



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: May 19th, 2022

Time: 2:00-3:30 p.m.

Location: Zoom Conference

<https://compton-edu.zoom.us/j/96592370976>

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

___ Asistio, Lesley
 ___ Barragan-Echeverria, Theresa
 ___ Ellis, Stephen
 ___ Estrada, Harvey
 ___ Corona-Ramirez, Desiree
 ___ Hobbs, Charles
 ___ Kahn, Mahbub
 ___ Madrid, Vanessa
 ___ Mason, Don
 ___ Martinez, Jose Manuel
 ___ Martinez, Victoria

___ Maruri, Carlos
 ___ McPatchell, David
 ___ Mills, Jesse
 ___ Moldoveanu, Minodora
 ___ Monterroso, Noemi
 ___ Moore, Sean
 ___ Morales, Janette
 ___ Phillips, Jasmine
 ___ Phillips, Marjeritta
 ___ Schwitkis, Kent
 ___ Sidhu, Rajinder
 ___ Skorka, Evan

___ Thomas, Shirley
 ___ Van Overbeck, Michael
 ___ Villalobos, Jose
 ___ West, Pamela
 ___ Woodward, Valerie

Ex-Officio Voting Members

___ Moore, Sean-Curric. Chair
 ___ Schumacher, Holly-Un. Pres.
 ___ Valdry, Andree-FDC Chair

Guests

___ Berger, Sheri-VP Acc. Aff.
 ___ DeLilly, Carol-Dean of Nurs.

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

- 1. Call to Order**
- 2. Approval of Agenda**
- 3. Review and Approval of Minutes from May 5th, 2022**
- 4. Reports (10 min)**
 - a. President's Report
 - b. ASG Report
 - c. Vice President's Report
 - d. Accreditation Faculty Coordinator Report
 - e. Academic Affairs Report
 - f. Curriculum Report
 - g. Faculty Development Report
 - h. Enrollment Committee Report
 - i. OER Committee Report
- 5. Recognitions (15 min)**
 - a. Stephanie Leonor Del Cid – ASG President - Graduation
 - b. Rajinder Sidhu – Retirement
- 6. Presentations (25 min)**
 - a. Dr. Curry (15 min)
 - b. First Year Experience Presentation (10 min)
- 7. Consent Items (3 min)**
 - a. AB 361 – Academic Senate Resolution to Continue Remote Meetings
 - b. 2-Year CTE Course Review—No Proposed Changes: CIS 116 - Using Microsoft Excel; and CIS 140 - Introduction to Networks Cisco 1.
 - c. 6-Year Course Review—No Proposed Changes: ASTR 120 - The Solar System; and PHYS 99 - Independent Study
 - d. Distance Education—Fully Online: ASTR 120 - The Solar System; and PHYS 99 - Independent Study.
 - e. Course Inactivations: MATH 67 - General Education Algebra; NURS 150A - Beginning Nursing Process and Fundamental Skills I; NURS 150B - Beginning Nursing Process and Fundamental Skills II; NURS 151 - Human Development and Health; NURS 152 - Introduction to Nursing Pharmacology; NURS 153 - Intermediate Nursing Process I; NURS 154 - Intermediate Nursing Process and Mental Health; NURS 156 - Advanced Nursing Pharmacology; NURS 250 - Intermediate Nursing Process and the Family; NURS 251 - Legal and Ethical Considerations in Nursing; and NURS 253 - Intermediate Nursing Process II.
 - f. New Programs: Economics - A.A. Degree for Transfer (AA-T); ESL for Childhood Education - Certificate of Completion; and Real Estate Salesperson - Certificate of Achievement.
 - g. New Courses—Distance Education Fully Online: FILM 114 - The Social Media Influencer; FILM 115 - Social Media and the Brand; WELD 151 - Gas Tungsten Arc/Shielded Metal Arc Welding for Pipe Welding
- 8. Unfinished Business (10 min)**

- a. Fourth Read/Vote: AR 7211 (5 min)
- b. 2nd Read/Vote: Honors Transfer Program – Five Year Plan (5 min)

9. New Business (25 min)

- a. First Read: AR 4235 (5 min)
- b. First Read: AR 4237 (5 min)
- c. First Read: BP/AR 5010 (10 min)
- d. Universal Statement for DEI Graduation Requirement Courses (5 min)
- e. Dual Enrollment Recommendations

10. Discussion Items (35 min)

- i. Potential Lift of Vaccination Mandate at Compton College (5 min)
- ii. Benefits of Having an Ombuds at Compton College (5 min)
- iii. Benefits of a Kinder Caminata – Early College Experience for Children (5 min)
- iv. Senator Terms – Large Number of Senator Seats Due for Re-Election Next Year – Consider Making Senator Terms More Staggered (5 min)
- v. Select a Meaningful Senate Project (5 min)
- vi. Keynote Speaker for Fall 2022 and Spring 2023 (5 min)
- vii. Should Senate Sub-Committee Chairs Be Allowed to Run for Senate E-Board Seats (5 min)

11. Informational Items

- a. Dr. Flor's Campus Incivility – Investigation Outcome
- b. Proposed Revisions to Title 5, Related to Work Experience Education
- c. AB 928 Mandate – Update
- d. Biomanufacturing Program Maps
- e. Nursing Faculty Vera Kunte Resigned – Position Will Be Filled As it is Crucial

12. Future Agenda Items

- a. Helping Students Develop Social Capital – Career Launch Organization - LaTonya Reese Miles & Sean O'Keefe – June 2nd
- b. Update on New Canvas Video Orientation Module – DE Manager

13. Public Comment

14. Adjournment

Next Scheduled Meeting: June 2nd, 2022, at 2:00 pm

Zoom Link:

<https://compton-edu.zoom.us/j/96592370976>

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

<u>FALL 2021</u>	<u>LOCATION</u>	<u>SPRING 2022</u>	<u>LOCATION</u>
September 2	Zoom	March 3	Zoom
September 16	Zoom	March 17	Zoom
September 30	Zoom	April 7	Zoom
October 7	Zoom	April 21	Zoom
October 21	Zoom	May 5th	Zoom
November 4	Zoom	May 19	Zoom
November 18	Zoom	June 2nd	Zoom
December 2	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 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Vacant (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Marjeritta Phillips (20-23)
 Valerie Woodward (20-23)

Counseling (5)

Noemi Monterroso (21-24)
 Carlos Maruri (21-24)
 Theresa Barragan-Echeverria (20-23)
 Citlali Gonzales (20-23)
 Janette Morales (20-23)

Social Sciences (3)

Jesse Mills (21-24)
 Pamela West (20-23)
 David McPatchell (20-23)

Business and Industrial Studies (3)

Steven Ellis (21-24)
 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)
 Rajjinder Sidhu (20-23)
 Evan Skorka (20-23)

Health and Public Services (3)

Don Mason (20-23)
 Shirley Thomas (21-24)
 Jasmine Phillips (20-23)

Adjunct Faculty (2)

Vacant (20-21)

Victoria Martinez (20-23)

Ex Officio Voting Members

Holly Schumacher – Union President (19-22)

Sean Moore – Curriculum Chair (22-24)

Andree Valdry – Faculty Development Committee Chair (22-24)

Vacant – Distance Education Faculty Coordinator



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Senators

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Asistio, Lesley | <input checked="" type="checkbox"/> McPatchell, David | <input type="checkbox"/> Villalobos, Jose |
| <input checked="" type="checkbox"/> Barragan-Echeverria, Theresa | <input checked="" type="checkbox"/> Mills, Jesse | <input checked="" type="checkbox"/> West, Pamela |
| <input type="checkbox"/> Ellis, Stephen | <input checked="" type="checkbox"/> Moldoveanu, Minodora | <input checked="" type="checkbox"/> Woodward, Valerie |
| <input type="checkbox"/> Estrada, Harvey | <input checked="" type="checkbox"/> Monterroso, Noemi | Ex-Officio Voting Members |
| <input checked="" type="checkbox"/> Corona-Ramirez, Desiree | <input checked="" type="checkbox"/> Moore, Sean | <input checked="" type="checkbox"/> Moore, Sean (Curriculum Chair) |
| <input checked="" type="checkbox"/> Hobbs, Charles | <input checked="" type="checkbox"/> Morales, Janette | <input checked="" type="checkbox"/> Schumacher, Holly (Union Pres) |
| <input type="checkbox"/> Kahn, Mahbub | <input checked="" type="checkbox"/> Phillips, Jasmine | <input checked="" type="checkbox"/> Valdry, Andree (FDC Chair) |
| <input checked="" type="checkbox"/> Madrid, Vanessa | <input type="checkbox"/> Phillips, Marjerrita | Guests |
| <input checked="" type="checkbox"/> Mason, Don | <input checked="" type="checkbox"/> Schwitkis, Kent | <input checked="" type="checkbox"/> Berger, Sheri (VP Acc. Aff.) |
| <input type="checkbox"/> Martinez, Jose Manuel | <input checked="" type="checkbox"/> Sidhu, Rajinder | <input type="checkbox"/> DeLilly, Carol (Dean of Nurs.) |
| <input checked="" type="checkbox"/> Martinez, Victoria | <input checked="" type="checkbox"/> Skorka, Evan | |
| <input checked="" type="checkbox"/> Maruri, Carlos | <input checked="" type="checkbox"/> Thomas, Shirley | |
| | <input checked="" type="checkbox"/> Van Overbeck, Michael | |

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. Call to Order at 2:04pm

2. Approval of Agenda

- Amendments needed:
 - Need to add Lesley Asistio to roster as new adjunct representative
 - Move item 6a to New Business as a First Read
- Comments:
 - Sean Moore and Andree Valdry have been added as Ex-officio voting members per the Senate constitution ratification
 - BIS will hold senator elections for someone to finish Sean's senator term
 - Sean M: Can the division vote if a new senator should be voted in or keep Sean as senator and subcommittee chair?
 - Kent S: Every voting member in Senate could only have 1 vote
 - Minodora M: If Sean is kept as both senator and subcommittee chair, BIS would be losing an additional vote they could have had. It would be up to BIS division to decide how to move forward

Carlos M. motioned to approve Agenda as amended. Kent S. seconded. Approved.

3. Review and Approval of Minutes from April 21st, 2022

Carlos M. motioned to approve Minutes. Kent S. seconded. Approved.

4. Reports (10 min)

- a. President's Report – Minodora M.
 - i. CVC-OEI exchange – Compton College is live in the CVC-OEI exchange for students to cross enroll
 - ii. We will receive an email regarding Campus Climate Survey. There was a low response rate last time it was distributed. Everyone is encouraged to fill out so that we can get a better idea of climate at Compton College
 - iii. SLO in syllabus: Through the accreditation review process, it was found that a lot of faculty did not have correct SLOs in syllabi. Make sure to reference COR and put same SLOs (no changes or additions) in syllabi
 - iv. Reached out to Trustees to meet with them individually. Some have accepted invitation. Will begin to re-establish relationship with Trustees and have a conversation on how to align goals.
- b. ASG Report
- c. Vice President's Report – Carlos M.
 - i. ASG is having elections. Chris Perez is available to provide classroom presentations in person and virtually. Election campaigns will start 5/16. Voting will start 5/26
 - ii. CSUDH Fall 2022 transfer students may be eligible for \$400 grant
 - iii. June 2nd, 4-6pm, Transfer Center will have Transfer Admit celebration.
- d. Accreditation Faculty Coordinator Report – Minodora M.
 - i. Will reach out for help to support different writing teams
- e. Academic Affairs Report – VP Berger
 - i. Thank you to Dr. Mathews for getting Compton College live on the CVC-OEI exchange. Cross enrollment allows students to enroll in courses without having to submit a separate

Compton College application. They are considered visiting students. Financial aid will be handled by home college. Students would need to pay for the class up front and then get reimbursed at their home college. Courses that have another transfer level prerequisite will not show up as an option for students (Ex: if students need ENGL 103, they will not find it because it has an ENGL 101 prerequisite). Students interested in taking courses that have transfer level prerequisites will need to follow normal enrollment process

- ii. Re SLO's in syllabus: It's not that there were no correct ones, but there were specific parameters when Maya needed to find syllabus with correct SLO's. Will work on creating a way for faculty to have a template. There is a syllabus management system that will provide opportunity to pull info from CurricuNet and allow faculty to just revise.
- iii. Fall 2022 schedule goes live on Monday. PDF will go live later. Registration begins May 24th for Fall 2022. Summer 2022 registration is currently in progress
- f. Curriculum Report – Sean M.
 - i. Will work 20 hours for summer. Will establish open labs to give faculty the opportunity to receive assistance in summer
 - ii. 2 Curriculum Committee meetings remaining for SP 2022
 - iii. If you need any changes made in courses, reach out to Sean M.
 - iv. Multiple items were approved in last CC meeting, including ENGL 229: LGBTQ+. If we have different areas/disciplines creating an LGBTQ+ focus, it provides us the opportunity to offer an LGBTQ+ studies degree. If you are interested and want to get started, reach out to Sean M.
 - v. New programs include AST Business Admin 2.0, AAT Economics.
 - vi. 4th option in DE field within COR to include hybrid option
- g. Faculty Development Report – Andree Valdry
 - i. 5/6/22 Google sites PD
 - ii. Taking suggestions for Book Club reading. E-mail Andree or Minodora if you have suggestions
 - iii. Minodora M.: Currently taking on Book Club but will not be able to keep it moving forward due to duties with Academic Senate and Accreditation. Will send an email asking for volunteers to take over Book Club.
- h. Enrollment Committee Report – Not Present
- i. OER Committee Report – Not Present

5. Consent Items (3 min)

Sean M. motioned to approve Consent Items. Pamella W seconded. Approved.

- a. 2-Year CTE Course Review—Conditions of Enrollment: ATEC 128 - Automotive Testing and Diagnosis.
- b. 2-Year CTE Course Review—No Proposed Changes: BTEC 150 - Techniques in Cell and Molecular Biology; CDEV 106 - Care and Education for Infants and Toddlers; CIS 120 - Internet, Social Networking, and the Web; CIS 126 - Systems Analysis and Design; CIS 141 - Routing and Switching Essentials Cisco 2; CIS 180 - Database Programming; and CIS 182 - Advanced Database Applications.
- c. 6-Year Course Review—No Proposed Changes: ASTR 125H - Honors Stars and Galaxies; FILM 122 - Production I; PHIL 105 - Critical Thinking and Discourse; PHYS 111 - Descriptive Introduction to Physics; and THEA 113 - Introduction to Acting.
- d. 6-Year Course Review—Conditions of Enrollment: CHEM 150 - General Chemistry I; and CSCI 108 - Foundation of Data Science.

- e. 6-Year Course Review- SLO Update: ART 129 - Fundamentals of Color; and GEOG 106 - Physical Geography Laboratory.
- f. Distance Education—Fully Online: ART 129 - Fundamentals of Color; ASTR 125H - Honors Stars and Galaxies; ATEC 128 - Automotive Testing and Diagnosis; BTEC 150 - Techniques in Cell and Molecular Biology; CDEV 106 - Care and Education for Infants and Toddlers; CIS 182 - Advanced Database Applications; GEOG 106 - Physical Geography Laboratory; PHIL 105 - Critical Thinking and Discourse; and THEA 113 - Introduction to Acting.
- g. Course Inactivations: ESL 03A - Reading and Writing Level I; ESL 03B - Reading and Writing Level II; ESL 03C - Reading and Writing Level III, and ESL 03D - Reading and Writing Level IV.
- h. Articulation/Transfer Review: BTEC 200 Quality and Regulatory Practices in Biomanufacturing; CHEM 150 - General Chemistry I; and CSCI 108 Foundation of Data Science.
- i. New Course—Distance Education Fully Online: ENGL 229 - LGBTQ+ Literature.
- j. New Program: Business Administration 2.0 - A.S. Degree for Transfer (AS-T).
- k. Program Revision: Cosmetology - A.S. Degree; and Cosmetology Level II -Certificate of Achievement.

