235 ~~Credit by Examination~~ *for Prior Learning*

AR 4236 Advanced Placement Credit



**AR 4235                      Credit by Examination  
for Prior Learning**

**Issued: April 17, 2018  
Revised: November 13, 2018  
Revised: November 17, 2020**

**References:**

*Board Policy 4235 – Credit for Prior Learning  
Education Code Sections 66025.71, 66700, 70901, and 70902  
Title 5 sections 55002, 55021, 55023, 55025, 55050, and 55052  
The Academic Senate for California Community Colleges, “Awarding Credit Where  
Credit  
is Due,” Spring 2014.*

*Students may demonstrate proficiency in a course eligible for Credit for Prior Learning and received credit through one of the following approved alternative methods for awarding credit listed below:*

- *Achievement of a satisfactory score on an Advanced Placement (AP) examination*
- *Achievement of a satisfactory score on a high-level International Baccalaureate (IB) examination*
- *Achievement of a satisfactory score on the College Level Examination Program (CLEP)*
- *Evaluation of Joint Services Transcripts (JST)*
- *Evaluation of industry-recognized credential documentation*
- *Evaluation of student-centered portfolios*
- *Satisfactory completion on an institutional examination, known as Credit by Examination, created and administered by the college faculty in lieu of completion of an active course as listed in the current College Catalog.*

~~The purpose of credit by examination is to allow a student to gain credit~~ *Credit may be awarded for prior learning only for a specific course by demonstrating mastery of the course content, objectives, and outcomes as for classes listed in the college catalog and on Course Outlines of Record.*

~~Faculty who normally teach the course, in consultation with the appropriate academic dean, shall determine how courses are selected and those courses eligible for credit by examination. Courses eligible for credit by examination shall be listed in the college catalog.~~

~~Credit by examination may be obtained by one of the following methods:~~

- ~~Credit by satisfactory completion of an examination administered by the college in lieu of completion of a course listed in the college catalog.~~
- ~~Achievement of an examination administered by other agencies approved by the college.~~

## Eligibility Requirements **Determination of Eligibility for Credit for Prior Learning**

- *The student must be currently registered in the college.*
  - *The student must have a Comprehensive Educational Plan on file in the College's designated electronic system.*
  - *The course is listed in the current College Catalog.*
  - *For Credit by Examination the following additional criteria are used:*
1. *A The student must have completed 12 semester units at Compton College with a minimum grade point average of 2.00 and be in good standing at the time the credit is granted. However, students enrolling in or enrolled at Compton College may be allowed to take the examination at any time, even though credit will not be granted until 12 semester units have been completed.*
  2. *The student ~~Students~~ shall only be allowed to petition to receive credit by examination one time per course. ~~Students~~ and may not petition for credit examination for a course in which they *are currently* or have previously enrolled and received a grade, unless statutorily required to renew a license or certification required by State or Federal governments.*
  3. *The student ~~Students~~ may not petition for credit by examination for a course in which they have been enrolled after the first two weeks of a semester census, except under special circumstances as determined by the faculty who normally teach the course, in consultation with the academic dean.*
  4. *The student ~~Students~~ must petition for credit by examination no later than the middle of the term except under special circumstances as determined by faculty who normally teach the course, in consultation with the academic dean.*
  5. *Only those courses listed in the *current* catalog and approved for credit by examination by the Curriculum Committee at the time of the petition shall be available to students for such credit.*
  6. *Credit by exam is not available for any course that is lower in a sequence than a course for which ~~credit has already granted~~ a grade has already been earned, except under special circumstances determined by the faculty who normally teach the course, in consultation with the academic dean.*
  7. *The maximum amount of credit ~~by examination~~ permissible for Credit by Examination shall not exceed 15 semester units, including not more than 50% of the ~~credit~~ 9 semester units required for the major subject field.*

*Credits earned through Credit for Prior Learning are not applicable to meeting of such unit load requirements as Selective Service deferment, Veterans, or Social Security benefits and shall not be considered in verifying eligibility for athletics or student government. Credit acquired shall not be counted in determining the 12 semester units*



*of credit in residence required for an associate degree.*

### **Prior Learning Assessment Grading Policy**

- *Grading shall be according to the regular grading system in accordance with Administrative Regulation 4230: Grading and Academic Record Symbols*
- *Students shall be offered a “Pass/No Pass” grading option if that option is ordinarily available for the course.*
- *Students shall be given the opportunity to accept, decline, or appeal the grade assigned by the faculty in cases of Credit by Examination in accordance with AR 4231: Grade Changes.*

### **Transcript Notations for Credit for Prior Learning**

- *The student’s academic record shall be clearly annotated to reflect that credit was earned by assessment of prior learning.*

### **Advanced Placement**

*See Administrative Regulation 4236: Advanced Placement Credit.*

### **International Baccalaureate**

*Student requesting Credit for Prior Learning using the International Baccalaureate (IB) examination shall receive credit for completing a satisfactory score on a district approved high-level IB examination under the following circumstances:*

