



Academic Senate Meeting Agenda Packet

Date: March 20, 2025

Modality: In-Person

Location: IB1 - 106

Time: 2:00 p.m. – 3:30 p.m.

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Academic Senate Membership Table

Voting Membership Count for Quorum: 25

Faculty Attendance Needed to Make Quorum: 13

Note: Excludes Vacancies

Faculty Vacancies 🌻: (a) BIST Two—2, (c) STEM One—1, and (d) Adjunct Faculty One—1.

Compton Community College Academic Senate Membership 2024-2025

Officers

Position	Name	Email	Term Fall/Spring	Vote
President	Sean Christopher Moore	smoore@compton.edu	2024/2026	To Break A Tie
Vice President	Minodora Moldoveanu	mmoldoveanu@compton.edu	2024/2025	No
Secretary	Michael VanOverbeck	mvanoverbeck@compton.edu	2024/2027	No

Fine Arts, Communication and Humanities Count: 5

1. Senator	Mayela Rodriguez	mrodriguez36@compton.edu	2021/2024	Yes
2. Senator	Juan Tavaréz	jtavarez@compton.edu	2023/2026	Yes
3. Senator	Mandeda Uch	much@compton.edu	2023/2026	Yes
4. Senator	Andree Valdry	avaldry@compton.edu	2023/2026	Yes
5. Senator	Susan Johnson	sjohnson@compton.edu	2024/2027	Yes

Counselors Count: 5

6. Senator	Eckko Blake	eblake@compton.edu	2023/2026	Yes
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7. Senator	Carlos Maruri	cmaruri@compton.edu	2024/2027	Yes
8. Senator	Janette Morales	jmorales13@compton.edu	2024/2027	Yes
9. Senator	Liliana Cazares	lhuerta@compton.edu	2024/2027	Yes
10. Senator	Bria Roberts (Interim for Karina Lopez)	broberts2@compton.edu	2024/2027	Yes
Social Sciences Count: 3				
11. Senator	Nathan Lopez	nlopez11@compton.edu	2023/2026	Yes
12. Senator	Pam West	pwest@compton.edu	2023/2026	Yes
13. Senator	Jesse Mills	jmills@compton.edu	2023/2026	Yes
Business and Industrial Studies Count: 3				
14. Senator	Michael VanOverbeck	mvanoverbeck@compton.edu	2023/2026	Yes
15. Senator	Rashid Yahye	ayahye@compton.edu	2025/2028	Yes
Senator 🌻	Vacant			Yes
Science, Technology, Engineering, and Mathematics Count: 5				
16. Senator	Hassan Elfarissi	helfarissi@compton.edu	2023/2026	Yes
17. Senator	Jose Martinez	jvillalobos@compton.edu	2023/2026	Yes
18. Senator and Parliamentarian	Kent Schwitkis	kschwitkis@compton.edu	2023/2026	Yes
19. Senator	Jose Villalobos	jvillalobos@compton.edu	2023/2026	Yes
Senator 🌻	Vacant			Yes
Health and Public Services Count: 3				

20. Senator	Roza Ekimyan	rekimyan@compton.edu	2023/2026	Yes
21. Senator	Sophia Tse	stse@compton.edu	2024/2027	Yes
Senator	Vacant			Yes
Adjunct Faculty Count: 2				
Senator 🌻	Vacant			Yes
22. Senator	Victoria Martinez	vmartinez@compton.edu	2023/2026	Yes
Ex Officio—Voting Members Count: 4				
23. Union President	David Chavez	dchavez14@compton.edu	2023/2025	Yes
Sub-Committee of AS				
24. Curriculum Chair	Charles Hobbs	chobbs@compton.edu	2024/2026	Yes
Sub-Committee of AS				
Faculty Development Committee Chair (AS voted this position does not have to attend due to no release time)	Mayela Rodriguez	mrodriguez36@compton.edu	2024/2026	No
Sub-Committee of AS				
25. Distance Education Faculty Coordinator	Brad Conn	bconn@compton.edu	2026	Yes
Frequency	Day	Time	Modality	
Every 1st and 3rd	Thursday	2:00 – 3:30 p.m.	In-Person—Brown Act Committee	

2024/2025 Academic Senate and College Curriculum Committee Meeting Schedule

Academic Senate	College Curriculum Committee
Frequency 1st & 3rd Thursday of Each Month	Frequency 2nd & 4th Tuesday of Each Month
Time & Location 2:00 p.m. - 3:30 p.m. Room: IB1 - 106	Time 2:00 p.m. - 3:30 p.m. Room: VT - 124
Semester Spring 2025	Semester Spring 2025
<i>02-20-2025</i>	<i>02-25-2025</i>
<i>03-06-2025</i>	<i>03-11-2025</i>
03-20-2025	03-25-2025
04-03-2025	04-08-2025
Spring Recess	04-22-2025
05-01-2025	05-13-2025
05-15-2025	05-27-2025
06-05-2025	06-10-2025
Key: 1. Dates <i>italicized</i> in red indicate past meetings. 2. Dates in regular black font indicate future meetings.	
Note: Curriculum items approved on 5-27-2025 will be placed on the 06-05-2025 AS agenda. Curriculum items approved on 6-10-2025 will be approved on the first AS Fall 2025 meeting.	