6. Unfinished Business (15 min)

- a. Second Read/Vote: BP & AR 4025 (10 min)
Jasmine P. motioned to open discussion. Carlos M. seconded.
 - AR 4025: add second semester of high school algebra II or equivalent as an option to meet Mathematics Competency at Compton College**Valerie W. motioned to approve BP and AR 4025. Sean M seconded. Approved.**

7. New Business (15 min)

- a. First Read: AR 7211 (5 min)
Kent S. motioned to open discussion. Carlos M. seconded.
 - i. Process for approval will include: approved by Academic senate, reviewed by CEO, and approved by BOT
 - ii. Remove “#3 - or equivalent” under all ‘Consideration for Equivalency...’ sections
 - iii. Remove listing all the accrediting agencies under Title 5 section. Add “postsecondary institution accredited by an accreditation agency recognized by either the US Department of Education or the Council on Postsecondary Accreditation”
 - iv. Various edits made based on recommendations from Deans and Directors meeting. A clean version of AR 7211 will be provided for review in next Senate meeting
Holly S. motioned to close discussion on AR7211. Pamella W seconded.
- b. First/Second/Approve: Recommendation to Adopt Honorlock as the New Proctoring Software at Compton College
Jasmine P. motioned to open discussion. Carlos M. seconded
 - State will no longer pay for Proctorio. Beginning Fall 2022, we will need to purchase proctoring service.
 - Group that worked to identify best service: Jennifer H, Jose V, Minodora M. Group is recommending Compton College purchase Honorlock as new proctoring service.
 - VP Berger; Proctorio contract ends June 30. Will need new service to go live in July 1st. Will need training for all users of the new system. Just keep in mind that

instructors teaching during Summer 2022 will have to use both. The college is committed to support an online proctoring system.

- Dr. Mathews: Will be setting up trainings with Honorlock during summer, fall, and spring. Honorlock is much easier to use than Proctorio. All quizzes come up in one Canvas page.

Valerie W. motioned to approve recommendation to use Honorlock as the new proctoring provider. Kent S. seconded. Approved

- c. First Read: Honors Transfer Program – Five Year Plan

Jasmine P. motioned to open discussion. Carlos M. seconded.

Charles H. motioned to close discussion. Valerie W. seconded.

8. Discussion Items (50 min)

- a. Campus Murals – Selecting a Theme for the First Mural (5 min)

Jasmine P. motioned to open discussion. Pamella W seconded.

- Vanessa: Submitted a proposal for a mural to be painted this year and for the next 6 years to beautify the campus. There is currently no artwork in any of our buildings. There is no current process for this. Has done research on local artists that are in the area. Talked to a muralist that focuses on portraits and recommended Kendrick Lamar since he has a connection to Compton, is a Pulitzer prize winner, has donated money to city of Compton and Compton High School sports, music, and after school program. He's a local hero that could be the first portrait that is inspirational and contemporary. Venus and Serena Williams are another option. Muralist is currently doing a series of musicians based in Los Angeles. Muralist will facilitate a workshop at end of May to show students the process of creating a mural so they can gain skills.
- Minodora M.: Consultative Council provided some pushback because Kendrick Lamar has not provided financial support to Compton College. How does Senate feel about this?
 - a. Victoria M.: Can we look at other artist so we can compare between different types?
 - b. VP Berger: Consultative Council also discussed the need to have a process for making these types of selections. Need a campus-wide discussion on creating a process like this
 - c. Minodora: addressed comment in chat about using student art to create a mural. Pushback was that it was a large undertaking and would like professionals to ensure the safety and quality.

Kent S. motioned that Academic Senate have a couple of senators to work with Vanessa M. to create a process and report to Senate at next meeting. Holly S. seconded. Approved.

Kent S. and Jasmine P. volunteered to be part of the workgroup.

Carlos M. motioned to close discussion. Holly S. seconded.

- b. CSUDH - MA Students - Propose Process for Them to Intern at Compton College (5 min)

Carlos M. motioned to open discussion. Desiree CR seconded.

- VP Berger: we get graduate students from CSUDH requesting internships. We didn't accept this semester because we need a process so that people know what is expected of them. Interns need to know expectations and delegation of duties.

Counseling department has been working on creating a handbook for counseling interns but it would be different for faculty. We need to create a process and standard criteria so it's not just up to an individual to say yes or no to an intern

- Valerie W.: Vanessa and Valerie worked on intern in photography. CSUDH has a certificate teaching program. Part of the process can be that there is an official recommendation from CSUDH. Do requests come from a program or individual students?
 - VP Berger: It's been both. Depends on the field. That brings another issue, should it be formal (from a program at CSUDH) or open to everyone?
 - Valerie: Would also need to identify the expectations from the faculty at Compton and for the intern
- Vanessa M.: Intern last semester had already taught at Rio Hondo so was already experienced. There was a lot of information from the intern's degree program (i.e., agreement, expectations, requirements, etc.). The program provided agreements that outlined the requirements and expectations from internship. Creating a process with HR would be great to ensure paperwork is processed in a timely manner
- David McP.: Psychology department also got request for internship. On paperwork, the person was also required to teach for their certificate. Some questions came up: Was this internship board approved or processed. What about liability in case something goes wrong in the classroom? What about creating a handbook between Compton and CSUDH so the process, expectations, and outcomes are outlined
- VP Berger: Whatever the process we decide, it would not require anyone to accept (it's up to the faculty to accept an intern). Would like to be included in the committee formed to create this process
- Desiree CR: Process that worked with Counseling was to outreach to entire department to have diverse representation. It would be good to reach out to all faculty to participate and potentially other community colleges to look at their process
- Minodora: Do we want to create a uniform process or based on discipline?
 - Valerie: it would be good to have consistency across all divisions. We can have a template and tweak as needed
- David McP., VP Berger volunteered to be part of committee.

Carlos M. motioned to close discussion. Valerie W. seconded.

c. Dual Enrollment Issues – Propose Recommendations (5 min)

Desiree CR motioned to open discussion. Valerie W. seconded.

- Judy C.: During Winter 2022, on the last day to add a class, the high school administrator wanted to add 11 students to ENGL 101. Reasons for late add was that students needed to petition due to repeat and/or overload. Shared concern regarding student success in accelerated course. 4-5 students decided to add course. No students showed up to Zoom class nor completed any work. Students could not participate because they were in a high school class. All students dropped the course because they had to go to their high school class. In other instances, students are in a room with other students taking their Zoom class and it's hard to concentrate or participate in the class. We are also overwhelming students that are taking AP courses and college courses at the same time.

- Minodora M.: This should be brought to the attention of Dual Enrollment administrator. Do we need to provide a recommendation of things to keep in mind?
- Valerie .W.: Dual enrollment is a good concept, but it plays out differently on the ground. These things need to be negotiated in the contract. It's important to give our experiences as faculty in the classroom to see what works and what doesn't work. Also, based on feedback from adjuncts that teach in high school, it seems like they are taken advantage of due to bell schedule (i.e., expected to stay longer with students).

Carlos M. motioned to extend meeting by 10 minutes. Vanessa M. seconded. Approved.

- Minodora: Do we need to address current policies to keep things in mind or provide a set of issues so they can address with the high schools/districts?
- VP Berger: Every Dual Enrollment agreement is different. AB288 agreements are for 1 class per semester (exception is Paramount High School).
- Judy C.: Is there a statewide committee to debrief dual enrollment? What works and what doesn't work?
 - VP Berger: Not sure if Senate has something like that. All legislation regarding Dual Enrollment is written into Ed Code and Title V.
- Minodora: Will put together a list of recommendation to review at next Senate meeting.

Carlos M. motioned to close discussion. Valerie W. seconded.

- d. Propose Faculty Hiring Freeze at Compton College Due to Low Enrollment (5 min)

Holly S. motioned to open discussion. Vanessa M. seconded.

- Minodora M.: Rationale for implementing faculty hiring freeze is current low enrollment. Currently, we already have some departments where faculty cannot make load
- Holly S.: This goes with what FCMAT recommended. As natural attrition occurs, it will become easier for people to make load. If resolution is written, include FMAT language about not hiring more instructional positions
- Jasmine P.: Does it affect current job openings?
 - Minodora M.: It would only affect future positions. Current job openings will complete the process
- Holly S., Cassandra W., and Shirley T. volunteered to write resolution.

Holly S. motioned to close discussion. Shirley T. seconded.

Holly S. motioned to adjourn at 3:45pm. Pamela W. seconded. Approved

- e. Benefits of Having an Ombuds at Compton College (5 min)
- f. Benefits of a Kinder Caminata – Early College Experience for Children (5 min)
- g. Senator Terms – Large Number of Senator Seats Due for Re-Election Next Year – Consider Making Senator Terms More Staggered (5 min)
- h. Select a Senate Project (5 min)
- i. Keynote Speaker for Fall 2022 and Spring 2023 (5 min)

9. Informational Items

- a. Reminder of Faculty Role in Preventing Enrollment Fraud
- b. Compton College 5-Year Fiscal Management Plan

10. Future Agenda Items

- a. Dr. Curry Presentation – May 19th
- b. Helping Students Develop Social Capital – Career Launch Organization - LaTonya Reese Miles & Sean O’Keefe – June 2nd

11. Public Comment

12. Adjournment at 3:45pm

Next Scheduled Meeting: May 19th, 2022, at 2:00 pm

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Academic Senate Resolution for Remote Senate Meetings

May, 2022

Whereas, Assembly Bill 361, which was passed on September 16, 2021 to amend Government Code 54953 and allow teleconference meetings to take place, in order to alleviate imminent risk to the health and safety of attendees; and

Whereas, the State of Emergency declared by the Governor, pursuant to section 8625 of the California Emergency Service Act continues; and

Whereas, the Compton College Academic Senate is committed to the health and safety of all attendees while fostering public participation in Academic Senate meetings; and

Be It Resolved, that the Academic Senate and its subcommittees shall conduct meetings via teleconference for the next 30 days, until June 15, 2022.

Be It Further Resolved, that this Resolution should take effect immediately upon its adoption and shall be in effect until June 15, 2022, at which time, the Academic Senate shall adopt a subsequent resolution in accordance with Government Code section 54953 to extend the time during which the Academic Senate may continue teleconferencing without compliance with Government Code section 54953 and other applicable provisions of the Brown Act.

Minodora Moldoveanu
Academic Senate President

May 16th, 2022

Course Inactivation: MATH 67 - General Education Algebra

View the

Status: In Review

[View Proposal History](#)

Basic Course Information

8/8

Short Title *
General Education Algebra

Course Standards

2/2

Codes and Dates

1/1

ASSIST

ASSIST Preview

Include a rationale for the course inactivation

Course Inactivation - Division Does Not Plan to Offer the Course

Justification

No longer will be offered to comply with AB 705

Course Inactivation - Low Course Demand

Course Inactivation - Replaced by Another Course

Course Inactivation - Other

Justification for course inactivation *

AB 705

Division Approval Date *



Course Inactivation: NURS 150A - Beginning Nursing Process and Fundame...

Status: In Review

[View Proposal History](#)

Basic Course Information	8/8
Course Standards	2/2
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course
- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course

Justification

N 150 A WAS REPLACED WITH N 220 .

- Course Inactivation - Other

Justification for course inactivation *

N 150 A WAS REPLACED WITH N 220 .



Division Approval Date * 5/3/2022

Course Inactivation: NURS 150B - Beginning Nursing Process and Fundame...

View t

Status: In Review

[View Proposal History](#)

Basic Course Information	8/8
Course Standards	2/2
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course
- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course

Justification

N 150 B WAS REPLACED WITH N 222.

- Course Inactivation - Other

Justification for course inactivation *

N 150 B WAS REPLACED WITH N 222.

Division Approval Date *



Status: In Review

[View Proposal History](#)

Basic Course Information	8/8
Course Standards	2/2
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course

Justification

The course is not part of the new curriculum for the nursing program.

- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course
- Course Inactivation - Other

Justification for course inactivation *

The course is not part of the new curriculum for the nursing program.

Division Approval Date *

Status: In Review

[View Proposal History](#)

Basic Course Information	8/8
Course Standards	2/2
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course
- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course

Justification

This course and 156 Adv Pharmacology were combined into the new course N 224.

- Course Inactivation - Other

Justification for course inactivation *

This course and 156 Adv Pharmacology were combined into the new course N 224.



Division Approval Date * 5/3/2022

Course Inactivation: NURS 153 - Intermediate Nursing Process I

View t

Status: In Review

[View Proposal History](#)

Basic Course Information	8/8
Course Standards	2/2
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course
- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course

Justification

This course was replaced with N 240 Intermediate Medical-Surgical Nursing I

- Course Inactivation - Other

Justification for course inactivation *

This course was replaced with N 240 Intermediate Medical-Surgical Nursing I

Division Approval Date *



Status: In Review

[View Proposal History](#)

Basic Course Information	8/8
Course Standards	2/2
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course
- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course

Justification

This course was replaced with N 230 Mental Health

- Course Inactivation - Other

Justification for course inactivation *

This course was replaced with N 230 Mental Health



Division Approval Date * 5/3/2022

Status: In Review

[View Proposal History](#)

Basic Course Information

8/8

Course Standards

2/2

Codes and Dates

1/1

ASSIST

ASSIST Preview

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course
- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course

Justification

N 224 Pharmacology combined N 152 and N 156 for one course.

- Course Inactivation - Other

Justification for course inactivation *

N 224 Pharmacology combined N 152 and N 156 for one course.

Division Approval Date *

5/3/2022

Course Inactivation: NURS 250 - Intermediate Nursing Process and the Family

Status: In Review

[View Proposal History](#)

Basic Course Information

8/8

Course Standards

2/2

Codes and Dates

1/1

ASSIST

ASSIST Preview

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course
- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course

Justification

This course is replaced by N 232 and N 234

- Course Inactivation - Other

Justification for course inactivation *

This course is replaced by N 232 and N 234

Division Approval Date *

5/3/2022



Course Inactivation: NURS 251 - Legal and Ethical Considerations in Nursing

View the c

Status: In Review

[View Proposal History](#)

Basic Course Information	8/8
Course Standards	2/2
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course

Justification

The course is threaded throughout the new curriculum of the nursing program.

- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course
- Course Inactivation - Other

Justification for course inactivation *


The course is threaded throughout the new curriculum of the nursing program.

Division Approval Date *



Course Inactivation: NURS 253 - Intermediate Nursing Process II

[View the course](#)

 Status: In Review

[View Proposal History](#)

Basic Course Information	8/8
Course Standards	2/2
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Include a rationale for the course inactivation

- Course Inactivation - Division Does Not Plan to Offer the Course
- Course Inactivation - Low Course Demand
- Course Inactivation - Replaced by Another Course

Justification

This course was replaced with N 242

- Course Inactivation - Other

Justification for course inactivation *

This course was replaced, with N 242



Division Approval Date *

**AR 7211 Minimum Qualifications,
and Equivalencies****Issued: month day, 202?****References:**

*Education Code Sections 87001, 87003, 87355-87359.5, 87538, and 87743.2
Title 5 Sections 53400, et. esq.
ACCJC Accreditation Standard III.A.2-4*

Minimum Qualifications

Faculty members shall meet minimum qualifications for the discipline defined by the Minimum Qualification for Faculty and Administrators in California Community Colleges approved by the Board of Governors. The Equivalency Committee defined below shall evaluate the disciplines listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges that allow for any qualifying degree in a specified area, but that do not specifically list the exact titles of the degrees which qualify (e.g., Biological Sciences, Dance) for the purpose of developing lists of specific degrees meeting the minimum qualification requirements. These discipline specific degree titles shall be approved by the Academic Senate reviewed by President/Chief Executive Officer (CEO) and approved by Board of Trustees. The Human Resources Department maintains these approved lists and provides such lists to screening committees as necessary.

Definition of Equivalency

Equivalency means equal to the minimum qualifications for a particular discipline as listed in Minimum Qualifications for Faculty and Administrators in the California Community Colleges (the "Disciplines List"), or to any higher qualifications for a specific discipline that have been recommended by the Academic Senate and approved by the Board of Trustees.

- *In some cases, this means equal to a Master's degree in a discipline.*
- *In disciplines for which a Master's degree is not generally available or expected it means equal to either a degree or a combination of degree and experience.*

Equivalencies

This procedure adheres to Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors."

The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience approved by the Board of Governors or on the approved discipline specific degree title list, nonetheless does possess qualifications that are at least equivalent to those required. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.