- *The student shall complete the Credit for Prior Learning Petition available in the Admissions and Records Office **by meeting with a college counselor.***
- *Official IB transcripts must be on file in the Admissions and Records Office.*
- *The student achieved a minimum acceptable score on the IB examination as listed in the College Catalog.*

### **College Level Examination Program**

*Students requesting Credit for Prior Learning using the College Level Examination Program (CLEP) shall receive credit for completing a satisfactory score on a district approved CLEP under the following circumstances:*

- *The student shall complete the Credit for Prior Learning Petition available in the Admissions and Records Office **by meeting with a college counselor.***
- *Official CLEP transcripts must be on file with the Admissions and Records Office.*
- *The student achieved a minimum acceptable score on the CLEP examination as listed in the College Catalog.*

### **Credit for Military Service/Training**

*Students interested in Credit for Prior Learning using Joint Services Transcripts shall receive credit as recommended by the American Council on Education (ACE) Directory and approved by the appropriate discipline faculty of the college under the following circumstances:*

- *The student shall complete the Request for Military Credit available in the Admissions and Records Office **by meeting with a college counselor.***
- *Official transcripts must be on file in the Admissions and Records Office. These may include Joint Services Transcript (JST), Sailor/Marine American Council on*

Education Registry Transcript (SMART), Army and American Council on Education Registry Transcript Service (AARTS), Community College of the Air Force (CCAF), Coast Guard Institute (CGI), Defense Language Institute Foreign Language Transcripts (DLIFLC), Defense Manpower Data Center (DMDC), or verified copies of DD214 or DD295 military records.

- Credit course equivalency shall be determined by the faculty of the appropriate discipline.

### **Industry Recognized Credentials**

Students interested in Credit for Prior Learning using industry recognized credentials shall receive credit as recommended by the appropriate division chair or discipline faculty designee under the following circumstances:

- The student shall complete the Credit for Prior Learning Petition available from the Admissions and Records Office **by meeting with a college counselor.**
- The student shall attach all industry recognized credentials to the petition.
- If an industry recognized credentials has already been evaluated and approved by the appropriate division chair or discipline faculty designee, the Admissions and Records Office will award credit based on the prior faculty recommendation.
- If an industry recognized credential has not yet been evaluated and approved, the following process shall be followed:
  - The Admissions and Records Office shall route the petition and accompanying industry recognized credentials to the division chair or discipline faculty designee
  - The appropriate faculty review the credentials.
  - If the division chair or discipline faculty designee determine the industry certification adequately measures mastery of the course content set forth in the Course Outline of Record, the appropriate faculty shall sign the petition with the recorded grade, attach the industry recognized credential(s), and forward the completed petition and supporting documents ~~to the area dean for review and approval.~~ **Admissions and Records to the area dean for review.**
  - ~~If the dean approves, the documents are forwarded to the~~ **The dean will forward the petition and supporting documentation to** ~~The the~~ Admissions and Records Office **will to keep the petition to be kept** on file and **will notate** ~~recorded on~~ the student transcript.

### **Student-Created Portfolio Assessment**

Students interested in Credit for Prior Learning using student-created portfolios shall receive credit as recommended by the appropriate division chair or discipline faculty designee under the following circumstances:

- A department approved portfolio assessment rubric for the course is on file in the Office of Academic Affairs and the rubric aligns the course objectives and outcomes set forth in the Course Outline of Record.
- The student shall complete the Credit for Prior Learning Petition available **in** the Admissions and Records Office **by meeting with a college counselor.**
- Upon verification from the Admissions and Records Office that a rubric is on file and the petition is complete, the Admissions and Records Office will forward the petition to the division chair or discipline faculty designee.
- The chair will notify the student to submit all portfolio materials to them or the

discipline faculty designee.

- If the division chair or discipline faculty designee determines the portfolio adequately measures mastery of the course content set forth in the Course Outline of Record using the rubric on file, the appropriate faculty shall sign the petition with the recorded grade and forward the completed petition and supporting documents to ~~to the area dean for review and approval.~~ **Admissions and Records.** ~~the area dean for review.~~
- ~~If the dean approves, the petition is forwarded to the~~ **The dean will forward the petition to** ~~The the~~ Admissions and Records Office **will to keep the petition to be kept** on file and ~~will notate the recorded on~~ the student transcript.
- ~~The dean~~ **dean** ~~dean division chair or discipline faculty~~ will contact the student to pick up the portfolio materials.

### **Credit by Examination**

Faculty who normally teach the course, ~~in consultation with the appropriate academic dean,~~ shall determine how courses are selected and those courses eligible for credit by examination. Courses eligible for credit by examination shall be approved by the Curriculum Committee and listed in the college catalog.

Students wishing to take a course through Credit by Examination are encouraged to informally discuss the matter with the division chair or discipline faculty designed prior to initiating the formal process.