Spring 2025—Academic Senate Executive Board Meetings with the District	
Date	Time (p.m.)
March 12, 2025	1:30 – 2:30
March 24, 2025	1:00 – 2:00
April 21, 2025	3:00 – 4:00
May 5, 2025	3:00 – 4:00
May 19, 2025	3:00 – 4:00
June 2, 2025	3:00 – 4:00

Spring 2025—Academic Senate Executive Board Meetings	
Date—Mondays	Time (p.m.)
March 17, 2025	3:00 – 3:45
March 31, 2025	3:00 – 3:45
April 21, 2025	4:00 – 4:45
May 12, 2025	3:00 – 4:45
June 2, 2025	4:00 – 4:45



Amended—Academic Senate Agenda—March 20, 2025

Facilitator: Sean Moore—Academic Senate President

Recorder: Michael VanOverbeck—Secretary **Time Keeper:** Victoria Martinez

Date: March 20, 2025 / **Time:** 2:00 p.m. - 3:30 p.m.

Vision:

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

Mission Statement:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

Attendees

Officers: Sean Christopher Moore __; Minodora Moldoveanu __; and Michael VanOverbeck __.

Senators: Mayela Rodriguez __; Juan Tavaréz __; Mandeda Uch __; Andree Valdry __; Susan Johnson __; Eckko Blake __; Carlos Maruri __; Janette Morales __; Liliana Cazares __; Bria Roberts __; Nathan Lopez __; Pam West __; Jesse Mills __; Michael VanOverbeck __; Hassan Elfarissi __; Jose Martinez __; Kent Schwitkis __; Jose Villalobos __; Roza Ekimyan __; Sophia Tse __; Karina Lopez __; Rashid Yahye __; and Victoria Martinez __.

Ex Officio Voting Members: David Chavez __; Charles Hobbs __; and Brad Conn __.

Nonvoting Attendees: Sheri Berger __;

AGENDA:

1. **Approval of Agenda:** March 20, 2025.
2. **Approval of Minutes:** March 6, 2025.
3. **Presentation:**
 - a) Mr. Jermaine Hampton—Vice President, Workforce Development and Special Projects at Los Angeles County Economic Development Corporation (LAEDC): Collaboration with LAEDC to assist with CTE developments.
4. **Reports and Follow-up Questions From Attendees:**
 - a) President, Academic Senate

- District Response to Academic Senate February 20, 2025—Document provided as a separate attachment in Academic Senate packet announcement disbursement.
- Academic Senate Summar of Decisions made on March 6, 2025 to the District—Document provided as a separate attachment in Academic Senate packet announcement disbursement.
- Informational: AB1705 Compliance Compton College March 11, 2025—Document provided as a separate attachment in Academic Senate packet announcement disbursement.

- b) Vice President, Academic Senate
- c) College Curriculum Committee Chair
- d) Distance Education Faculty Coordinator
- e) Faculty Development Chair
- f) Vice President, Academic Affairs

5. Curriculum Consent Agenda Items:

- a) Course Review; Update Course Hours; DE addendum- EFOMA: ART 219 - Watercolor Painting I.
- b) CTE Two-Year Course Review; No proposed changes; DE Addendum; Hybrid option: COSM 114 - Advanced Cosmetology and Introduction to State Board Review.
- c) New Course - 2nd Read: ENGL 245 - Asian Pacific American Literature.

Tabled March 6, 2025

6. Tabled Action Item(s):

- a) Second Read: AR 4025 Philosophy and Criteria for Associate Degree and General Education- Minodora Moldoveanu.

7. Discussion Item:

- a) Collaborative Governance Workgroup Team Membership: Requesting feedback from Academic Senators. 9 people—2 Administrators, 4 Faculty (Academic Senate President, Union President and ?), 2 Classified (Classified Union President and ?), and 1 Student? Thoughts?
- b) SRC Test Center: Use of Cameras for Proctoring in the SRC Testing Center—Allison Brown

8. Action Item(s):

- a) Third Read: Draft of Combined Syllabi Mandatory, Mandated by Law, and Optional Checklist Items—Optional statements added per AS requests.
- b) Second Read: High School Articulation Agreement—Dr. Berger.
- c) Second Read: Procedure for High School Articulation Agreements—Dr. Berger.
- d) First Read: GE Workgroup: New Local GE Areas—Curriculum Committee Chair, Charles Hobbs.
Document included in packet.

9. Academic Senate Senator Comments and/or Future Agenda Item Recommendation(s):

Note: Academic Senate Senators may provide a comment or future agenda item recommendation(s).

10. Public Comment(s):

Note: Public comments may be presented.



Academic Senate Minutes—March 6, 2025

Facilitator: Sean Moore—Academic Senate President

Recorder: Michael VanOverbeck—Secretary **Time Keeper:** Victoria Martinez

Date: March 6, 2025 / **Time:** 2:00 p.m. - 3:30 p.m.

Vision:

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Mission Statement:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

Attendees

Officers: Sean Christopher Moore_X_; Minodora Moldoveanu_X_; and Michael VanOverbeck_X_.