All faculty position announcements will state the required qualifications as approved by the Board of Governors and include any additional titles from the approved discipline specific degree title list, including the possibility of meeting the equivalent of the required degree or experience.

Those applicants claiming equivalency will be asked to state their reasons and to present evidence of equivalency. It will be the responsibility of the applicant to supply conclusive evidence and documentation for the claim of equivalency at the time of application. The conclusive evidence must be as clear and reliable as college transcripts being submitted by other candidates.

Criteria for Equivalency

All non-US/foreign degrees will be evaluated by a foreign evaluation service that is approved by the Compton Community College District.

All courses being used for equivalency must be earned at an accredited institution. Candidates are responsible for demonstrating that courses taken through continuing education or extension are applicable to the approved degree listed in the discipline minimum qualification.

The following criteria will be used to determine a candidate's eligibility for equivalency:

Consideration for Equivalencies in Disciplines that Require a Master's Degree

- 1. A master's degree in a discipline which is not specifically named in "Minimum Qualifications for Faculty and Administrators in California Community Colleges," for the particular discipline in question, but which, when courses (and course descriptions) are carefully reviewed, clearly constitutes parallel and/or closely related coursework to the discipline which is specifically listed in "Minimum Qualifications for Faculty and Administrators in California Community Colleges,"*
- 2. In specific disciplines as named by the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," a bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience, verified in writing*

Consideration for Equivalencies in Disciplines not Requiring a Master's Degree

In order to be considered for equivalency in the case of disciplines not normally requiring a master's degree, the minimum standards shall be one of the following:

- 1. An associate degree plus six years of related experience.*
- 2. Bachelor's degree plus two years of related experience.*



3. *Associate degree plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, verified in writing, plus appropriate certification to practice or licensure, if applicable.*

The professional experience required (two years/bachelor's degree or six years/associate) must be directly related to the faculty member's teaching assignment.

Pursuant to Title 5 § 53406, all degrees and coursework must be from a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary Accreditation. The General Education coursework for all equivalencies is expected to be at least equivalent to that required for an associate degree.

Consideration for Equivalencies in Continuing Education Disciplines

The following process and criteria are used to determine equivalencies to minimum qualifications for faculty:

1. *Equivalency Criteria – The options for acceptable equivalencies for continuing education disciplines are:*
 - a. *equivalent degrees by other names or equivalent coursework;*
 - b. *experience in the discipline and*
 - c. *possession of a clear California Secondary (Single Subject) Teaching Credential authorizing instruction in the area appropriate for the course*

Consideration for Equivalencies based on Eminence

Although no legal definition of eminence exists, eminence shall mean that qualifications which, as evidenced by prominence is established by the specific industry, discipline, or field, and may be deemed equivalent to minimum qualifications. The following process and criteria are used to determine equivalencies to minimum qualifications for both full-and part-time faculty based on eminence:

1. *Documentation of qualifications which provide evidence of prominence as established by the specific industry, field, or discipline and may be deemed equivalent to minimum qualifications. This may include appropriate local, state, national or international associations, trade unions, guilds or communities comprised of experts who are themselves renowned in the specific field, and who can attest, in writing, to the prominence and expertise of the applicant, and*
2. *Eminence alone is not sufficient to grant equivalency. An application of equivalency based on eminence must be accompanied by conclusive evidence*



that the applicant exemplifies qualities of a college-educated person and brings the college-level knowledge and abilities. The applicant must provide documentation supporting the status of eminence.

Determination of Equivalency during the Initial Screening Process

The Office of Human Resources will determine initial equivalency using the standards set forth in this regulation. The hiring committee shall be formed in accordance with Faculty Selection Procedure in the appendices of the Agreement Between Compton Community College District and the Compton Community College Federation of Employees (Certificated Unit). The hiring committee will be provided with a copy of this procedure to inform their determination and to help ensure consistency in decision-making across divisions. If the hiring committee is not unanimous in its agreement about a candidate's initial equivalency, the candidate will not be interviewed.

The granting of equivalency to the minimum qualifications shall not be construed as a determination that a candidate will or will not be hired. Such a candidate shall be placed in a pool of qualified applicants, any number of whom may be interviewed for the given position.

When an applicant is granted equivalency and selected for an interview all documentation of equivalency will be included and kept with the applicant's hiring documents.

Equivalency Committee for Current Faculty

The Academic Senate shall establish an Equivalency Committee to make recommendations on matters of equivalency to the minimum standards for hiring of faculty.

The Equivalency Committee will determine whether initial equivalency decisions are being made in accordance with this regulation; whether the hiring committees are following the criteria for evidence of equivalency stated in this regulation; determine request by current faculty for equivalency; and recommend a list of discipline specific degree titles.

The Equivalency Committee shall consist of:

- 1. Three (3) full-time members from the Faculty Service Area (FSA) or from a reasonably related area, recommended by Division Chair*
- 2. The Division Chair, who will chair the Committee*
- 3. The Dean for the discipline*

If no division chair is available, Academic Senate President and CCCFE shall appoint a faculty member to Chair the committee

The Equivalency Committee shall have five members and convened when equivalency requests are made. The committee shall be established no later than thirty days after request is made. Equivalency requests will be reviewed within one month (during fall and spring semesters). Requests that are made during the winter or summer intersessions will be held until the following regular semester.

***Determination of Equivalency for Faculty***

In the event that an existing faculty member wishes to assert equivalency in another discipline, the faculty member may do so by submitting a completed equivalency application together with the documentation supporting the request, including relevant transcripts, to the Office of Human Resources.

On receipt of the application, the Vice President of Human Resources will contact the President of the Academic Senate and Vice President of Academic Affairs. The Equivalency Committee will be convened to review the material submitted by the applicant and to decide whether or not the equivalency should be granted. If the committee recommends equivalency, the decision will be forwarded to the Academic Senate for approval, the President/CEO for review, and the Board of Trustees for approval.

If it is determined that equivalency should not be granted, the faculty member will be notified of the decision by the Office of Human Resources.

All deliberations of the Equivalency Committee and all records involved in the proceedings shall be confidential. All documentation of an equivalency request and the resulting recommendation will be kept in the faculty member's personnel file.

The granting of equivalency is on a case-by-case basis and does not set precedent for other equivalency decisions, however the Equivalency Committee will require consistency of application within a discipline.



Honors Transfer Program Five-Year Plan

Winter 2022

Submitted by: Nathan Lopez

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Executive Summary

The Honors Transfer Program (HTP) at Compton College has existed in various iterations in the past. As it stands now, Winter 2022, there are no students enrolled in the Honors Transfer Program. The first cohort of students will begin their Honors Transfer Program experience in the Fall 2022 semester. The Spring 2022 semester will serve as a recruitment, training, and development phase. In order to begin in the Fall 2022 semester, the Honors Transfer Program will need to accomplish several tasks to ensure that our students are served with the proper standards of an Honors Program. This five-year plan will present an outline of where the Honors Transfer Program is headed.

This five-year plan will outline the following goals*:

1. Reevaluation of Admissions Criteria
2. Digitization of the Honors Transfer Program
3. Development of Consistent Course Offering Schedule
4. D.E.I. centered curriculum
5. Target African American Students at Compton College to participate in the California Community Colleges HBCU Transfer Guarantee
6. Target Latinx Students at Compton College to Participate in Honors HSI-STEM transfer programs
7. Target High School Students for enrollment in the Honors Transfer Program
8. Development of Honors Transfer Student Research Cohorts
9. Form a faculty/counselor Honors Transfer Program – Advisory Council
10. Apply for UCLA TAP Membership in the Spring of Year 3 (Spring 2005)

* These goals are subject to change as the conditions of the Pandemic and the availability of funds change.

Vision Statement and Program Goals

The Honors Transfer Program will be guided by the following Vision Statement and Program Goals will serve as central tenets to increase the participation in and completion of the Honors Transfer Program. *

Vision Statement:

The Compton College Honors Transfer Program will provide the structural and academic support to highly motivated students seeking to expand their intellectual curiosity through academically rigorous coursework with the goal of transferring to a four-year institution.

Program Goals:

- Promote and encourage scholastic excellence through guided and hands-on educational opportunities, increased student-faculty interaction, and the development of original student research.

- Maintain a high standard of academic rigor that challenge students to exceed expectations.
- Champion new and experimental pedagogical approaches to improve the quality of student learning at Compton College.
- Foster student care and growth through faculty/counselor mentorship and guidance.
- Encourage students' commitment to campus, civic, and social responsibility through enrollment in service-learning courses.
- Facilitate and encourage the participation of non-traditional students and historically underrepresented students in the Honors Transfer Program.
- Foster collaboration with Compton College programs to advance student success.

* Since an Advisory Council is not yet established, the Vision Statement and Program Goals could potentially change.

Challenges and Opportunities

Challenges

Low Enrollment

The enrollment rates across the State of California are dropping. Compton College has been deeply affected by this drop in enrollment. A significant reason for this drop in enrollment has been the effect of the COVID-19 Pandemic. A January 24th memo from the Compton College Office of Academic Affairs noted that with 35 days to census, enrollment in the Spring 2022 semester is down 14.8%.

Degree Diversity

Low enrollment has affected the number of degrees conferred to students by Compton College. The 2019-2020 academic year conferred 504 total awards; this was down from 892 in 2018-2019. Of the 504 awards, only 332 were AAs and 143 were Associate Degrees for Transfer (ADT). In 2019-2020, 157 General Studies degrees were conferred, the most of all programs. This was followed by 66 degrees in Nursing, and 62 in General Science. Sociology, Psychology, and Administration of Justice were the highest awarded ADT programs in the 2019-2020 academic year.

Competing Programs

A major challenge to Compton's recruitment of recently graduated High School students is the location and proximity of El Camino College and Long Beach City College. El Camino College and Long Beach City have transfer programs and are UCLA Tap Members. Their established history and, in the case of El Camino College, transfer rate are appealing to our larger Compton community.

Time to Degree Completion

A December 2017 report (the most recent posted on the Institutional Research page) explains that only 9% of Compton College students complete their degrees in 2 years. According to their

analysis the average time to completion was 5.6 years. The data also showed that women's time to completion is slightly over half a year longer than men.

Addressing Our Challenges

Low Enrollment

Compton College's size comparable to other local schools should be seen as a benefit to our students. A smaller campus could facilitate more hands-on faculty participation, rather than a select few. More faculty-student interaction will be a focal point of the Honors Advisory Council.

Degree Diversity

The Honors Program will require students to declare a major when applying. While they will be allowed to change their major completing an AD-T will be a requirement for membership in the Honors Program. The Honors Program's goal is to become a UCLA TAP member school. Students applying for the UCLA TAP program are expected to have a declared major on their application, and a possible alternative major. At Compton, we will require students declare both on their applications to Compton's program. This will allow students to set a path to complete both General Education Requirements and Lower Division Major requirements for their prospective transfer school.

Competing Programs

Unlike competing programs that surround Compton College, we have a unique opportunity to ensure that student's needs are met through more hands-on personalized support. While the larger schools have the infrastructure set up to have multiple staff members, counselors, student-workers, and directors, we can ensure that our students feel welcomed by the unique setting of Compton College. Mentorship for students will be encouraged from the earliest stages of a student's participation in the program. Students will be encouraged to form cohorts, participate in the Student Honors Club, and enroll in similar courses. A small-knit community will facilitate academic and emotional support for students between themselves and their faculty advisors.

Time to Degree Completion

Various educational plans

Support for non-traditional students

Partnership with student programs

Accessible to resources on campus

Financial Aid – component of program they must apply for financial aid. If financial aid is an issue, then the funds will be available to the student.

AB 540 Students – new rules. May qualify for AB 540 before they leave.

Opportunities

Feeder Schools – communication with and recruitment of local high school students

Virtual and Online participation – using technology to bridge the participation gap

Honors Courses – Already established and approved by the curriculum committee and transfer credit accepted

Five-Year Plan Goals

Goal 1: Reevaluation of Admissions Criteria

The goal of the Honors Transfer Program is to guide highly motivated students to transfer to a quality 4-year university. This was accomplished by challenging students to focus on developing their reading, writing, and critical thinking skills in academically rigorous courses. Historically, this meant limiting the program to only the students who have already displayed a high level of performance in their educational experience. As we continue to have a better understanding of what Diversity, Equity, and Inclusivity seeks to accomplish, and the various goals set out by the state governor and our campus President, reevaluating the admissions guidelines for the Honors Transfer Program could help us meet the DEI goals set out statewide and on campus.

Currently, the Honors Transfer Program has the following admissions criteria:

- 3.2 GPA on all transferable college coursework
- 3.5 GPA for High School students
- Completion of English 1A (If already a Compton College Student)
- Application Essay
- No less than three semesters left at Compton College before transferring.
- Honors Transfer Program application

The GPA requirements set by Honors Transfer Program are consistent with the minimum qualifications set by other campuses in the area, and across California. While these are standard requirements, one aspect of how the Compton College HTP can make the program more accessible is creating a tiered program membership system.

Full membership into the program will be available to students who meet the 3.2 GPA standard and completion of English 1A. Students will still be required to complete program standards to maintain enrollment in the program.

Partial/Probationary membership in the program will be offered to students who apply to the program with a GPA between 2.80 and 3.199. Admissions Criteria will include:

- One year left in school
- 2.80 – 3.199 GPA for Compton College Students
- 2.80 – 3.199 GPA for High School students
- Honors Transfer Program Application
- Application Essay: Students will explain goals, academic experience, and plan to improve GPA to meet 3.2 standard.
- Letter of Recommendation from a counselor, faculty member, workplace supervisor attesting to the student’s abilities and personal motivation.
- Student Educational Plan signed by Honors Counselor
- No less than three semesters left at Compton College before transferring.

- Students must reach a 3.2 GPA within ONE Academic year.

While this will undoubtedly expand the number of students applying to the program, a rubric will be established to determine which students will be accepted and which students will be denied.

This expansion of the application criteria will ensure that more students are able to participate in the program, while providing guidance towards reaching the 3.2 GPA threshold standardized across the state. While there are no set reasons why students fall below a 3.2 GPA, the Honors Transfer Program will seek to identify what obstacles (financial aid, childcare, technological, employment) students face. The Program will encourage that students consider applying for any of the Student Support programs to alleviate any of their needs.

Goal 2: Digitization of the Honors Transfer Program

Currently, the Honors Transfer Program has a Compton College website, paper forms, and Student Handbook. While these resources are essential to increasing and maintaining participation in the program, the Honors Transfer Program should prioritize digitization of forms and policies. Many Honors Programs across the state use digital forms, whether they are Office Forms or HTML forms. Online forms are cheaper, since there is no need for paper forms, faster to complete, clearer, convenient for students and staff, and will make the intake and processing of applications or forms easier. As we expand the program, customization of the forms will be necessary, and a digital form will be more cost-effective. Moreover, the Pandemic has clarified the need for Academic and Student Support and Success programs to offer digital and online services. Digitizing our forms will allow students to better participate in the application process. Once they are admitted to the program, students can submit online forms for Contract Proposals, Workshop Attendance Forms, Counseling Attendance Forms, etc. While these forms will be available online, in order to make the program accessible to ALL students, forms will be in PDF and paper format for students who may require it. The Honors Transfer Program now has access to Qualtrics survey through the Office of Institutional Research. Qualtrics surveys will allow us to customize forms based on student needs. These forms will also make it easier to share information across campus and allow for the continuance of service should the coordinator position be filled by new faculty.

The Honors Program will create (some forms have already been created links included):

- Honors Program Interest Form
https://compton.co1.qualtrics.com/jfe/form/SV_1Rnh3BudQ4TGE1o
- Honors Program Application
- Advisory Council Interest Form -
https://compton.co1.qualtrics.com/jfe/form/SV_bIJ0DnJOyiaAznU
- Faculty Nomination Form -
https://compton.co1.qualtrics.com/jfe/form/SV_54Fbm6SMaABTZTU
- Student Contract Proposal Form
- Instructor Contract Consent Form

- HTP Completion Form for Graduation

Online forms will allow the Honors Transfer Program to maintain student data securely and consistently over the years. Since the information will be housed through Compton College servers, the data will be secure, and it will only be available to the Honors Transfer Program staff to ensure student privacy. Should a new director take over, the transition process will also be alleviated since all the data will be available digitally.