### **Procedure for Earning Credit by Examination**

Students shall complete a ~~p~~Petition for ~~e~~Credit by ~~e~~Examination **by meeting with a college counselor** and submit it to the Admissions and Records Office along with satisfactory evidence of knowledge, skills or experience. Students shall be provided with a copy of the pertinent Course Outline of Record to aid them in making the decision of whether or not to petition and attempt credit by examination.

~~The Admissions and Records Office will determine if the eligibility requirements are met. Additionally, t~~The Admissions and Records Office shall forward petitions, with supporting documentation, to the respective **dean** **division chair** of the academic division concerned.

~~The faculty who normally teach the course, in consultation with the academic dean, shall determine the eligibility of the student for such an examination. If a consensus cannot be reached between the faculty who normally teach the course and the academic dean in the respective area regarding the eligibility of the student for such an examination, an adhoc committee shall be formed to determine student eligibility. This adhoc committee shall composed of the Vice President of Academic Affairs, one dean outside the area, and two full-time faculty members. These faculty members will be approved by the Compton College Academic Senate President and will include one full-time faculty member in the subject area and one full-time faculty member outside the subject area. In the event that there is only one full-time faculty member in the subject area, then either a) a full-time faculty member in a related subject area or b) another full-time faculty member in the subject area may be selected from another local, accredited college. This outside faculty member will be selected by the Compton~~

~~College Academic Senate President and approved by the Vice President of Academic Affairs. The findings of this committee are final and are not eligible for appeal.~~

~~Approved petitions must demonstrate that the knowledge, skills, and/or experiences gained outside the regular college curriculum are compatible with the course content, objectives, and outcomes set forth in the Course Outline of Record for which credit is requested.~~

~~If the petition is approved all eligibility requirements are met, the nature and content of the examination shall be determined solely by faculty in the discipline who normally teach the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery of the course content, objectives, and outcomes as set forth in the Course Outline of Record.~~

Subject matter mastery and/or skills proficiency, as stated in the objectives and outcomes of the Course Outline of Record, may be established by written examination, portfolio, skills demonstration, or combination thereof. The faculty may accept an examination conducted at a location other than the community college. The examination may be offered in more than one session and/or format. The examination must measure proficiency at the level expected of students who have successfully completed the course at Compton College. The academic division chair or dean shall notify the student of the examination arrangements.

~~Grading shall be according to the regular grading system used by the college, including a “pass-no pass” option if that option is ordinarily available for the course.~~

~~If credit is granted and all eligibility requirements have been met, the student’s academic record shall be clearly annotated to reflect that credit was earned by examination. The Admissions Office shall retain a copy of the petition and notify the student of the results.~~

#### Restrictions on Units Earned through Credit by Examination

~~Units earned by credit by examination shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree. The maximum amount of credit by examination permissible shall not exceed 15 semester units, including not more than 50% of the credit required for the major subject field. Units earned by examination are not to be considered part of the student’s unit load. Credits acquired by examination are not applicable to meeting of such unit and requirements as Selective Service deferment and Veteran’s or Social Security benefits and shall not be considered in verifying eligibility for athletics or student government.~~

#### **Fee Requirements**

A processing fee will be charged to petition for credit by examination. The amount of the fee will be established by the Admissions Office. The amount of the fee cannot exceed the enrollment fee associated with enrollment in the course for which the

student seeks credit by examination. *Fees are not refundable.* Students involved in high school or occupational center articulated programs will be exempted from paying this fee.



COMPTON COMMUNITY COLLEGE DISTRICT  
BOARD OF TRUSTEES POLICIES

**BP 4030 Academic Freedom**

**Issued: January 17, 2017**  
**Revised: November 17, 2020**

**References:**

Title 5 Section 51023

ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard I.C.7  
(formerly II.A.7)

Agreement Between the Compton Community College District and the Compton Community College Federation of Employees (Certificated Unit)

The Compton Community College District recognizes that the search for the truth and the expressions of diverse opinions are essential to a democratic society, learning, and excellence in education, will encourage and protect academic freedom. Academic freedom is fundamental for the protection of the rights of the faculty member in teaching and of the student in learning. It carries with it responsibilities correlative with rights.

Accordingly, a member of the faculty shall have the right to:

1. ~~To~~ Freely examine or endorse unpopular or controversial ideas appropriate to course content in discussions with students, academic research and publications; nonetheless, the faculty member shall attempt to be accurate and objective and show respect for the opinions of others.
2. ~~To~~ Select or recommend the selection of instructional materials for the courses which may contain unpopular or controversial ideas.
3. ~~To~~ Speak and write as a citizen, provided that the faculty member recognizes a special obligation as a member of the educational profession and indicates that he or she is not speaking for ~~the Center Compton College or~~ the District.
4. ~~To~~ Present all points of view, including library materials of interest, information and enlightenment without regard for the race, nationality, social, political or religious view of the author.
5. ~~To~~ Exercise other rights as a faculty member within the structure of state and federal laws protecting such rights.

*A faculty member shall not be subject to any adverse action affecting his or her employment with Compton College for exercising any of the foregoing choices.*

*Any procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.*