Senators: Mayela Rodriguez_X_; Juan Tavarez_X_; Mandeda Uch_X_; Andree Valdry__; Susan Johnson_X_; Eckko Blake_X_; Carlos Maruri_X_; Janette Morales_X_; Liliana Cazares_X_; Bria Roberts__; Nathan Lopez_X_; Pam West_X_; Jesse Mills__; Michael VanOverbeck_X_; Rashid Yahye_X_; Hassan Elfarissi__; Jose Martinez__; Kent Schwitkis_X_; Jose Villalobos_X_; Roza Ekimyan_X_; Sophia Tse__; Karina Lopez__; and Victoria Martinez__.

Ex Officio Voting Members: David Chavez_X_; Charles Hobbs_X_; and Brad Conn_X_.

Nonvoting Attendees: Sheri Berger __; Isabelle Saber_X_; Alejandra Pham_X_.

AGENDA:

Meeting started at 2:08pm

Jose M. motioned to approved amended agenda. Kent S. Seconded. Unanimously approved.

1. Approval of Agenda: March 6, 2025.

Liliana C. motioned to approve minutes. Juan T. Seconded. Unanimously approved.

2. Approval of Minutes: February 20, 2025.

Kent S. motioned to open 3a-e. Pam W. Seconded.

3. Reports and Follow-up Questions From Attendees:

- a) President, Academic Senate
 - District Response to Academic Senate November 21, 2025 and December 5, 2025—Document provided as a separate attachment in Academic Senate packet disbursement.
 - Reached out to ASCCC for training possibilities. Waiting for reply.
- b) College Curriculum Committee Chair
 - Reported on course approvals and revisions, including new courses and program revisions.
- c) Distance Education Faculty Coordinator
 - Updates on distance education, including the recertification process and student enrollment data. The team is working on updating documents outside of meetings to save time..
- d) Faculty Development Chair
 - Discussed upcoming workshops on classroom design and teaching. Dates are to be determined, but the first two workshops are planned for the end of May.
- e) Vice President, Academic Affairs
 - Provided updates on academic senate policies, mentioning the need for templates and comparisons with other colleges' policies. Five policies are being implemented this semester.

David C. Motioned to close 3a-e. Roza E. seconded.

Pam W. Motioned to approve consent agenda items 4a-g. Jose V. Seconded. Unanimously approved.

4. Curriculum Consent Agenda Items:

- a) Articulation/Transfer Course Review—Update Course Description—SLO Update—DE Addendum: ART 104 – History of Western Art – 19th Century to Contemporary Times.
- b) Articulation/Transfer Course Review—Update Course Description: ESTU 103 - The Chicano in Contemporary United States Society.
- c) Articulation/Transfer Review Course Review—Update Conditions of Enrollment: PE 275 - Sport Psychology.
- d) Articulation/Transfer Course Review—No Proposed Changes: CHEM 104H - Honors Beginning Chemistry.
- e) Standard Course Review—No proposed changes—DE Addendum—and EFOMA: PE 113 - Volleyball; PE 119 - Intermediate Boxing; PE 131 - Intermediate Soccer; and PE 138 - Circuit Training.
- f) Program Revision: English - A.A. Degree for Transfer (AA-T).
- g) New Course: HIST 115 - Chicana/o/x History to 1850.

Note: Curriculum consent agenda items above were approved by the College Curriculum Committee on February 25, 2024.

Tabled February 20, 2025

5. Action Items:

Carlos M. motioned to open action items 5a. Pam W. Seconded.

- a) Second Read: Draft of Combined Syllabi Mandatory, Mandated by Law, and Optional Checklist Items.
- Recommended to come back again and include language related to minors taking adult level courses.
 - Recommended to come back and include SRC language specific to IEP (Individual Education Plan).
 - Recommended to include LGBTQ+ statement.
 - The pilot program for the simple syllabus template was discussed, with concerns about ensuring the accuracy of the language and IT's role in implementing changes.

Roza E. motioned to close action item 5a. Charles H. seconded.

Kent S. motioned to open action item 5b. Roza E. seconded.

- b) First Read: High School Articulation Agreement—Dr. Berger.

Brad C. motioned to close action item 5b. Roza E. Seconded.

Roza E. motioned to open action item 5c. Jose V. seconded.

- c) First Read: Procedure for High School Articulation Agreements—Dr. Berger.

Roza E. motioned to close action items 5c. Carlos M. Seconded.

Carlos M. motioned to table 6a. Brad C. Seconded.

6. Action Items:

- a. Second Read: AR 4025 Philosophy and Criteria for Associate Degree and General Education—Minodora Moldoveanu.

Kent S. motioned to open the floor for senator comments. Rashid Y. Seconded.

7. Academic Senate Senator Comments and/or Future Agenda Item Recommendation(s):

Note: Academic Senate Senators may provide a comment or future agenda item recommendation(s).

Susan J. motioned to close the floor. Charles H. seconded.

Charles H. motioned to open the floor for public comment. Kent S. seconded.

8. Public Comment(s):

Note: Public comments may be presented.

Michael V. motioned to close the floor for public comment. Kent S. Seconded.

Meeting ended at 3:36pm

**Second Read—AR 4025 Philosophy and Criteria for Associate Degree and General
Education (tabled item)**

**AR 4025 Philosophy and Criteria for
Associate Degree and
General Education**

**Issued: November 17, 2020
Revised: June 27, 2022
Revised: xxxx, 2024**

References:

Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education
Title 5 Sections 55061 and 55063
ACCJC Accreditation Standard 2

Philosophy and Criteria for Associate Degree

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

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

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

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

In addition to these, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by Compton College shall contain a

pattern of general education and major courses selected to assure the college of experiences, capabilities, and insights.