Consistent communication with program participants (students, faculty, and counselors) will be essential. Canvas Shells are quickly becoming a primary mode of communication for Honors Programs across the state. As such, an Honors Transfer Program Canvas shell has been requested and approved by IT. Links to join will be sent out when the pages have been completed. Once students can join the Canvas page, they will have access to forms, both as PDF and through Qualtrics forms, to fill out any information they need to provide to the Honors Transfer Program. A communication plan will be developed to guarantee that students have all the information they need on a regularly scheduled basis. Faculty and Counselors will also be asked to check in to the Canvas Page to receive announcements and have forms they need to sign (for contract proposals) available to them.

The Honors Transfer Program will also create a Recruitment page on Canvas which can be accessible by any Compton College faculty member and incorporated into their Canvas course shells. Faculty will be made aware of these pages via eMails at the beginning of the semester to encourage them to guide their students towards the Honors Transfer Program, and to provide information to the faculty who are interested in participating in the program themselves.

Lastly, in order to increase awareness of the program, the Honors Transfer Program will seek to develop a social media presence. We will contact Heather Parnock, Director of Community Relations, in order to better understand the school's social media policy and process to establishing social media accounts. Regularly scheduled announcements will be made on the Honors Transfer Program's social media accounts as well as highlighting student workshops, upcoming due dates, and eventually highlighting student achievement. Social Media can function as a recruiting tool as well, as we will include links to interest forms and workshops for prospective students.

Goal 3: Develop Consistent Course Offering Schedule

Compton College currently offers 21 IGETC approved Honors Courses. These courses cover all six IGETC areas required for transfer to a University of California school. IGETC certification will be required for the CCC HBCU Transfer Guarantee and UCLA TAP membership. As mentioned in the Time to Completion discussion above, the average time it takes a Compton College student to complete their degree is 4 years. While not enough data was listed in the report to indicate what the underlying causes are, the Honors Transfer Program will work to establish a consistent annual course offering that is conscious of the realities of our students.

Ideally, students will participate in the program and complete it within two years. A requirement will be put in place that students will need to take at least ONE Honors Course every semester they attend Compton College. A sample two-year plan, and a two-year plan with summer and winter sessions can be found in Appendix 1.

As mentioned before, students time to completion can vary due to non-academic factors. The Honors Transfer Program will assist students in facilitating their educational experience by connecting students with on campus programs AND creating pathways for “non-traditional” students. Three-, Four-, and Five-Year plans have been created for students who will require more non-traditional pathways but have shown the desire and commitment to complete the Honors Program; this will also demonstrate the program’s commitment to Equity and Inclusion. 3-,4-, and 5-year plans can be found in Appendix 2.

In order to allow students to enroll and complete Honors Courses, a clear offering schedule needs to be coordinated between the Honors Transfer Program and the various departments that already offer Honors Courses. As mentioned earlier in this section, Compton College currently has 21 Honors designated courses, which fall in line with the IGETC pattern (see Appendix 3). The goal is to not only offer these 21 courses on a regular basis, but to also grow the number of Honors designated courses at the school. Offering Honors courses regularly will also reduce the reliance on Honors Contracts. While Honors Contracts are the norm at smaller schools, Compton College can

The following is a plan to arrange the courses in a manner that can best fit an IGETC certification plan within two years. Not all courses will be offered at once, but courses that will ideally begin in the Fall 2022 semester have been noted:

Fall Semester Courses	Spring Semester Courses
English 101H (IGETC Area 1)	English 101H (IGETC Area 1)
History 101H (IGETC Area 3)	History 102H (IGETC Area 3)
Psychology 101H (IGETC Area 4)	Sociology 101H (IGETC Area 4)
Astronomy 125H (IGETC Area 5)	Biology 101H (IGETC Area 5)
Spanish 101H (IGETC Area 6)	Political Science 101H (IGETC Area 4)
Economics 101H (IGETC Area 4)	Math 150H (IGETC Area 2)

Goal 4: DEI Centered Curriculum

Currently, there are 24 Honors courses listed in the Compton College Catalog. Nineteen of those courses have been articulated as UC transferable and are listed in the Intersegmental General Education Transfer Curriculum (IGETC) transfer form through the Counseling office.

As the Honors Transfer Program grows it will become essential that the number of Honors designated courses grows as well. In order to ensure that our courses not only meet Honors Level and UC certification, but we will also need to ensure that our courses meet newly established DEI standards. Compton College has already established the *Call-to-Action*

Curriculum Task Force which will facilitate the examination of courses' attempt to meet anti-racist curriculum. As this process happens, it will be the goal of the Honors Transfer Program to further enhance courses under review towards Honors designation. This will require working with the Curriculum Committee and the Articulation Officer(s) at Compton College.

Workshops will be established to assist faculty in creating more DEI-centered Honors courses. We will begin by reaching out to the Curriculum Task Force to better understand the process of DEI inclusive curriculum evaluation. Then we will reach out to the Articulation Office to build a checklist that faculty can use that incorporates DEI and Honors designation into their review of their curriculum. Facilitating and simplifying the Honors designation process will ensure that faculty can increase the development of Honors designated courses.

Since 2021, the California Community Colleges have required that students complete an Ethnic Studies course to receive an associate degree. This is in line with requirements set out by the California State University and University of California systems requirements for graduation. Students enrolled in the Honors Transfer Program at Compton College will be required to take Ethnic Studies 101 – Introduction to Ethnic Studies. The Ethnic Studies department is currently in the process of creating an Honors Designated ESTU 101 course to be ready for the Fall 2022 semester. If this is not possible, students will still take ESTU 101 and create an Honors Contract Proposal. Honors Transfer Students will be required to complete their ESTU 101 requirement by the end of their first year in the program. In addition to the ESTU 101 requirement, students will be encouraged to enroll in courses that explore diverse backgrounds, experiences, and histories.

Goal 5: Target African American Students at Compton College to participate in the California Community Colleges HBCU Transfer Guarantee

In 2015, the California Community Colleges signed an agreement to guarantee transfer to Historically Black Colleges and Universities (HBCU). The current qualifications require students complete the following:

1. Complete an Associate Degree for Transfer (ADT) using the IGETC or CSU General Education Breadth pattern, or
2. Complete a minimum of 30 UC or CSU units.

While some schools have higher GPA standards, the minimum GPA a student will be required to have attained is a 2.0. Students who do not complete an ADT will also be allowed to participate but may be subject to transcript evaluation.

The Honors Transfer Program will be committed to follow the guidelines laid out by the CCCD Board of Trustees Resolution #06-16-2020A "Affirming Our Commitment to Student Success for Black and African American Students" is met. In order to meet this commitment, the Honors Transfer Program will target students who wish to transfer to an HBCU. In order to accomplish this, the HTP will seek out faculty on the Compton Campus that have attended an HBCU to provide testimonial experience about their time on those campuses and mentorship to prepare

students to transfer to the HBCU. More importantly, the HTP will reach out to the 39 schools listed in the agreement to seek out Honors Transfer specific programs, speakers, tours, and workshops.

In order to build this, the Honors Transfer Program will work with the Counseling office to identify students who are interested in both the HTP and potentially transferring to an HBCU. In addition to this, a pathway will be created through the Compton College Promise in which incoming High School graduates who are specifically interested in transferring to an HBCU will be identified and placed on a HBCU Transfer Pathway to ensure they meet the requirements for transfer and receive the support and mentorship necessary to understand the historic, cultural, and social value of an HBCU education. All students will be invited to participate regardless of race or ethnicity.

Goal 6: Target Latinx Students at Compton College to Participate in Honors HSI-STEM transfer programs

Compton College has been designated a Hispanic Serving Institute (HSI). The priority of the program is to “invest in meaningful, lasting approaches to increasing access and success for Latino students from cradle to career.” As an HSI school, the Honors Transfer Program has an opportunity to engage students while fulfilling the HSI priorities.

Currently, Compton College has a Science, Technology, Engineering, and Math (STEM) Guided Pathway Division. The HSI-STEM initiative actively encourages schools to not only increase the number of students participating in the program, but also “to develop transfer and articulation agreements between two-year and four-year institutions...” The Honors Transfer Program can participate in these goals by encouraging the Compton College STEM Program to expand the number of Honors designated courses offered in the STEM programs.

The Compton College 2024 plan has outlined the goal to initiate and/or expand programs such as Puente. Once the Puente program is formalized, the Honors Transfer Program will seek to recruit students in the Puente Program to participate in the Honors Transfer Program. The resources provided by the Puente program can assist in developing students’ GPA, especially for those who fall under the 3.2 threshold and will be Partial/Probationary members.

Goal 7: Target High School Students for enrollment in the Honors Transfer Program

Honors Transfer Program specific workshops will be available for local high schools. Graduating High School seniors will be introduced to the program itself, program guidelines and requirements, and possible transfer opportunities. High School students will be encouraged to participate in the Compton College Promise Program, First Year Experience, and the Honors Transfer Club. Students will also be introduced to the membership pathways in the program, which are outlined earlier in this plan.

The Honors Transfer Program will work with the Outreach and Recruitment Program to develop a list of students who may be interested in the Honors Transfer Program at Compton College.

The Honors Transfer Program will also reach out to local high school Guidance Counselors and invite them to encourage their students to attend Honors Transfer Program informational sessions. The Dual Enrollment office will also be contacted to assist in spreading the information about the Honors Transfer Program to enrolled students.

Working with the Compton Promise program, the Honors Transfer Program will create pathways for incoming High School students. These pathways will also include regular counselor and other student services visits, campus tours, workshop sessions, and tutoring sessions. The Compton Promise program has already accepted sharing information about the Honors Transfer Program when they begin recruiting high school students. This will also alleviate the amount of work the Honors Transfer Program will do in terms of recruitment, since the feeder High School in the area of service will already be contacted by the Compton Promise office. Taking advantage of the benefits students will receive through the Compton Promise programs guidelines of: enrollment in 12 units per semester, requirements to apply for First-Year Experience and EOPS/CARE, and the maintaining of a 2.0 GPA will facilitate the participation of incoming students.

Goal 8: Development of Honors Transfer Student Research Cohorts

Beginning in the Fall 2022 Semester, student cohorts will be created to build a community of students that can support and encourage each other. Ideally, these cohorts will enroll in one course as a cohort each semester. These courses may not always be the same section but ensuring that students can engage in dialogue to create cooperative spaces. Since the goal of the Honors Transfer Program will be to guide Honors Students to complete the IGETC pattern, students will be encouraged to enroll in UC transferable courses. A sample academic plan can be found in Appendix 1.

In addition, these cohorts will work on developing research skills. Working with the Faculty/Counselor Advisory Council, students will work on developing research which will be presented at the annual UCI Community College Honors Research Conference. Each year, the Advisory Council will work on assisting students in the development, research, and writing of the research. Cohorts will be allowed to work as groups or individually, depending on the topic. Regardless of admissions to the UCI Conference, Honors Students at Compton College will present their research on Campus to the Compton College community.

Students will also be expected to participate in the Honors Transfer Club where the Honors Transfer Program staff can interact with the students as well as inform them of upcoming due dates, workshops, and to personalize the HTP experience.

The UCLA TAP Membership expects that a space where Honors Students can find information about the program, the program coordinator, and Honors Counselor are available that is not a faculty office. This space should also function as a gathering/study space for Honors Students. Ideally, as our program grows, Compton College will facilitate the creation of an Honors Transfer Student Center.

Goal 9: Form a faculty/counselor Honors Transfer Program – Advisory Council

A Faculty/Counselor Advisory Council is essential to ultimately achieving UCLA TAP membership. This Advisory Council will help develop Program Learning Outcomes, an Assessment Plan, and help guide students towards their research proposals which will be presented at the UC Irvine Community College Honors Research Conference. The Advisory Council will also participate in the development and guidance of faculty training workshops for faculty who have not yet taught an honors level course.

In order to have a diverse set of voices and experiences, the Advisory Council will have at least one member from each Guided Pathway Division, but no more than two. During the Winter 2022 semester some faculty have expressed interest in being a part of the Advisory Council. All faculty will be encouraged to participate, but priority will be held for faculty who plan on offering Honors courses on a regular basis.

Initially, the most important task of the committee will be to determine an assessment plan for the program. This will require that Program Learning Outcomes that match the Institutional Learning Outcomes are set. Ideally, these PLOs will be completed by the end of the Spring 2022 semester.

The Advisory Council will also be encouraged to help develop new and experimental pedagogical techniques to be used in the Honors courses. Challenging our students should be a top priority of the Council. Council members will be encouraged to participate in Professional Development that guides them towards new techniques that they can then share with the Compton College community.

Goal 10: Process to complete UCLA Transfer Alliance Program application

Attaining UCLA TAP Membership is the goal of this five-year plan. Once the Honors Program is eligible, in the Spring of Year 3, an application will be submitted. Assuring that Compton College is a UCLA TAP Member will facilitate the transfer of our students to the most prestigious public institution in the country.

The student benefits of UCLA TAP membership include access to UCLA informational meetings and tours, UCLA cultural and athletic events, and (most importantly) UCLA Library privileges. When students begin their transfer process, UCLA will assist in the transfer process for students and provide priority consideration to the University. Students will also be required to declare a primary major and an alternate major to reinforce their admissions chances.

UCLA TAP Membership applications “are accepted during the months of March, April, and May. They are reviewed during the spring and summer. The College will be notified with a decision no later than the end of September.” Before we apply, we must ensure that we meet the criteria set out by UCLA TAP program. There are three major criteria we must meet: (1) Structural and Administrative Support, (2) Academic Standards, and (3) Student Recruitment and Services. The full list of criteria can be found in Appendix 4.

Structural and Administrative Support criteria can be met by completing the unmet requirements:

1. Receive written support from Dr. Curry – Compton College President
2. Name or hire an Honors Transfer Program Counselor
3. Form an Honors Transfer Program Advisory Council
4. Create a physical Honors Transfer Program office, with clerical support, and space for Honors Students to work and collaborate in.
5. Develop a plan for assessment and accountability.

Academic Standards for the TAP program are the most straightforward. Students must complete 15 transferable semester units of Honors/Scholars coursework. The GPA requirements are at the discretion of our Program. This allows us to experiment with the GPA requirements proposed in Goal 1 of this plan. The updates to the Admissions criteria reflect the requirements listed by the UCLA TAP Membership application found in Appendix 4.

Since the UCLA TAP Membership does not specifically require a set number of Honors Courses, we can work on building our Honors course offerings while allowing students to complete Honors Contracts. This will also allow us to develop new pedagogical techniques to better challenge our students in the program. In addition, working with Compton College's Articulation Officer we will develop a plan to further enrich our Honors Courses and help faculty choose and designate courses in their departments as Honors Courses.

Student Recruitment and Services can also be met by the goals set out by this Plan. The goal to commit to recruiting non-traditional students, historically underrepresented students, and efforts to engage in more anti-racist curriculum development should meet the criteria for UCLA TAP membership as outlined in Appendix 4.

Achieving UCLA TAP Membership was the guiding principle behind this five-year plan. Many of the requirements set out by UCLA TAP defined the proposed goals.

Assessment of Program

Ensuring that we continually meet the needs of our students will be a top priority of our assessment of the program. Program Learning Outcomes must be developed to serve as a guide when assessing the goals, identify areas for improvement, and successes of the program.

The Honors Transfer Council of California has created an online repository of information and resources used by other Honors Programs in California. Included in this repository are various PLOs used by some programs. Using these PLOs as a guide, the Advisory Council will identify and create measurable program goals and outcomes to serve as an assessment.

Timeline

In order to complete the goals listed in this plan, the following timeline will serve as a guide for the next five years. Unforeseen circumstances have been considered and must be met

whenever they are encountered. As a result, this timeline must remain fluid to accommodate changes in enrollment, transfer guidelines, and budget.

Year 0

Year 0 will take place during the Winter and Spring 2022 semesters. Much of the establishing of the program should take place during this period. The following are a list of goals and priorities mentioned earlier in this Plan. Goals that have been completed will be noted below.

- Student Interest Form – an online form that will allow students to sign up to a registry to receive upcoming workshop information and application due dates. (completed)
- Canvas Page – request a Canvas page to serve as a mode of communication and one-stop location for forms for students.
- Digitization of Forms, student handbook, and policies
- Digitization of Honors Transfer Program Application – digitize the Honors Transfer Program application and include a completion quiz which ensures students are familiar with the program guidelines
- Honors Transfer Program Advisory Council – develop faculty/counselor interest form. Once the Advisory Council is established, they will immediately begin developing Program Learning Outcomes and assessment procedures.
- Develop Student Workshop schedule
- Reach out to UCLA TAP for Membership information and guidance.
- Develop faculty training workshop schedule for Academic Year 2022-23.
- Begin recruitment of current Compton College Students.
- Develop orientation workshop for incoming HTP students.
- Outreach to High School Counselors
- Build Social Media Presence

Year 1

- Establish Year 1 Research Cohorts
- Establish program with at least 15 students
- Honors Transfer Club
- Honors Student Workshops
- Recruit students for HBCU Honors Transfer Pathway
- Honors Dreamers Program
- Begin HSI-STEM Pathway
- Develop Virtual Campus Tour Directory for Honors Students
- Add at least 4 Honors designated courses to catalog
- Increase faculty participation
- Compton College Honors Research Symposium
- Complete first year Program Assessment

Year 2

- Establish Year 2 Research Cohorts
- Grow program to at least 25 students
- Begin regularly offering 30% of IGETC Honors Courses
- Begin preparation for first Honors Transfer Program Completion Ceremony
- Begin Campus Tours – pandemic allowing
- Add at least 6 Honors designated courses to class catalog
- Complete second year Program Assessment

Year 3

- Establish Year 3 Research Cohorts
- Apply for UCLA TAP Membership in Spring Semester
- Begin preparation for second Honors Transfer Program Completion Ceremony
- Grow program to at least 30 students
- Offer 50% of IGETC Honors courses
- Add at least 8 Honors Courses to Catalog
- Complete third year Program Assessment

Year 4

- Open Honors Transfer Center/Office
- Grow program to at least 40 students
- Begin preparation for third Honors Transfer Program Completion Ceremony
- Establish Year 4 Research Cohorts
- Add at least 10 Honors Courses to Catalog
- Reapply for UCLA TAP (if needed)
- Complete fourth year Program Assessment

Year 5

- Establish Year 5 Research Cohort
- Grow program to at least 50 students
- Begin preparation for third Honors Transfer Program Completion Ceremony
- Add at least 10 Honors Courses to Catalog
- Reapply for UCLA TAP (If needed)
- Complete fifth year Program Assessment

This timeline needs to be flexible to meet the changing conditions of the Pandemic and student enrollment.

Appendices

Appendix 1 – Sample 2-Year Pathway

Year 1 – Fall Semester (15-16 Units)	Year 1 – Spring Semester (16 Units)
English 101 (Area 1A)	Astronomy 120H (Area 5A)
Oral Communication (Area 1C)	History 102H (also Area 4A)
Arts and Humanities (Area 3A) *	Critical Thinking (Area 1B)
Library Science 101	Math (Area 2)
Major	Major
Major	
Year 2 – Fall Semester (16-18 Units)	Year 2 – Spring Semester (17 Units)
Ethnic Studies 101 (Area 4B) *	Arts and Humanities (Area 3C)
Biological Science (5B)	Spanish 101H (Area 6)
Arts and Humanities (Area 3B)	Social Science (Area 4C)
Major	Major
Major	Major/Elective
Biological Science Lab (5C)	<i>*Indicates Honors Contract</i>

Sample 2-year Plan with Winter and Summer Sessions

Year 1 – Fall Semester (13 Units)	Year 1 – Spring Semester (13 Units)
English 101 (Area 1A)	Astronomy 120H (Area 5A)
Arts and Humanities (Area 3A) *	Critical Thinking (Area 1B)
Library Science 101	Math (Area 2)
Major	Major
Major	
Year 1 – Winter Session (3 Units)	Year 1 – Summer Session (6 Units)
Oral Communication (Area 1C)	History 102H (Social Science 4A)
	Arts and Humanities (Area 3B)
Year 2 – Fall Semester (13-15 Units)	Year 2 – Spring Semester (14 Units)
Ethnic Studies 101 (Area 4B) *	Arts and Humanities (Area 3C)
Biological Science (5B)	Spanish 101H (Area 6)
Biological Science Lab (5C)	Major
Major	Major/Elective
Major	
Year 2 – Winter Session (3 Units)	
Social Science (Area 4C)	<i>*Indicates Honors Contract</i>

Appendix 2 – Sample 3-, 4-, and 5-Year Pathway

3-Year Sample Pathway

Year 1 – Fall Semester (10 Units)	Year 1 – Spring Semester (9 Units)
English 101 (Area 1A)	Critical Thinking (Area 1B)
Oral Communication (Area 1C)	Ethnic Studies 101 (Area 4A) *
Library Science 101	Major
Major	
Year 1 - Summer Session (3 Units)	
Arts and Humanities (Area 3A)	
Year 2 – Fall Semester (10 Units)	Year 2 – Spring Semester (11 Units)
Math (Area 2)	Arts and Humanities (Area 3B)
History 102H (also Area 4B)	Spanish 101H (Area 6)
Major	Major
Year 2 - Summer Session (4-5 Units)	
Biological Science (5B)	
Biological Science Lab (5C)	
Year 3 – Fall Semester (9 Units)	Year 3 – Spring Semester (9 Units)
Arts and Humanities (Area 3C) *	Astronomy 120H (Area 5A)
Social Science (Area 4C)	Major/Elective
Major	Major
	<i>*Indicates Honors Contract</i>

4-Year Sample Pathway

Year 1 - Fall Semester (7 Units)	Year 1 - Spring Semester (6 Units)
English 101 (Area 1A)	Ethnic Studies 101 (Area 4A) *
Oral Communication (Area 1C)	Critical Thinking (Area 1B)
Library Sciences 101	
Year 1 - Summer Session (6 Units)	
Arts and Humanities (Area 3A)	
Social Sciences (Area 4C)	
Year 2 - Fall Semester (7 Units)	Year 2 - Spring Semester (6 Units)
Math (Area 2)	History 102H (Area 4B)
Major	Major
Year 2 - Summer Session (4-5 Units)	
Biological Sciences (Area 5B)	
Biological Sciences Lab (Area 5C)	
Year 3 - Fall Semester (6 Units)	Year 3 - Spring Semester (8 Units)
Arts and Humanities (Area 3B) *	Spanish 101H
Major	Major
Year 3 - Summer Session (3 Units)	
Arts and Humanities (Area 3C)	
Year 4 - Fall Semester (6 Units)	Year 4 - Spring Semester (6 Units)
Astronomy 120H (Area 5A)	Major
Major	Major

**Indicates Honors Contract*

5-Year Sample Pathway

Year 1 - Fall Semester (7 Units)	Year 1 - Spring Semester (6 Units)
English 101 (Area 1A)	Ethnic Studies 101 (Area 4A) *
Oral Communication (Area 1C)	Critical Thinking (Area 1B)
Library Sciences 101	
Year 2 - Fall Semester (7 Units)	Year 2 - Spring Semester (6 Units)
Math (Area 2)	History 102H (Area 4B)
Major	Major
Year 3 - Fall Semester (6 Units)	Year 3 - Spring Semester (8 Units)
Arts and Humanities (Area 3A) *	Spanish 101H
Major	Major
Year 4 - Fall Semester (6 Units)	Year 4 - Spring Semester (6 Units)
Astronomy 120H (Area 5A)	Arts and Humanities (Area 3B)
Major	Major
Year 5 - Fall Semester (6 Units)	Year 5 - Spring Semester (6-8 Units)
Arts and Humanities (Area 3C)	Social Sciences (Area 4C)
Major	Biological Sciences (Area 5B)
	Biological Sciences (Area 5C)

**Indicates Honors Contract*

Appendix 3 – IGETC Certified Honors Courses

Area 1 – English Communication

1A English Composition

1. English 101H

1B Critical Thinking

2. English 103H
3. Philosophy 105H

Area 2 – Mathematical Concepts and Quantitative Reasoning

4. Math 150H

Area 3 – Arts and Humanities

5. English 102H
6. History 101H
7. History 102H
8. History 122H
9. Philosophy 101H

Area 4 – Social and Behavioral Sciences

10. Economics 101H
 11. Geography 105H
 12. Political Science 101H
 13. Political Science 110H
 14. Psychology 101H
 15. Sociology 101H
- History 101H, 102H, 122H (already counted in total, can be used for both Area 3 & 4.)

Area 5 – Physical and Biological Sciences

5A – Physical Science

16. Astronomy 120H
17. Astronomy 125H
18. Chemistry 104H

5B – Biological Science

19. Biology 100H
20. Biology 101H

Area 6 – Language Other than English (UC Requirement)

21. Spanish 101H

**TRANSFER ALLIANCE PROGRAM (TAP)
CRITERIA FOR TAP MEMBERSHIP**

*Approved 09/30/2013
Updated 11/08/2013*

I. Structure and Administrative Support

1. Evidence of support from Community College President that TAP affiliation is desired and will be supported administratively.
2. Two primary positions are required for TAP affiliation – faculty member to serve as program Coordinator/Director and at least one Counselor to provide counseling and student support. These roles are separate and distinct and may not be assigned to the same individual.
3. Faculty Coordinator to oversee the program, be a liaison to UCLA, and serve as member of the UCLA TAP Council. If this is not a primary institutional role of the incumbent, reassigned time or overload pay for serving as Director/Coordinator should be provided.
4. Organized structure of the Honors/Scholars Program that reports to an academic dean or vice president having official representation on college governance committees.
5. Organized Honors/Scholars advisory or policy-making group composed of faculty, students and administrators.
6. On-campus location for the Honors/Scholars office, clerical support and access to space for students in program.
7. A plan for program assessment and accountability.

II. Academic Standards

1. Establish student performance criteria (entrance, maintenance and completion requirements).
2. Completion of a minimum of 15 UC transferable semester units Honors/Scholars Program coursework (same as the Honors Transfer Council of California and the National Collegiate Honors Council).
3. Type of offerings can be Honors/Scholars courses, contract Honors/Scholars, or combinations.
4. Breadth of Honors/Scholars course offerings (IGETC, preparation for major) and guarantee that courses necessary for transfer to UCLA will be offered regularly.
5. Course enrichment including but not limited to research opportunities, reading and writing assignments, analysis and critical thinking and use of technology.

**TRANSFER ALLIANCE PROGRAM (TAP)
CRITERIA FOR TAP MEMBERSHIP**

Approved 09/30/2013

Updated 11/08/2013

6. The honors curriculum should offer faculty an opportunity to try experimental pedagogies and should offer students the opportunity for hands-on educational experiences.

III. Student Recruitment and Services

1. Designated counselor(s)/advisor(s) for Honors/Scholars students who will be knowledgeable about TAP, UCLA and UC transfer admission requirements and who will participate in the TAP Council meetings and initiatives and the Advisory Committee or policy making group. If this is not a primary institutional role of the incumbent(s), reassigned time or overload pay for serving as Counselor/Advisor should be provided.
2. Evidence of efforts to encourage participation of historically underrepresented students in the program.
3. Development of effective means of communication among students, faculty and counselor(s)/advisor(s) so that information about the program and its activities is disseminated.
4. Developing opportunities and access for non-traditional (part-time, returning, older) students to become involved in TAP.

IV. UCLA Responsibilities

1. Provide specific information as to what UCLA can offer TAP schools (brochures, agreements, training meetings, etc.)
2. Distribute information about available scholarships for transfer TAP students. Notify TAP colleges of scholarship winners.
3. Provide college-specific data on admission, registration, completion of degree, and GPA of TAP students who apply to UCLA and enroll.
4. Guaranteed priority consideration for certified TAP transfer applicants.
5. Assist TAP colleges with recruitment presentations
6. Provide UCLA library cards to TAP students.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4235 Credit for Prior Learning

Issued: April 17, 2018
Revised: November 13, 2018
Revised: December 8, 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

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.
- Satisfactory completion of approved noncredit course with any mirrored credit course. The final grade of the noncredit course may be used as the Credit for Prior Learning grade for the mirrored credit course.

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.

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. 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.

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2. The student shall only be allowed to petition to receive credit by examination one time per course and may not petition for credit examination for a course in which they are currently or have previously enrolled and received a grade,

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unless statutorily required to renew a license or certification required by State or Federal governments.

3. The student may not petition for credit by examination for a course in which they have been enrolled after census, except under special circumstances as determined by the faculty who normally teach the course, in consultation with the academic dean.
4. The student 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 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 permissible for Credit by Examination shall not exceed 15 semester units, including not more than 9 semester units required for the major subject field.

The Admissions and Records Office will verify the student has met eligibility requirements for Credit for Prior Learning. If a student does not meet one or more of the eligibility requirements, the Admissions and Records Office will notify the student which requirement(s) is not met and, if appropriate, refer the student to the Counseling Department.

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.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file.
- 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.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file.
- 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.
- □ The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file.
- □ 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

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Commented [CM2]: Is process for applying for CPL different for Vets? DO they connect with Vet center

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~~The Nursing Program shall offer credit for military experience and course work according to the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing. The Nursing Program will comply with the requirements of California Senate Bill 466. Procedures for the military challenge for advanced placement into the Nursing Program shall be published in the college catalog and on the Nursing Program webpage.~~

The Nursing Program shall have a process for a student to obtain previous education or other acquired knowledge in the field of nursing including military education and experience, through equivalence, challenge examinations, or other methods of evaluation. Procedures for advanced placement into the Nursing Program shall be published in the college catalog, student handbook and on the Nursing Program webpage.

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3

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.
- The student shall attach all industry recognized credentials to the petition.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file.
- 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.
 - The dean will forward the petition and supporting documentation to the Admissions and Records Office to keep the petition on file and notate 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.
- The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has a Educational Plan on file.
- 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 the area dean for review.
- The dean will forward the petition to the Admissions and Records Office to keep the petition on file and notate the student transcript.
- The dean will contact the student to pick up the portfolio materials.

Credit by Examination

Faculty who normally teach the course 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 Petition for Credit by Examination 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. The Admissions and Records Office will notify the Counseling Department that a student has petitioned for Credit for Prior Learning and ask the Counseling Department for verification that the student has an Educational Plan on file. Additionally, the Admissions and Records Office shall forward petitions, with supporting documentation, to the respective division chair of the academic division concerned.

Once 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 shall notify the student of the examination arrangements.

Fee Requirements

A processing fee will be charged to petition for credit by examinations and for mirrored credit courses. 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
ADMINISTRATIVE REGULATIONS

AR 4237 Credit for **Military** Service

Issued: October 16, 2018

References:

- California Senate Bill 466.
- American Council on Education, Guide to the Evaluation of Educational Experiences in the Armed Services.
- California Community Colleges Chancellor's Office, Awarding Community College Credit for Prior Military Experience, March 2016.
- Education Code Section 66025.7

Compton College grants credit for successful completion of United States Armed Forces courses as recommended by the American Council on Education in the Guide to the Evaluation of Educational Experiences in the Armed Services. Whenever possible, military credit will be used for the fulfillment of general education, major coursework, and other degree requirements.

The Nursing Program shall offer credit for military experience and course work according to the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing. The Nursing Program will comply with the requirements of California Senate Bill 466. Procedures for the military challenge for advanced placement into the Nursing Program shall be published in the college catalog and on the Nursing Program webpage.

Veterans may also petition to receive credit by examination for military courses, experiences, and training. The procedures by which veterans may receive credit by demonstrating mastery of course content, objectives, and outcomes through examinations established by discipline faculty are described in Administrative Regulation 4235 Credit by Examination. College Level Examination Program (CLEP) credit will be accepted when it is included on the American Council on Education transcript.

The experience of the veteran will be reviewed and any appropriate Compton College credit granted. Specifics related to the process of granting credit for military service will be published in the college catalog and posted on the Admissions and Records Office webpage. Once Compton College reviews and awards credit, it will become part of the veteran's permanent record. Credit for military service will be awarded after completion of one semester of attendance at Compton College. Students should meet with a counselor to determine whether or not the units will transfer to a four-year institution.