Philosophy and Criteria for General Education

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

The following general education requirements become effective for fall 2025.

Courses Appropriate for General Education

While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a certificate, major, or area of emphasis requirement. For the purpose of providing general education, Compton College shall adopt courses that meet the following:

A minimum of 24 semester units of general education in the areas described below:

1. English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester) including:
 - i. English Composition (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.
 - ii. Oral Communication and Critical Thinking (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.
2. Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.
3. Arts and Humanities (minimum of 3 semester units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and

performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

4. Social and Behavioral Sciences (minimum of 3 semester units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

5. Natural Sciences (minimum of 3 semester units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

6. Ethnic Studies (minimum of 3 semester units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

7. **Health and Physical Education (minimum of 3 semester units).** Courses in health and physical education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and mediating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.

The following general education requirements are valid through summer 2025.

1. Natural Sciences: A minimum of 3 units.

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines that emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses which focus on personal, practical, or applied aspects are not suitable

for this category.

2. **Social and Behavioral Sciences:** A minimum of 9 units for an Associate of Arts Degree and a minimum of 3 units for an Associate of Science Degree.
Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts. This category would include introductory or integrative survey courses such as child development, cultural anthropology, cultural geography, economics, family and consumer studies, history, political science, psychology, sociology, and related disciplines.
3. **Humanities:** A minimum of 3 units.
Courses in the humanities are those that promote an appreciation of the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall develop the student's awareness of the ways that people throughout the ages have artistically and culturally responded to themselves and the world around them and shall develop the student's aesthetic understanding and ability to make value judgments. This category would include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
4. **Language and Rationality:** A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking. Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation.
 - a. English Composition courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.
 - b. Communication and Analytical Thinking courses that fulfill the communication and analytical thinking requirement shall include oral communications, written communications, critical reasoning, mathematics, logic, statistics, and computer languages and programming.
5. **Health and Physical Education/Kinesiology:** A minimum of 3 units.
Courses in health and physical education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and mediating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.

6. Mathematics Competency: A minimum of 3 units. A course used to satisfy the Mathematics Competency requirement may be double counted as meeting the Communication and Analytical Thinking requirement.

Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra including passing second semester high school Algebra II or equivalent with a grade of C or better. The competency requirement may also be met by obtaining a satisfactory grade in courses in mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Intermediate Algebra.

English Competency: A minimum of 3 units. A course used to satisfy the English Competency requirement may be double counted as meeting the English Composition requirement.

Competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in Area 4a

7. Culture, Diversity, and Equity Requirement: A minimum of 3 units. A course used to satisfy the culture, diversity, and equity requirement may be double counted as meeting any applicable general education requirement.

Effective fall 2021, the culture, diversity, and equity requirement is met by taking a course listed in the catalog and approved by the Curriculum Committee. These relevant courses provide for an understanding and sensitivity to an array of cultures and identities as well as historical and lived experiences.

Elements of the review process shall include, at a minimum, the following:

- The alignment of the course outcome to the general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction to the discipline
- Applicability of the course for fulfilling California Intersegmental General Education Transfer Curriculum (Cal-GETC).

A student has two options for completing the general education requirement: 1) complete the general education pattern noted above or 2) complete the Cal- IGETC transfer requirements.

Third Read: Syllabi Checklist Faculty Resource Tool—Tabled Item



Compton College

Syllabus Checklist--Faculty Resource Tool

Combined Syllabus Mandatory, Mandated by Law, and Academic Senate Optional

Directions

Step 1: Please fill in page numbers in the corresponding boxes where each item below is in your syllabus.

Step 2: Email the checklist and your class syllabus to your Division Instructional Coordinator and Dean.

Page Number	<u>Academic Affairs Mandatory Syllabus Item</u>
	Heading: Compton College
	Compton College Mission Statement Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.
	Full Course Name and Number
	Course Reference Number (CRN#)
	Course Title
	Instructor's Name
	Lecture/Lab Meeting Days

	Lecture/Lab Meeting Times
	Meeting Room
	Instructor Contact Information: Phone (310) 900-1600 and Extension
	Compton College Email Address
	Office Hours
	<p>Required Text</p> <ul style="list-style-type: none"> • Title of Text • Authors Name • Edition • Optional Text Requirements • Supplemental Requirements • OER Materials/Free or Low-Cost Statement
	<p>Course Description</p> <p>Please use the course description illustrated in the Compton College Catalog and course outline record.</p>
	<p>Course Prerequisites</p> <p>Please use the course description illustrated in the Compton College Catalog and ACTIVE course outline record in CNET.</p>
	<p>Course Objectives</p> <p>Please use the course description illustrated in the Compton College Catalog and ACTIVE course outline record in CNET.</p>
	<p>Student Learning Outcomes</p> <p>Please use the course description illustrated in the ACTIVE course outline record in CNET.</p>
	<p>Assessment Activities</p> <p>Please list all the ways a student will be assessed during the course.</p>
	Evaluation Criteria
	Grading Scale
	<p>Attendance Requirements</p> <ul style="list-style-type: none"> • Tardy Policy • Absence Policy • Excused or unexcused absences <p>Please include text of our Compton College Policy</p>
	Semester Schedule of Topics and Assignments

Mandated by Law

Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct

Your safety is important to me. Please know that that if you disclose information, or if I or any instructor becomes aware of acts of child abuse, child neglect, discrimination, including gender-based discrimination or sexual misconduct (harassment, sexual assault, stalking or intimate partner violence as defined by Title IX) we are required by law to report the problem to the Title IX Coordinator and/or Compton College Police Department or both based upon the circumstances. However, due to their confidential status based upon federal and state laws, psychologists are not required to share information with the authorities. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <https://www.compton.edu/student-support/health-center/index.aspx> for scheduling information.

Americans with Disabilities Act

Option One: If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <https://www.compton.edu/student-support/special-resource-center/index.aspx>

Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

Special Accommodations Statement

Option One: Accessibility and Accommodations

Compton College is committed to providing equitable access to education for all students. If you have a disability or medical condition and believe you may need accommodations in this class, please contact the Special Resource Center (SRC) at 310-900-1600, ext. 2402 or visit their website at [Special Resource Center](#) for more information. We encourage students to initiate this process early to ensure timely support.

Option Two: Equal Access and Support Services

Students with disabilities or medical conditions requesting classroom accommodations should contact the Special Resource Center (SRC). The SRC team collaborates with students, academic offices, and medical providers to determine reasonable accommodations. For assistance, call 310-900-1600, ext. 2402 or visit [Special Resource Center](#).

Academic Senate Optional Statements

Student Resources Available at Compton College

	<p>Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit https://www.compton.edu/student-support/index.aspx</p>
	<p style="text-align: center;">Food and Housing/Basic Needs</p> <p>Any student who faces challenges securing their food or housing and believes this may affect their performance at Compton College is urged to contact The Tartar Support Network at tartarsupportnetwork@compton.edu or (310) 900-1600 ext. 2538 help.</p>
	<p style="text-align: center;">Undocumented Students</p> <p>Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx for more information.</p>
	<p style="text-align: center;">Academic Honesty</p> <p><u>Option One:</u> Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District Board Policy 5500. https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsOfStudentConduct_101524.pdf</p> <p><u>Option Two:</u> Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. Cheating includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. Plagiarism involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.</p>
	<p style="text-align: center;">Recording in the Classroom</p> <p>The use of any recording device during class without the prior consent of the instructor is</p>

	<p>prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District with AR 5520.</p> <p>https://go.boarddocs.com/ca/compton/Board.nsf/files/D5KMXN5D577D/\$file/AR_5520_StudentDisciplineProcedures_041624.pdf</p> <p>Additional Information for Instructors Regarding Recording in the Classroom (Not to include in your syllabus):</p> <ul style="list-style-type: none">• The syllabus statement above may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording and whether and how non-disabled students must notify you and other students in the class.• You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy with a syllabus statement.• Some reasons to allow recording is that it may help some students retain your course material easier, recorded class lectures can be provided to students that were absent, and it supports a greater variety of learning styles.• Some reasons to limit recording are that it may stifle student conversation (if the discussion topic is sensitive), it respects student and faculty privacy, and it avoids copyright infringement.• For your reference, Educational Code Section 78907 states that, “The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.”
	<p style="text-align: center;">Financial Aid, Scholarships, & Pell Grants</p> <p>Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize</p>

	<p>your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online https://www.compton.edu/admissions-aid/financial-aid/index.aspx</p>
	<p style="text-align: center;">EOPS/CARE/NextUP</p> <ul style="list-style-type: none"> Extended Opportunity Programs and Services (EOPS) is a program that is designed to assist low-income and educationally disadvantaged students achieve their educational and career goals at Compton College. EOPS encourages the enrollment, retention, graduation, and transfer of students who are challenged by language, social, economic, and educational disadvantages. It provides eligible students with various services. Cooperative Agencies Resources for Education (CARE) is a state-funded program designed to provide educational and career services and activities for the academically under-prepared students receiving cash aid assistance. NextUP (Foster Youth Student Support Program) is a state funded program that offers eligible current and former foster youth support and services. All three programs provide a variety of services, which include: <ul style="list-style-type: none"> Priority Registration Early Intervention Educational Supplies Transfer Support Graduation Support Textbook Voucher Workshops Transportation Support Meal Cards Academic, Career, & Personal Counseling Find out more and see if you qualify for these services by visiting their office in SSB 280, calling 310-900-1600 Ext. 2912 or visiting https://www.compton.edu/student-support/eops/index.aspx
	<p style="text-align: center;">Statement of Standards of Conduct</p> <p>Please include text of college policy. https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsOfStudentConduct_101524.pdf</p> <p>Instructor expectation of student conduct Late/Missed assignment policy</p>
	<p style="text-align: center;">Title IX Information</p> <p>Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: Federal Register: The Daily Journal of the United States Government—</p>