Commented [CM1]: cerritos does not have 4237, housed under 4235

Commented [CM2R1]: Mt SAC doesnt have it specifically listed at all (even in their 4235)

Commented [CM3R1]: SDCCD has it separate from their credit for prior learning-
https://www.sdccd.edu/docs/District/procedures/Student%20Services/AP%203900_03.pdf

Commented [CM4R1]: PCC houses military under 4235

Commented [CM5R1]: LACCD has military credit separate (not very detailed-
<https://www.laccd.edu/About/Documents/AdministrativeRegulations/E-118.pdf>)



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 5010 Admissions and Concurrent Enrollment

Issued: November 13, 2018

Revised: October 15, 2019

Revised: month day, 2022

Reference:

Title 5, Section 55050

Education Code Section 52620, 52621, 76000, 76001, 76002, and 76038 ~~48800, 48800.5~~

Labor Code Section 3077

34 Code of Federal Regulations Part 668.16 subdivision (p) (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);

ACCJC Accreditation Standard II.C.6

It is the policy of the Compton Community College District that the Compton College shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered:

I. General Admission

Any person over the age of 18 or possessing a high school diploma, or who has passed the California High School Proficiency Test *or the High School Equivalency Exam*, ~~or~~ has a GED, or has a Certificate of Completion from a High School or other nation shall be admitted.

II. K-12 Concurrent Enrollment (Also refer to AR 5010)

A. Limitation of K-12 Concurrent Enrollment by Grade Level

- a. Any student whose class level is equal to grades 9 and above is eligible to attend as a special part-time or full-time student for advanced scholastic or vocational courses provided they are not prohibited to attend by federal or state law.

B. Admission of K-8 Students

- a. A student in K-8 may be admitted for attendance under very limited circumstances as identified by the District.

C. Admissions Procedures

- a. The President/Chief Executive Officer (CEO) shall establish procedures regarding ability to benefit and admission of high school and younger students.

D. Denial of Special Full-time or Part-time Enrollment

- a. The denial of special full-time or part-time enrollment and the appeal process shall be identified in the District's procedures.

III. Claims for State Apportionment for Enrollment of Special Admission Students

- A. Claims for state apportionment submitted by the District based on enrollment of high school students, shall satisfy the criteria established by statute and any applicable regulations of the Board of Governors.

Applicable Administrative Regulation:

AR 5010 Admission and Concurrent Enrollment of High School and Other Young Students



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

AR 5010 Admission and Concurrent Enrollment of High School and Other Young Students Issued: **October 15, 2019**
Revised: **month day, 2022**

Commented [CM1]: From VP Berger: It has recently come to our attention that AR 5010 was out of compliance with a legal opinion from 2016 (attached pdf). As such there is one sentence being recommended for removal from the AR. The associated BP is being recommended for minor modification as well. This will keep the two in sync for future updates.

References:

Education Code Sections ~~41300, 48800, 48800.5, 4880, 4901 66010.4,~~ 76001, 76002, *and* ~~76004, 76060.5, 76140, 76223, 76300, 76350, 78401, 87010, 87011, and 79121~~

Eligibility for Admissions

The District authorizes the admission of K-12 students who can benefit from advanced scholastic or vocational work to take credit courses as special part-time students or special full-time students. The District may also admit K-12 students to take noncredit and community education classes. The limitations described in this policy only apply to the admission of K-12 students to take credit courses. The Vice President of Academic Affairs in consultation with the appropriate dean shall establish procedures for concurrent enrollment in noncredit and continuing education courses.

All courses will be taken for college credit. The student's K-12 school of attendance maintains the right to grant course credit for courses taken at Compton College.

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, unless a legal exemption applies, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

To be considered for admission as a special summer session student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001.

Admission of 9th – 12th Grade Students

To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. To be considered for admission as a special full-time student, the student must meet the eligibility standards set forth in Education Code Section 48800.05. The Vice President of Academic Affairs shall establish procedures for the admission of special part-time and special full-time students. Special part-time students may be enrolled in up to 11 units per semester or 5 units per session. College and Career Access Pathway (CCAP) students may be enrolled in up to 15 units or more per session.

The student must be recommended by his/her high school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. The parent/guardian must also acknowledge that the student will be

expected to comply with all District policies and procedures.

Any student that has not completed the 9th and 10th grade student must verify they have a 2.0 grade point average upon the time of admission.

Limitations on Enrollment of 9th -- 12th Graders

- Students may not enroll full-time unless given special permission by the Vice President of Academic Affairs or designee.
- Students who withdraw from a course and/or have not made satisfactory progress in a course must meet with a counselor to enroll in subsequent terms.
- Students will not receive priority registration status.
- Students will be charged applicable fees in accordance with BP 5030 Fees.
- Students who are given permission to enroll full-time (12 units or more in a session) will be assessed the enrollment fee.

Admission of K-8 Grade Students

To be considered for admission as a special part-time student, the student must meet the eligibility standards set forth in Education Code Sections 48800 and 76001. The District may admit highly gifted elementary and secondary students as a special part-time student based on the criteria established herein. Admission is subject to seat availability.

The student must be recommended by his/her school principal or designee. As part of the approval process, the principal must verify that the recommended student can benefit from college instruction.

The student's parent/guardian must grant permission for the student to enroll at Compton College. The parent/guardian must also acknowledge that the student will be expected to comply with all District policies and procedures.

The Vice President of Academic Affairs shall establish procedures to determine whether a student is academically prepared to benefit from advanced scholastic or vocational work.

Limitations on Enrollment of K-8 Grade Students

- Students will be allowed to enroll in a single course each semester or session unless given special permission by the Vice President of Academic Affairs or designee.
- Students who withdraw from a course and/or have not made satisfactory progress in a course must receive approval from a counselor to be allowed to enroll in subsequent terms.
- Students will not receive priority registration.
- Students will be charged applicable fees in accordance with BP 5030 Fees.

Admission of Students into College and Career Access Pathways (CCAP)

Notwithstanding the process for admission of K-12 students by grade level described above, the District shall admit students into established CCAP programs who are recommended by the CCAP School District partner in accordance with the laws and regulations governing CCAP partnerships.

Procedures for Reviewing K-12 Student Admission

The Vice President of Academic Affairs or designee will determine if a student has the ability and sufficient preparation to benefit from instruction and whether the student's safety and that of other students will not be affected by their enrollment. The decision of the Vice President of Academic Affairs or designee shall be final. Once a decision has been made, the student and his/her parent or guardian shall be informed of the decision. This determination may be done by applying one or more of the following criteria:

- a review of the materials submitted by the student;
- meeting with the student;
- consideration of the welfare and safety of the student and other students;
- consideration of local, state, and/or federal laws;
- review of the content of the class in terms of sensitivity and possible effects on the student;
- requirements for supervision of the student; and/or
- location and/or meeting times of the class(es).

Denial of Requests for Admission

If the District denies a request for special part-time or special full-time enrollment for a student who is identified as highly gifted, the District shall record and issue to the student its findings and the reason for denying the request in writing within 60 days.

Apportionment

The attendance of a student at a community college as a special part-time or special full-time student pursuant to this section is authorized attendance, for which the community college shall be credited or reimbursed pursuant to Education Code Sections 48802 and 76002.

Claims for state apportionment for K-12 students must meet all of the following criteria:

- The class is open to the general public
- The class is advertised as open to the general public in one or more of the following:
 - ❖ The college catalog
 - ❖ The regular schedule of classes
 - ❖ An addenda to the catalog or schedule

If the decision to offer a class on a high school campus is made after publication of the District's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of 30 continuous days prior to the first meeting of the class.

If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.

If the class is a physical education class, no more than 10 percent of the enrollment of the class may consist of special part-time or special full-time students.

College and Career Access Pathways (CCAP)

The governing board had adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education. The goal of CCAP partnerships is to develop seamless pathways from high school to community college career technical education or preparation for transfer, improve high school graduation rates, and/or help high school pupils achieve college and career readiness.

The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, at an open public meeting of that board, shall present the dual enrollment partnership agreement as an informational item. The governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove the proposed agreement.

The CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership, and shall:

- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010, or any controlled substance offense as defined in Education Code Section 87011.
- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.
- include a certification by the participating community college district of all of the following:
 - ❖ A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
 - ❖ A community college course that is oversubscribed or has a waiting list shall not

- be offered in the CCAP partnership; and
- ❖ Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- specify both of the following:
 - ❖ Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
 - ❖ Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade-level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school pupils or any other course opportunities that do not assist in the attainment of at least one of the following goals:

- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school pupils achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school pupil enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course to eligible high school students solely if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term if all of the following circumstances are satisfied:

- The units constitute no more than four community college courses per term;
- The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
- The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

The governing board of the District exempts special part-time students from the following fee requirements:

- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)
- Transcript fees (Education Code Section 76223)
- Course enrollment fees (Education Code Section 76300)
- Apprenticeship course fees (Education Code Section 76350)
- Child development center fees (Education Code Section 79121)

The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

For each CCAP partnership agreement entered into pursuant to this section, the District shall report annually to the office of the Chancellor of the California Community Colleges, the Legislature, the Director of Finance following information:

- The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- The total number of full-time equivalent students generated by CCAP partnership community college district participants.

Universal Statement for DEI Graduation Requirement Courses

This course fulfills the Compton College DEI graduation requirement by emphasizing the intellectual contributions provided by scholars from underrepresented groups, addressing intersectionality, diverse voices and viewpoints, student narratives, learned experiences, cultural differences, and offering a diverse representation of a variety of co-cultures, through a lens of inclusivity, equity, and social justice.



DUAL ENROLLMENT

Academic Senate Recommendations

Compton College

Academic Senate Recommendations for Dual Enrollment

1. Students should be provided the appropriate classroom environment where they can effectively participate in class discussion, free of excessive ambient noise.
2. Students should not be enrolled in college courses that overlap in meeting time with their high school courses.
3. Students should not be enrolled in short-term classes, as they are less likely to succeed.
4. Students should be enrolled in courses at the beginning of the class, or 1-2 days late only, in order to avoid missing an entire week of a course.
5. Especially if a student has already failed in a 16-week course, they should not be enrolled in a short-term version of that same course, as their chances of failing will increase significantly.
6. Students should not take more than one college course at a time.



Serving the Communities of
Compton, Lynwood, Paramount and
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and South Gate

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Phone: (310) 900-1600
Fax: (310) 605-1458
www.compton.edu

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Member

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Student Trustee

KEITH CURRY, Ed.D.
President/CEO

May 6, 2022

Dr. Minodora Moldoveanu
President, Academic Senate
1111 East Artesia Blvd
Compton, Ca 90221

Dear Dr. Moldoveanu:

The District has completed its investigation regarding the email sent by Dr. Paul Flor to Dr. Moldoveanu on February 24, 2022.

Personal insult is not an acceptable or constructive mode of communication. Dr. Flor's email of February 24, 2022, was unacceptable, and I have conveyed to Dr. Flor my expectation that future communications will be respectful and professional.

If you have concerns regarding similar language or comments in the future, please bring that to my attention or to the Vice President of Human Resources, Ibrahim Ali.

Thank you for bringing this matter to my attention.

Sincerely,

A handwritten signature in blue ink, appearing to read "KC", is enclosed in a thin blue rectangular border.

Keith Curry, Ed.D.
President/CEO



**NOTICE OF PROPOSED RULEMAKING
CALIFORNIA CODE OF REGULATIONS, TITLE 5, REGARDING
WORK EXPERIENCE EDUCATION**

45-Day Notice published May 12, 2022

NOTICE IS HEREBY GIVEN, pursuant to Chapter 2 of the California Community Colleges Board of Governors (Board) Procedures and Standing Orders, that the Board proposes to adopt the regulatory action described below after a public hearing, and considering all comments, objections, or recommendations received regarding the proposed action during the public comment period.

PUBLIC HEARING

A public hearing will be held during the next regularly scheduled Board of Governors meeting on May 23, 2022. The Board meeting will commence at 8:30 a.m. together in two locations, one at the Chancellor's Office, 1102 Q Street, Sacramento, CA 95811 and the second location at West Los Angeles College at 9000 Overland Ave, Ladera Heights, CA 90230 in the Student Services Building, Room 414. Zoom Video Conferencing will also be available at the below address.

ZOOM VIDEOCONFERENCING

Please use the link below to join:

<https://cccconfer.zoom.us/j/631704028>

Dial US: +1 669 900 6833 | Webinar ID: 631 704 028

The May 23, 2022 meeting of the Board of Governors shall take place as follows:

1. Members of the public may participate via Zoom videoconferencing using the link above or by calling in to the meeting at (669) 900 6833 Webinar ID: 631 704 028.
2. Members of the public wishing to comment on an agenda item or another topic within the jurisdiction of the Board of Governors will be given the opportunity to comment via Zoom or in-person at one of the locations mentioned above. For any questions, please contact the Board of Governors Liaison, Christina Castro, at: ccastro@cccoco.edu. The agenda will be available on the Chancellor's Office website at <https://www.ccco.edu/About-Us/Board-of-Governors>

WRITTEN COMMENT PERIOD

Any interested person may also submit written comments relevant to the proposed regulatory action. To help ensure comments are understood as they are intended, we suggest that they clearly identify the proposed regulatory action that each comment addresses, with reference to specific section and subparagraph numbers where appropriate. Please arrange comments in the same order as in the proposed regulatory action. Comments should be addressed to:

Regulations Coordinator
California Community Colleges
Chancellor's Office
1102 Q Street, Suite 4550
Sacramento, CA 95811-6549
regcomments@cccco.edu

Comments must be received by the Regulations Coordinator prior to 4:00 p.m. on June 26, 2022. All written comments received by Chancellor's Office staff during the public comment period are subject to disclosure under the Public Records Act.

CHANGES OR MODIFICATIONS TO PROPOSED TITLE 5 AMENDMENTS

Following the public hearing and considering all timely and relevant comments received, the Board of Governors may adopt the proposed regulatory action substantially as described in this Notice or may modify the proposed regulatory action if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified proposed regulatory action will be available for 15 days prior to its adoption, and will be provided to those persons who have requested or are required to receive notification of regulatory actions, or who have provided written or oral comments relevant to the proposed regulatory action.

INFORMATIVE DIGEST

The current "cooperative work experience" regulations were enacted 50 years ago, in 1971. Since that time the system and world has experienced significant changes that affect student experiences in education and work. As the state's economy continues to evolve our system must adapt to ensure that students have access to experiential learning and are prepared for the future of work. This regulation was also enacted before Economic and Workforce Development was

adopted as the 3rd primary mission of the community college system in 1991 which states, "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

The proposed regulatory action makes organizational and clarifying changes, and includes the following substantive revisions:

- Changes "Cooperative Work Experience Education" to "Work Experience Education;"
- Authorizes noncredit work experience education for the first time;
- Removed the requirement for a "local plan," and adds requirements for local board policy and procedures;
- Establishes the respective responsibilities of students, faculty, and employers in work experience education programs;
- Removes the distinction between "occupational" and "general" work experience;
- Revises the credit hour calculation for work experience as follows:
 - condenses calculation into one formula (60 hours = 1 unit of credit);
 - allows work experience to be integrated into a single course outline of record that may include lecture, lab, or activity hours in addition to work experience hours; and
- Clarifies record-keeping requirements.

ESTIMATED COST OR SAVINGS OF PROPOSED AMENDMENTS

The estimated cost or savings of the proposed amendments are anticipated to be as follows:

Mandate on local agencies or community college districts: *None*.

Cost or savings to state agencies: *None*.

Costs to local agencies or community college districts for which reimbursement would be required pursuant to part 7 (commencing with section 17500) of division 4 title 2 of the Government Code: *None*.

Other non-discretionary cost or savings imposed on community college districts: *None*.

Cost or savings in federal funding to state agencies: *None*.

The proposed amendments to title 5 would result in no fiscal impact to local or state governments, nor will it have any fiscal impact on any federal funding.

CONTACT PERSON

Inquiries concerning the content of these regulations may be directed to the Regulations Coordinator, at regcomments@cccco.edu.

TEXT OF PROPOSED REGULATIONS AND CORRESPONDING DOCUMENTS

Copies of the language of the proposed regulatory action, and all of the information upon which the proposal is based, may be obtained online at:

[Office of General Counsel - Pending Regulatory Action](#)

Those who receive the Board of Governors Agenda package for the May 23, 2022, meeting can find a further description of the proposal and the full text of the regulatory action. You may also request a copy of the proposal from the Regulations Coordinator using the contact information provided above.

Proposed Revisions to title 5, California Code of Regulations, Related to Work Experience Education

This document contains underlined and stricken text, which may require adjustments to screen reader settings. Underlined text denotes additions to existing regulations; ~~stricken~~ text denotes deletions from existing regulations.

MULTIPLE SECTIONS OF ARTICLE 1, OF SUBCHAPTER 1, OF CHAPTER 6, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS ARE AMENDED AS FOLLOWS:

SECTION 55002.5 IS AMENDED TO READ:

§ 55002.5. Work Experience Education Credit Hours.

(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include hours inside ~~and~~/or outside of class.

(b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.

(c) ~~Cooperative~~ Work experience education courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55256.5.

(d) Direct assessment competency-based education modules defined in section 55270 shall adhere to the formula for credit hour calculations identified in section 55270.12.

(e) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of title 34, Code of Federal Regulations, part 600.2.

(f) Credit hours for all courses may be awarded in increments of one unit or less.

(g) ~~The District governing board of each community college district boards~~ boards shall establish a policy, ~~consistent with the provisions of this section~~, defining the standards for credit hour calculations. District ~~policy~~ policies shall specify the credit hour calculation method for all academic activities, including for short-term and extended-term courses and work experience education, expected ratios of in-class to outside-of-class hours for each type of

academic activity, standards for incremental award of credit, standard term length, calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code: and 34 Code of Federal Regulations part 600.2.

SECTION 55040 IS AMENDED TO READ:

§ 55040. District Policies for Course Repetition.

(a) The governing board of each community college district shall adopt and publish policies and procedures pertaining to the repetition of credit courses. Such policies and procedures shall not conflict with section 55025 or Education Code section 76224, pertaining to the finality of grades assigned by instructors, or with subchapter 2.5 (commencing with section 59020) of chapter 10 of this division, pertaining to the retention and destruction of student records.

(b) The policies and procedures adopted pursuant to subdivision (a) may:

(1) designate certain types of courses as “repeatable courses” consistent with the requirements of section 55041;

(2) permit a student to repeat a course in an effort to alleviate substandard academic work consistent with the requirements of section 55042;

(3) permit or require a student to repeat a course due to significant lapse of time consistent with the requirements of section 55043;

(4) permit a student to repeat a portion of a course, other than a physical education, visual arts, or performing arts course, offered for variable units on an open-entry/open-exit basis which the student previously completed only under the circumstances described in section 55044;

(5) permit a student to repeat a course which is not designated as a repeatable course, regardless of whether substandard academic work was previously recorded, where the district determines, consistent with section 55045, that there are extenuating circumstances which justify the repetition;

(6) permit a student to repeat a course in ~~cooperative~~ work experience education under the circumstances described in section 55253. When a ~~cooperative~~ work experience education course is repeated pursuant to that section, the grade received each time shall be included

for purposes of calculating the student's grade point average;

(7) permit a student to repeat a direct assessment competency-based education module and be counted as an FTE for state apportionment under the circumstances described in section 55270.9;

(8) permit a student with a disability to repeat a special class for students with disabilities any number of times based on an individualized determination that such repetition is required as a disability-related accommodation for that particular student for one of the reasons specified in section 56029. The district policy or procedure may allow the previous grade and credit to be disregarded in computing the student's GPA each time the course is repeated;

(9) permit a student to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies ~~and~~ or procedures requiring students to certify or document that course repetition is legally mandated;

(10) permit a student to petition the district to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for the student's employment or licensure. Such courses may be repeated for credit any number of times. The governing board of the district may establish policies ~~and~~ or procedures requiring students to certify or document that there has been a significant change in industry or licensure standards necessitating course repetition.

(c) The policies ~~and~~ or procedures adopted by the governing board of each community college district pursuant to subdivision (a) may not permit student enrollment in active participatory courses, as defined in section 55000, in physical education, visual arts or performing arts that are related in content, as defined in section 55000, more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course or petitions for repetition due to extenuating circumstances as provided in section 55045.

(d) When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

(e) Notwithstanding the limits set forth above, apportionment will be limited as set forth in section 58161 and 55270.13 for courses in direct assessment competency-based education courses.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

MULTIPLE SECTIONS OF ARTICLE 4, OF SUBCHAPTER 3, OF CHAPTER 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS IS AMENDED AS FOLLOWS:

Article 4. ~~Cooperative~~ Work Experience Education

SECTION 55250 IS REPEALED.

~~§ 55250. Approved Plan Required.~~

~~Any program of Cooperative Work Experience Education conducted by the governing board of a community college district pursuant to this article and claimed for apportionment pursuant to sections 58051 and 58009.5 shall conform to a plan adopted by the district. The plan adopted by the district shall set forth a systematic design of Cooperative Work Experience Education whereby students, while enrolled in college, will gain realistic learning experiences through work. This plan shall be submitted to and approved by the local governing board.~~

~~Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.~~

NEW SECTION 55250 IS ADOPTED TO READ:

§ 55250. Purpose and Definition of Work Experience Education.

(a) The purpose of work experience education is to provide students with an integrated educational program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. Work experience education should be substantive in nature, linked in a way relevant to a student's educational pathway, and contribute to demonstrable learning outcomes that have value towards a degree or certificate.

(b) Work experience education within the California Community Colleges involves student employment and/or internships selected, approved, and supervised by districts to provide meaningful work experiences related to the course of study, or specific career pathway training, combined with instruction in critical workplace skills. Work experience education may include paid or unpaid employment, full or part-time employment, and may be structured as separate credit or noncredit classes, or integrated as a component of a course. It should be integrated as part of a student's educational pathway allowing students to achieve both educational and occupational goals. It should also assist the student in developing career awareness, learning industry culture, competencies and norms, and developing professional networks in their desired field to support career mobility.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55250.2 IS REPEALED.

~~§ 55250.2. Laws or Rules Applicable to Minor Students in Work Experience.~~

~~All laws or rules applicable to minors in employment relationships are applicable to minor students enrolled in work-experience education courses.~~

~~Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.~~

SECTION 55250.3 IS REPEALED.

~~§ 55250.3. “Work Experience Education.”~~

~~Work-experience education authorized by this article includes the employment of students in part-time jobs selected and approved as having educational value for the students employed therein and coordinated by college employees.~~

~~Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.~~

SECTION 55250.4 IS REPEALED.

~~§ 55250.4. Funds for Work Experience Programs for Students with Developmental Disabilities.~~

~~The governing board of any community college district which establishes and supervises a workexperience education program in which students with developmental disabilities are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of students so employed.~~

~~The Board of Governors hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the workexperience education program will continue to provide a maximum educational benefit to students, particularly students with developmental disabilities, and that such program is deemed to serve a public purpose.~~

~~Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.~~

SECTION 55250.5 IS REPEALED.

~~§ 55250.5. Work Experience Education Involving Apprenticeship Occupations.~~

Work experience education involving apprenticeable occupations shall be consistent with the purposes of chapter 4 (commencing with section 3070) of division 3 of the Labor Code and with standards established by the California Apprenticeship Council.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

SECTION 55250.6 IS REPEALED.

~~§ 55250.6. Work Experience Outside of District.~~

~~The governing board of any community college district may provide for the establishment and supervision of work experience education programs providing part time jobs for students in areas outside the district.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.

SECTION 55250.7 IS REPEALED.

~~§ 55250.7. Wages and Workers' Compensation.~~

~~The governing board of any community college district providing work experience and work-study education may provide for employment under such program of students in part-time jobs by any public or private employer. Such districts may pay wages to persons receiving such training, except that no payments may be to or for private employers. Districts may provide workers' compensation insurance for students in work experience as may be necessary.~~

Note: Authority Cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 78249, Education Code.

SECTION 55251 IS REPEALED.

~~§ 55251. Requirements of Plan.~~

~~(a) The district plan shall contain the following provisions:~~

~~(1) A statement that the district has officially adopted the plan, subject to approval by the local governing board.~~

~~(2) A specific description of the respective responsibilities of college, student, employer, and other cooperating agencies in the operation of the program.~~

~~(3) A specific description for each type of Cooperative Work Experience Education program.~~

~~(4) A description of how the district will:~~

~~(A) Provide guidance services for students during enrollment in Cooperative Work Experience Education.~~

~~(B) Assign a sufficient number of qualified, academic personnel as stipulated in the district plan to direct the program and to assure district services required in section 55255.~~

~~(C) Assure that students' on-the-job learning experiences are documented with written measurable learning objectives.~~

~~(D) With the assistance of employers, evaluate students on the job learning experiences.~~

~~(E) Describe basis for awarding grade and credit.~~

~~(F) Provide adequate clerical and instructional services.~~

~~(b) Prior to implementation, any changes or revisions to the district plan shall be submitted for approval to the local governing board.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

NEW SECTION 55251 IS ADOPTED TO READ:

§ 55251. District Responsibilities.

(a) Districts shall adopt policies or procedures governing work experience education offered within the district. The policies or procedures must address the following:

(1) the respective responsibilities of the college, faculty, the student, the employer, and any other cooperating individuals or agencies involved in providing work experience education;

(2) the types of work experience education offered by the district;

(3) how the district will:

(A) provide guidance services for students during enrollment in work experience education;

(B) assign academic and other personnel sufficient to direct the program and provide required district services;

(C) assess student progress in work experience education through written, measurable learning objectives and outcomes;

(D) assign grades or other evaluative symbols to mark student achievement in work

experience education courses, and award units of credit, when applicable;

(E) analyze disaggregated work experience enrollment, persistence, and course success data related to degree and transfer attainment;

(F) ensure adequate clerical and instructional services are available to facilitate the program; and

(G) ensure equitable access to work experience opportunities.

(b) Districts shall identify appropriate public or private employers to partner with in providing work experience education opportunities to students.

(c) Districts may subsidize student work experience education provided by public employers, or by private employers for the employment of students with disabilities. Any appropriate fund source may be used for such subsidies, which shall be calculated not to exceed a reasonable estimate of the net costs of providing the work experience education opportunity, and shall not be used to inflate an employer's usual compensation rate for work experience employees. Districts may provide workers' compensation insurance for students employed in unpaid work experience education.

(d) Districts shall ensure that economically disadvantaged students are given preference for placement in paid work experience education as defined in the Chancellor's Office Special Populations Data Elements (SG) codes in the data element dictionary.

(e) District governing boards may authorize work experience education programs and opportunities outside district boundaries.

(f) Districts shall provide sufficient administrative services for initiating and maintaining relationships with work experience employers, coordinating programs, and supervising students.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55252 IS REPEALED.

~~§ 55252. Types of Cooperative Work Experience Education.~~

~~Cooperative Work Experience Education is a district-initiated and district-controlled program of education consisting of the following types:~~

~~(a) General Work Experience Education is supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals.~~

~~(b) Occupational Work Experience Education is supervised employment extending classroom based occupational learning at an on the job learning station relating to the students' educational or occupational goal.~~

~~Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.~~

NEW SECTION 55252 IS ADOPTED TO READ:

§ 55252. Work Experience Education Documentation.

(a) Districts shall enter a work experience employer agreement with each participating employer prior to any student placement with the employer. Such agreements shall document the following:

(1) the respective supervisory obligations of the district and the employer with respect to work experience students placed at the employer's site;

(2) arrangements for the payment of student workers' compensation coverage, which must be covered by employers of paid work experience student employees, but is subject to negotiation with respect to unpaid work experience student employees;

(3) the employer's acknowledgement of the purposes of this article, and the district's work experience education policies or procedures, and agreement to support their purposes;

(4) the employer's commitment to provide a continuous work experience during the enrollment term of each work experience student, and validate all student hours worked;

(5) the employer's agreement to provide adequate facilities, equipment, and materials at the work experience site to achieve the learning objectives;

(6) that work-experience education involving apprenticeable occupations shall be consistent will comply with the purposes of division 3, chapter 4 (commencing with section 3070) of division 3, of the Labor Code (sections 3070 through 3100), and with any applicable rules, regulations, and standards established adopted by the California Apprenticeship Council;

(7) the employer's agreement that all work experience employment shall be free from discrimination and harassment based race, sex, disability and other forms of bias, and that

the employer will afford all persons in the workplace, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other basis that is contained in the prohibition of hate crimes set forth in Penal Code, section 422, subdivision (a), equal rights and opportunities;

(8) that work experience education shall be conducted in compliance with the requirements of this article, and that all state and federal laws applicable to the employment of minors apply to work experience education courses; and

(9) any other matters deemed appropriate by the district.

(b) The appropriate college representative, the employer, and the student shall sign a learning agreement prior to the student commencing work experience employment. The learning agreement shall document the following:

(1) the work experience education student's individual educational objectives;

(2) the hours of work and a clear explanation of the student's work experience job duties;

(3) the identity of the responsible supervisors at the college and the employment site;

(4) a schedule to discuss mutual expectations and for students to discuss their educational growth with the appropriate college and employer representatives at regular intervals with a term;

(5) a commitment from the employer and the college that students will receive regular and substantive feedback, and written evaluations of their progress toward meeting their learning objectives; and

(6) any other matters deemed appropriate by the district.

(c) work experience students who are self-employed must identify an individual to serve as a work experience advisor, subject to approval of the district. This individual shall assist the student to identify work experience learning objectives, and sign the learning agreement described in subdivision (b) in place of the employer, which may be modified as appropriate to the self-employment arrangement.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55253 IS AMENDED TO READ:

§ 55253. College Credit, Attendance Accounting, Course Repetition.

~~(a) For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester credit hours or 24 quarter credit hours, subject to the following limitations:~~

(a) Units of credit for work experience education shall be calculated as follows:

(1) work experience education offered as a credit course: one semester unit of credit will be awarded for every 60 hours of work experience, or one quarter unit for every 50 hours of work experience, and may be awarded in increments of .5 units; and

(2) work experience education integrated as a component of a course: units of credit will follow standards for credit hour calculations in section 55002.5 for all activity, lab, or other instructional course components. Units of credit for the work experience component shall be calculated according to the formula in subparagraph (1).

(b) Work experience education; courses apply the attendance accounting procedure described in subdivision (f), of section 58003.1, in calculating FTES.

(c) Students may earn up to 16 semester credit hours or 24 quarter credit hours of

(1) General Work Experience Education.

A maximum of six semester work experience education as part of their educational pathway with a limit of eight credit hours or nine quarter credit hours may be earned of work experience during one enrollment period in general work experience education., or the required clock hours for vocational noncredit courses.

(2) Occupational Work Experience Education.

(d) A maximum of eight credit hours may be earned during one enrollment period. Students may be permitted to re-enroll in occupational work experience education: courses up to the limits set forth in subdivision (c), and subject to The district policy on course repetition course repetition policies. adopted pursuant to section 55040, may permit a student to repeat a cooperative work experience course any number of times so long as the student does not exceed the limits on the number of units of cooperative work experience education set forth in subdivision (a). Consistent with section 58161, attendance of a student repeating a cooperative work experience course pursuant to this subdivision may be claimed for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55254 IS REPEALED.

§ 55254. Student Qualifications.

In order to participate in Cooperative Work Experience Education students shall meet the following criteria:

- (a) Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
- (b) Have on-the-job learning experiences that contribute to their occupational or education goals.
- (c) Have the approval of the academic personnel.
- (d) Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:
 - (1) Assist the student in identifying new or expanded on-the-job learning objectives.
 - (2) Assist in the evaluation of the student's identified on-the-job learning objectives.
 - (3) Validate hours worked.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

NEW SECTION 55254 ADOPTED TO READ:

§ 55254. Records.

Districts shall retain as student educational records the following documents for each work experience education student:

- (a) learning agreements verifying hours worked;
- (b) weekly or monthly timesheets or summary statements verifying hours worked;
- (c) records of consultation with the employer;
- (d) records of faculty consultation;
- (e) evaluation of student achievement of learning objectives;
- (f) the work permit for minor students; and
- (g) records of the final grade.

SECTION 55255 IS REPEALED.

§ 55255. District Services.