	<p><u>Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance</u>. Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.</p>
	<p style="text-align: center;">Disclaimer Statement</p> <p>Students will be notified ahead of time when and if any changes are made to course requirements or policies.</p>
	<p style="text-align: center;">AI Statement</p> <p>Misuse of Artificial Intelligence (AI)/chat bot includes submitting AI generated work as your own, without your professor's permission. College is a place where students should learn from their personal experiences and each other. Students should develop their creativity, problem-solving and critical thinking skills, and authentically communicate verbally and in writing. Artificial Intelligence has the potential to interfere with these processes and hamper students' development of these skills.</p>
	<p style="text-align: center;">LGBTQ+ Statement</p>

For Comparison: Syllabus Checklist on the Compton College Academic Senate Webpage

Sample Syllabus Statements to Support Student Success and Retention at Compton College
As you prepare for the upcoming semester, the sample statements below can encourage student behaviors associated with success and retention and help proactively address common challenges that our students face on a regular basis. Note that these statements, approved by Compton College's Academic Senate, are only suggestions, provided as a service to faculty.

Recommended syllabus statements are provided by the Compton College Academic Senate as a service to faculty and to students. We hope that the use of any or all of these statements will open the door for students to ask faculty members for help.

Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct Your safety is important to me. Please know that if you reveal child abuse, child neglect, or gender-based or sexual misconduct (including harassment, sexual assault, stalking or intimate partner violence) to me or any instructor, we are required by law to report the problem to the Compton College Police Department. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <http://www.compton.edu/studentservices/healthcenter/> for scheduling information.

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Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

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Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive

list of Academic Resources and Support Programs, please visit
<http://www.compton.edu/studentservices/supportservices/index.aspx>

Food and Housing/Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance at Compton College is urged to contact The Tartar Support Network at tartarsupportnetwork@compton.edu or (310) 900-1600 ext. 2538 help.

Undocumented Students

Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <http://www.compton.edu/student-services/financialaid/ab540/> for more information.

Academic Honesty

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District [Board Policy 5500](#).

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. *Cheating* includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. *Plagiarism* involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

Recording in the Classroom*

The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in

accordance with Compton Community College District [Administrative Procedure 5520: Standards Discipline Procedures](#).

*Additional Information for Instructors Regarding Recording in the Classroom (Not to include in your syllabus):



- The syllabus statement above may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording and whether and how non-disabled students must notify you and other students in the class.
- You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy with a syllabus statement.
- Some reasons to allow recording is that it may help some students retain your course material easier, recorded class lectures can be provided to students that were absent, and it supports a greater variety of learning styles.
- Some reasons to limit recording are that it may stifle student conversation (if the discussion topic is sensitive), it respects student and faculty privacy, and it avoids copyright infringement.
- For your reference, Educational Code Section 78907 states that, “The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.”

Financial Aid, Scholarships, & Pell Grants

Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <http://www.compton.edu/studentservices/financialaid/>.



For Comparison: Syllabus Checklist

COMPTON COLLEGE

ACADEMIC AFFAIRS

SYLLABUS OUTLINE CHECKLIST

Action item: Please fill in page numbers where each item below is located in your syllabus and email the checklist along with your class syllabus to your division instructional coordinator and your Dean.

Instructors Name:

Semester and Year:

Course Name and
Number:

CRN:

Page Number Section

_____ Heading: Compton College

_____ Semester and year

_____ Compton College's Mission Statement

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

_____ Course Name

_____ Course Record Number

_____ Course Title

_____ Instructor Name

_____ Section Number

_____ Lecture Meeting Days

_____ Lecture Time

_____ Meeting Room

_____ Instructor Contact Information (310) 900-1600 ex XXXX



Email _____@compton.edu

Instructor's Office Location

Office Hours

I. Required Text

____A. Title of Text

____B. Author's Name

____C. Edition

____D. Optional Text Requirements

____E. Supplemental Requirements

____F. OER Materials/Free or Low-Cost Statement

____II. Course Description (*found in the CC catalog & course outline of record*)

____III. Course Prerequisites (*found in the CC catalog & course outline of record*)

____IV. Course Objectives from CC Course Outline of Record

____V. Student Learning Outcomes

____VI. Assessment Activities (*list all the ways a student will be assessed in this course*)

____VII. Evaluation Criteria

____VIII. Grading Scale

____IX. Attendance Requirements (*Include text of College Policy*)

____A. Tardy Policy

____B. Absence Policy

____C. Excused or unexcused absences



X. Student Resources Available at Compton College

Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit <https://www.compton.edu/student-support/index.aspx>.

XI. Food and Housing/Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect

their performance at Compton College is urged to contact The Tartar Support Network at tartarsupport@compton.edu or (310) 900-1600 ext. 2538 help.

XII. Undocumented Students

Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx> for more information.

XIII. Financial Aid, Scholarships, & Pell Grants

Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <https://www.compton.edu/admissions-aid/financial-aid/index.aspx>.

XIV. Statement of Conduct (*include text of college policy*)

____A. Instructor expectation of student conduct

____B. Late/Missed assignment policy



____ C. Academic Honesty (*choose one of the following options*)

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District Board Policy 5500.

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Plagiarism involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

____ D. Recording in the Classroom

The use of any recording device during class without the prior consent of the

instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District Administrative Procedure 5520: Standards Discipline Procedures.

_____ E. If applicable, include a policy regarding the use of machinery or tools with safety regulations.

_____ XV. Special Accommodations Statement (*choose one of the following options*)

Option One: If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <https://www.compton.edu/student-support/special-resource-center/index.aspx>.

Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

_____ XVI. Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct

Your safety is important to me. Please know that that if you disclose information, or if I or any instructor becomes aware of acts of child abuse, child neglect, discrimination, including gender-based discrimination or sexual misconduct (harassment, sexual assault, stalking or intimate partner violence as defined by Title IX) we are required by law to report the problem to the Title IX Coordinator and/or Compton College Police Department or both based upon the circumstances. However, due to their confidential status based upon federal and state laws, psychologists are not required to share information with the authorities. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <https://www.compton.edu/student-support/health-center/index.aspx> for scheduling information.

XVII. Title IX Information

Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: [Federal Register: The Daily Journal of the United States Government—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#). Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.

XVIII. Disclaimer Statement

Students will be notified ahead of time when and if any changes are made to course requirements or policies.

XIX. Semester schedule of topics and assignments.

Second Read—High School Articulation Agreement

**COMPTON COLLEGE
COURSE ARTICULATION AGREEMENT**

Date Submitted:

Compton College 1111 E. Artesia Blvd. Compton, CA 90221	High School Name & Address:
Course Name & Number: College Course Title:	High School Course Title:

Items in A – F below should match the information on the approved course outline of record.

A. COLLEGE COURSE DESCRIPTION:

B. UNITS:

TOTAL HOURS:

C. PREREQUISITES:

D. REQUIRED CONTENT FOR ARTICULATION:

E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:

F. TEXTBOOKS:

G. METHODS FOR END-OF-COURSE ASSESSMENT:

H. OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):

I. PROCEDURES FOR STUDENTS TO RECEIVE CREDIT FOR COURSE:

1. When the student has passed the approved end-of-course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit.
2. Procedures:

The student will apply for admission to Compton College and will complete the following:

- a. OpenCC Application
- b. DualEnroll.com
- c. High School Credit by Examination Form – new form needed

Assigned grades are based solely on the students' CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to Administrative Regulation 4231 – Grade Change. The letter grade will be posted on the transcript in the semester the test was taken.

Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.

This agreement will be reviewed if changes are made to the course or teacher assignment. It will be the responsibility of the high school to notify Compton College when changes occur.

REQUIRED SIGNATURES:

Compton College	High School
Initiating Faculty Member Date: _____	Department Chair/Program Coordinator/Teacher Date: _____
Division Chair Date: _____	Career/Perkins Counselor Date: _____
Articulation Officer Date: _____	Principal Date: _____
Division Dean Date: _____	

Vice President of Academic Affairs	
------------------------------------	--

Date: _____

Second Read—Procedure for High School Articulation Agreement

COMPTON COLLEGE PROCEDURES FOR OBTAINING HIGH SCHOOL ARTICULATION AGREEMENTS

BACKGROUND: In September 2005, SB 70, the Governor’s Initiative on Improving and Strengthening Career Technical Education (CTE), was approved and subsequently chaptered into the Education Code section 88532. The bill focused on improving the linkages and career-technical pathways between high schools and California community colleges. In June 2024, [Administrative Regulation 4051](#) – High School Articulation Agreements was issued.

PROCEDURES FOR ARTICULATION:

1. Full-time faculty, or part-time if there are no full-time faculty, members in a CTE discipline initiate the request for articulation with a high school. Note: the high school may approach faculty or others as well, but Compton College faculty initiate the process.
2. To begin the process, an official proposal must be prepared for review by full-time faculty in the discipline, or part-time faculty if there are no full-time faculty.
3. The proposal must be approved by a majority of full-time faculty members in the discipline, or part-time if there are no full-time faculty.
4. The proposal will then be forwarded to the articulation officer and Division Dean for approval to begin discussion with the high school.
5. Sign off by the college and the high school constitutes an agreement that the high school will cover at minimum the content as specified in the course outline of record; upon successful completion, the student will have obtained the objectives as specified in the course outline of record; the high school will require comparable prerequisites, if any, and the high school will follow the stated methods for end-of-course assessment.
6. Articulation agreements will be reviewed if changes are made to the course or teacher assignment. It will be the responsibility of the high school to notify Compton College when changes occur.
7. High School Articulation Agreements will be maintained in the Office of Academic Affairs. The Vice President of Academic Affairs will be the point of contact for these agreements.

APPROVAL OF ARTICULATION AGREEMENT:

The articulation agreement must be approved by both Compton College and the high school as follows:

College Approvals:

Initiating Faculty Member
Division Chair (signifying approval of discipline faculty members)
Articulation Officer
Division Dean
Vice President of Academic Affairs

High School Approvals:

Department Chair, Program Coordinator, or Teacher
Career/Perkins Counselor
Principal

PROCEDURE FOR STUDENTS TO OBTAIN COURSE CREDIT AT COMPTON COLLEGE:

1. Upon completion of the end-of-course assessment with a C or better, the high school teacher may recommend the student to petition for college credit.
2. The student will then apply for admission to Compton College, unless they are already a student. Assistance will be provided by the CTE Career Pathways Coordinator.
3. The student will submit their additional paperwork for Compton College through DualEnroll.com. Assistance will be provided by the CTE Career Pathways Coordinator.
4. The student will fill out the petition for High School Credit by Examination form. (Richette – AR 4051 says they complete the High School Credit by Examination form – we need to make this).
5. Assigned grades are based solely on the students' CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to Administrative Regulation 4231 – Grade Change. The letter grade will be posted on the transcript in the semester the test was taken.
 - a. Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.