~~(a) The district shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, and supervising students. The supervision of students shall be outlined in a learning agreement coordinated by the college district under a state-approved plan. The employer and the qualified Community College Instructor/Coordinator shall share responsibility for on-the-job supervision, which shall include but not be limited to:~~

~~(1) Instructor/Coordinator consultation in person with employers or designated representatives to discuss students' educational growth on the job.~~

~~(2) Written evaluation of students' progress in meeting planned on-the-job learning objectives.~~

~~(3) Consultation with students in person to discuss students' educational growth on the job.~~

~~(b) The district shall provide the above services at least once each quarter or semester for each student enrolled in the Cooperative Work Experience Education. Qualified adjunct faculty may be hired from other institutions to develop the learning contracts and make the "in-person" consultation for a student that is out of a college's geographical region, state, or in another country. For legally indentured apprentices, the requirements of this section may be delegated to the Joint Apprenticeship Committee in order to avoid duplication of supervisory services. The responsibility for compliance with Education Code and title 5 Cooperative Work Experience Education requirements remains with the college.~~

~~(c) In certain limited situations that will be defined in guidelines issued by the Chancellor, the district may substitute approved alternatives to "in-person" consultations. The guidelines will specify the types of alternatives which districts may approve and the circumstances under which they may be used. In establishing and maintaining guidelines on such alternatives, the Chancellor shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate and shall provide a reasonable opportunity for comment by other statewide and regional representative groups.~~

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

SECTION 55256 IS REPEALED.

§ 55256. Records.

~~(a) The district shall maintain records which shall include at least the following:~~

- (1) The type and units of Cooperative Work Experience Education in which each student is enrolled, where the student is employed, the type of job held and a statement signed and dated by an academic employee which sets forth the basis for determining whether the student is qualified for Occupational or General Work Experience.
 - (2) A record of the work permit issued, if applicable, signed by the designated issuing agent.
 - (3) The employer's or designated representative's statement of student hours worked and evaluation of performance on the agreed-upon learning objectives. Work hours may be verified either by weekly or monthly time sheets or by a summary statement at the end of the enrollment period.
 - (4) New or expanded on-the-job measurable learning objectives which serve as part of the basis for determining the student's grade, signed by academic personnel, the employer or designated representative, and the student.
- (b) Records must be maintained which are signed and dated by academic personnel documenting:
- (1) Consultation(s) in person with the employer or designated representative.
 - (2) Personal consultation(s) with the student.
 - (3) Evaluation of the student's achievement of the on-the-job learning objectives.
 - (4) The final grade.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

SECTION 55256.5 IS REPEALED.

§ 55256.5. Work Experience Credit.

- (a) One student contact hour is counted for each unit of work experience credit in which a student is enrolled during any census period. In no case shall duplicate student contact hours be counted for any classroom instruction and Cooperative Work Experience Education. The maximum contact hours counted for a student shall not exceed the maximum number of Cooperative Work Experience Education units for which the student may be granted credit as described in section 55253.
- (b) The learning experience and the identified on-the-job learning objectives shall be sufficient to support the units to be awarded.
- (c) The following formula will be used to determine the number of units to be awarded:
 - (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
 - (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.
 - (3) Units may be awarded in 0.5 unit increments.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

SECTION 55257 IS REPEALED.

~~§ 55257. Job Learning Stations.~~

~~Job learning stations shall meet the following criteria:~~

- ~~(a) Employers or designated representatives agree with the intent and purposes of Cooperative Work Experience Education for students and are given a copy of each student's approved on-the-job learning objectives.~~
- ~~(b) Job learning stations offer a reasonable probability of continuous work experience for students during the current work experience enrollment term.~~
- ~~(c) Employers or designated representatives agree to provide adequate supervision, facilities, equipment, and materials at the learning stations to achieve on-the-job learning objectives.~~
- ~~(d) Employers agree to comply with all appropriate federal and state employment regulations.~~

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78249, Education Code.

MULTIPLE SECTIONS OF ARTICLE 2, OF SUBCHAPTER 1, CHAPTER 9, OF DIVISION 6, OF TITLE 5, OF THE CALIFORNIA CODE OF REGULATIONS ARE AMENDED AS FOLLOWS:

SECTION 58003.1 IS AMENDED TO READ:

§ 58003.1. Full-Time Equivalent Student; Computation of Units.

- (a) Pursuant to the provisions of section 58051, the units of full-time equivalent student for apportionment purposes shall be computed for courses, including those delivered by distance education under article 1 (commencing with section 55200) of subchapter 3 of chapter 6, based on the type of course, the way the course is scheduled, and the length of the course.
- (b) The governing board of each community college district shall, for each of its colleges or its district, select and establish a single primary term length for credit courses that are scheduled regularly with respect to the number of days of the week and the number of hours the course meets each week, inclusive of holidays. The units of full-time equivalent student of credit courses scheduled coterminously with the term, exclusive of independent study and cooperative-work experience education courses, shall be computed by multiplying the

student contact hours of active enrollment as of Monday of the weeks nearest to one-fifth of the length of the term, unless other weeks are specified by the Chancellor to incorporate past practice, by the term length multiplier, and divided by 525. The term length multiplier for attendance accounting purposes shall be determined in accordance with this chapter, provided that the maximum multiplier for semester length terms shall be 17.5 and the maximum multiplier for quarter length terms shall be 11.67.

(c) For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to subdivision (b), or scheduled during the summer or other intersession, the units of full-time equivalent student, exclusive of independent study and ~~cooperative~~ cooperative work experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet, and dividing by 525.

(d) For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of full-time equivalent student, exclusive of independent study and ~~cooperative~~ cooperative work experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

(e) For all open entry-open exit credit courses and for all noncredit courses otherwise eligible for state aid, except those described in subdivision (f), the units of full-time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

(f) For distance education courses not computed using other attendance accounting procedures described in this section and for independent study, correspondence and ~~cooperative~~ cooperative work experience education courses, the following alternative attendance accounting procedure shall be used:

(1) For credit courses, for purposes of computing full-time equivalent student only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The full-time equivalent student of those courses shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subdivision (b) or (c), as appropriate, for the primary term or intersession and duration for which the course is scheduled, by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system and dividing by 525.

(2) For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the

total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 58030. Full-time equivalent student for such noncredit course sections shall be computed by:

(A) multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to one-fifth and three-fifths of the length of the course section) by,

(B) the weekly student contact hours as derived above in this section, by

(C) the primary term length multiplier of 17.5, and

(D) dividing by 525.

(g) Notwithstanding subdivisions (b) and (c) of this section, the units of full-time equivalent student for any credit course other than independent study, correspondence and ~~cooperative~~ work experience education courses may, at the option of the district, be computed by dividing the actual student contact hours of attendance by 525. When a district chooses to exercise the option of computing attendance for any course section by the actual student contact hours method, such method must be used consistently for all attendance accounting for that section.

Note: Authority cited: Sections 66700, 70901, 78401 and 84500, Education Code. Reference: Sections 70901 and 84500, Education Code.

SECTION 58009 IS AMENDED TO READ:

§ 58009. Application of Alternate Attendance Procedure for Independent Study, Correspondence, Work Experience, and Certain Distance Education Courses.

(a) For independent study, correspondence, ~~cooperative~~ work experience education and distance education courses using the attendance accounting procedure specified in subdivision (f) of section 58003.1, one weekly student contact hour shall be counted for each unit of credit for which the student is enrolled as of the census day prescribed in section 58003.1(b) or (c), except for independent study, correspondence, or distance education laboratory courses. For independent study, correspondence, or distance education laboratory courses, weekly student contact hours shall be equivalent to those which would

be generated for the same student effort in a laboratory course computed pursuant to subdivisions (b) or (c) of section 58003.1 and that would correspond to traditional length (non-compressed) primary terms. For purposes of this section only, a “distance education laboratory course” means a distance education course which consists partly or exclusively of laboratory work.

(b) For credit courses, full-time equivalent student in courses described in subdivision (a) offered during primary terms is computed by multiplying the weekly student contact hours authorized pursuant to subdivision (a), generated as of the census date prescribed in section 58003.1(b) by 17.5 for colleges on the semester system and by 11.67 for colleges on the quarter system, and dividing by 525.

(c) For noncredit courses described in subdivision (a), full-time equivalent student is computed on a census basis as prescribed in section 58003.1(f)(2).

(d) Full-time equivalent student in credit courses described in subdivision (a) which are conducted during a summer or other intersession is computed by multiplying the weekly student contact hours, authorized pursuant to subdivision (a) of this section, generated in each course, by a course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in the primary terms, and dividing by 525.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

SECTION 58161 IS AMENDED TO READ:

Section 58161. Apportionment for Course Enrollment.

(a) A community college district may claim the attendance of students for enrollments in credit courses for state apportionment only if so authorized by this section and if all other requirements of this division are satisfied. For purposes of this section, the definition of enrollment found in section 55000 shall apply.

(b) A district may claim state apportionment for an enrollment in a credit course for the attendance of a student who receives a satisfactory grade, as defined in section 55000, one time unless an exception applies.

(c) A district may claim state apportionment for the attendance of students for enrollments totaling a maximum of three times per credit course and if all other requirements of this division are satisfied.

(d)(1) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students for enrollments in credit courses designated as repeatable, as provided in section 55041, as defined in section 55000, for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course.

(2) Notwithstanding subdivisions (b) and (c) of this section, a district may claim state apportionment for the attendance of students in active participatory credit courses that are related in content, in physical education, visual arts, or performing arts, as provided in section 55040(c), for no more than four times for semester courses or six times for quarter courses. This limitation applies even if a student receives a substandard grade or “W” during one or more of the enrollments in such a course.

(e) Notwithstanding subdivisions (b), (c), (d) and (e) of this section, a district may claim state apportionment for one additional enrollment if all other requirements of this division are met and only in the following circumstances:

(1) The attendance of a student for an enrollment in a credit course resulting in that student's repetition of the credit course because the district determines pursuant to section 55043 that there has been a significant lapse of time of no less than 36 months since the student previously successfully completed the course, unless an exception to the 36 month

requirement applies.

(2) The attendance of a student for an enrollment in a credit course which is a repetition of the credit course pursuant to section 55045 due to extenuating circumstances, if such credit course is not designated as repeatable pursuant to section 55041.

(f) Notwithstanding subdivisions (b), (c) and (d) of this section, a district may claim state apportionment for the attendance of students in credit courses for enrollments in the credit courses without limitation if all other requirements of this division are met and in the following circumstances:

(1) The attendance of a student in legally mandated training as provided in section 55040(b)(8).

(2) The attendance of a student with a disability may be claimed for state apportionment for each enrollment by that student in a credit special class as a disability-related accommodation which is justified by one of the circumstances described in section 56029.

(3) Except for active participatory courses in physical education, visual arts, or performing arts, the attendance of a student for each enrollment in a portion of a variable unit open entry/open exit credit course, that is necessary for the student to complete one time the entire curriculum of the course as described in the course outline of record, may be counted for state apportionment only to the extent that repetition of such courses is permitted pursuant to section 55044.

(4) The attendance of a student for each enrollment in a cooperative work experience education course pursuant to section 55253.

(5) The attendance of a student for each enrollment in a direct-assessment competency-based education module pursuant to Sections 55270 and 55270.13.

(6) The attendance of a student withdrawing as a result of extraordinary conditions pursuant to section 55024(a)(10).

(7) The attendance of a student receiving a military withdrawal (“MW”) pursuant to section 55024(d)(1).

(8) The attendance of a student withdrawing as a result of discriminatory treatment pursuant to section 55024(a)(8).

(9) The attendance of a student in a course as a result of a change in industry or licensure standards such that repetition of the course is necessary for employment or licensure as set forth in section 55040(b)(9).

(g) To the extent permitted by article 4 of subchapter 1 of chapter 6, a district may permit enrollment in credit courses beyond the limits set forth in this section, but such additional enrollments may not be claimed for state apportionment.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

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March 7, 2022

TO: ICAS

FROM: Robert Horwitz
Chair of Special Committee on AB 928

SUBJECT: Recommendation on a singular GE transfer pathway

The Special Committee on AB 928 met three times to discuss the singular general education (GE) transfer pathway. After considering several options and patterns, the group came to consensus on a pattern that it believes satisfies the legislation's requirements for both a clear and transparent singular pathway, and maintaining at 34 the total units required to complete the Intersegmental General Education Transfer Curriculum (IGETC). The recommendation is best understood by the attached chart.

For purposes of quick summary, the new pathway pattern recommended to ICAS requires the following:

- UC will accept Oral Communication as a new (third) course in Area 1 – English Communication.
- The CCC will revise and strengthen courses fulfilling the Oral Communication subject requirement to meet new core competencies.
- The number of courses required in Area 3 – Arts and Humanities will decrease from three to two (one in Arts, one in Humanities).
- UC will remove its Language Other than English proficiency requirement from IGETC and treat it as a graduation requirement.
- CSU will remove its Lifelong Learning and Self-Development course from IGETC and treat it as an upper-division requirement.

Note that the pattern includes a forthcoming new Area 7 – Ethnic Studies requirement. The UC Academic Senate recently approved this requirement, proposing to accommodate it within IGETC by reducing from three to two courses required in Area 4 – Social and Behavioral Sciences. It is anticipated that a final vote to approve Area 7 – Ethnic Studies for the CSU will occur at the March 2022 CSU Board of Trustees meeting.

These recommendations come with full support of the Special Committee members, following careful deliberation as well as a commitment to strong GE preparation for successful CCC student transfer to UC and CSU.

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Written Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/ Quantitative Reasoning)
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas:	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)	Arts & Humanities Social & Behavioral Sciences	Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)	Physical & Biological Sciences	Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (**currently UC only, carries no units)			
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses



Compton College
 Biotechnology Laboratory Assistant Certificate
 Full-Time No Intersession

Year 1, Semester 1

COURSE NAME	UNITS
BTEC 101	4
TOTAL	4

Year 1, Semester 2

COURSE NAME	UNITS
BTEC 150	4
TOTAL	4

TOTAL UNITS	8
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Notes

If student selects IGETC Pattern there is a UC Foreign Language Requirement. Students must meet one of the following options:

- Two years of high school coursework in a language other than English with a final grade of C or better
- Foreign language course at CC that is comparable to two years of high school foreign language
- AP Foreign Language Score

Highlighted courses indicate required class, but student has option to select course. In this scenario, we strongly encourage students to see a Counselor.

*: We strongly encourage you see the GPD Counselor to determine which Major course is required for your Pathway

** : Optional GE – We strongly encourage you see a GPD Counselor to determine which GE is appropriate for your Major/Pathway

Source: AACC Pathways Project

Institute #1 – Leadership for Transformational Change: Implementing Pathways at Scale (February 4-6, 2016)



Compton College

AS Biomanufacturing Full-Time No Intercession

Year 1, Semester 1

COURSE NAME	UNITS
BTEC 101	4
Compton GE Humanities	3
Compton GE Language and Rationality: ENGL 101	4
Compton GE Health and Physical Education: HDEV 115/110	3
Elective: CSU Hist Grad Req	3
TOTAL	17

Year 1, Semester 2

COURSE NAME	UNITS
BTEC 150	4
Compton GE Mathematics and English Competency: Math 150	4
Compton GE Communication and Analytical Thinking: COMS 100	3
Phil 105: Critical Thinking and Discourse	3
Elective: CSU PS 1 Grad Req	3
TOTAL	17

Year 2, Semester 1

COURSE NAME	UNITS
BTEC 200: Quality and Regulatory Practice	3
BTEC 210: Technical Communication	1
Chem 102: Fundamentals of Chemistry	5
Elective: CIS 102 Office Solutions (Recommended, but not required)	1 – 5
Elective: Arts	3
TOTAL	13 - 17

Year 2, Semester 2

COURSE NAME	UNITS
BTEC 220: Biomanufacturing	4
BUS 125: Introduction to Business	3
Compton GE Social and Behavioral Science: Psych 101	3
Compton Culture, Diversity, and Equity Requirement	3
TOTAL	13

TOTAL UNITS	60 - 64
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Notes

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- Two years of high school coursework in a language other than English with a final grade of C or better
- Foreign language course at CC that is comparable to two years of high school foreign language
- AP Foreign Language Score

Highlighted courses indicate required class, but student has option to select course. In this scenario, we strongly encourage students to see a Counselor.

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Source: AACC Pathways Project

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