GE Workgroup: New Local GE Areas

Friday, February 21, 2025

Common Course Numbering Update

Update| CCN: Improving Credit Mobility (EDC 66275)

Phase I

- 99% of Colleges submitted
- 97% of courses submitted to COCI
- 100% submission to ASSIST

Phase II

- Divided into two batches
- Part A: Catalog Fall 2026 (March 2025 to colleges)
- Part B: Catalog Fall 2027 (May 2025 to colleges)

Phase III List

- Finalized and sent to CIOs, CSSOs, and Academic Senates
- (February 2025)
- February 2026 to Colleges
- Catalog Fall 2027

**Banding/Numbering
Suggestions
February/March 2025**

**Branding/Comm Tools:
March 2025
Funding Report
Elements: March
Due: June 1**

Articulation:

- Meeting regularly with senates and system leaders

Future:

- Review of CCN Council Charter and workgroups
- Criteria for future identification of CCN templates

Future:

- A review process of CCN templates
- AI potential in the identification of CCN

Phase II CCN Course Template

Development Clusters (undated February)

Cluster	Courses for CCN Course Template Development
Intersegmental Faculty: October - December CO: Received January 2025 Colleges: March 2025 Student Facing: Fall 2026	History (2): US History to 1877; US History from 1865 English (2): Intro to Literature; Argumentative Writing and Critical Thinking through Literature Economics (2): Principles of Macroeconomics; Principles of Microeconomics Art History (2): Survey of Western Art Prehistory through Middle Ages; from Renaissance to Contemporary
Intersegmental Faculty: November - February CO: Expected end of March Colleges: April/May 2025 Student Facing: Fall 2027	Biology (3): Human Anatomy w/ Lab; Human Physiology w/ Lab; General Bio w/ Lab (non-major) Chemistry (3): Intro to Chemistry w/ Lab; General Chemistry I w/ Lab; General Chemistry II w/ Lab Math (4): Single Variable Calculus I Early, II Early; Single Variable Calculus I Late, II Late Astronomy (1): Astronomy with Lab
Intersegmental Faculty: December-March CO: Expected end of March Colleges: April/May 2025 Student Facing Fall 2027	Anthropology (1): Intro to Biological Anthropology w/ Lab Communication Studies (1): Interpersonal Communication Sociology (1): Introduction to Sociology Child Development (1): Child Growth and Development



California Community Colleges

Thank you!

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New Local GE Areas – Proposed Courses
See [Title 5 § 55061](#)

Local GE Area	Courses
Area 1A – English Composition Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.	ENGL C1000, C1000H, C1000E
Area 1B – Oral Communication and Critical Thinking Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.	BUS 129 COMM C1000 COMS 120, 130, 140, 260, 270 ENGL 102, 102H, C1001, C1001H JOUR 112 PHIL 105, 105H
Area 2 – Mathematics Concepts and Quantitative Reasoning Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.	BUS 115, 117 CIS 160, 180 CSCI 101, 103, 108, 114, 117 MATH 110, 116, 120, 130, 140, 165, 170, 180, 190, 191, 210, 220, 270 PSYC 120 STAT C1000, C1000H
Area 3 – Arts and Humanities	ART 101, 102, 103, 104, 109, 207, 209 COMS 250 DANC 101, 103 ENGL 102, 102H, 120, 150, 152, 227, 228, 229, 238, 239, 240, 241, 242, 243, 244, 248 FILM 110, 113, 116, 130 HUMA 101 JAPA 101, 102 MUSI 101, 111, 112, 113, 116, 215A, 215B PHIL 101, 101H, 103, 111, 112, 115 POLI 107 SLAN 111, 112, 113, 130, 131 SPAN 101, 101H, 102, 103, 104, 105, 106, 152, 153 THEA 103, 104, 113
Area 4 – Social and Behavioral Sciences	ANTH 103, 104, 106, 107, 108, 109, 111, 112 BUS 122 CDEV 103, 104 COMS 260, 270 ECON 101, 101H, 102, 105

	<p>ESTU 101, 101H, 102, 103, 104, 105, 106, 108, 150</p> <p>GEOG 102, 105, 105H, 107</p> <p>HIST 101, 101H, 102, 102H, 105, 106, 108, 110, 111, 112, 114, 115, 116, 122, 122H, 128, 129, 140, 141, 145, 152, 154, 175, 176, 183, 184, 190</p> <p>JOUR 112</p> <p>PE 275</p> <p>POLI 102, 103, 105, 106, 107, 110, 110H</p> <p>POLS C1000, C1000H</p> <p>PSYC C1000, C1000H, 102, 108, 110, 112, 115, 116, 119</p> <p>SOCI 101, 101H, 102, 104, 107, 108, 112, 115, 201, 207</p> <p>WSTU 101</p>
Area 5 – Natural Sciences	<p>ANAT 130, 132</p> <p>ANTH 101</p> <p>ASTR 120, 120H, 125, 125H, 128</p> <p>BIOL 100, 100H, 101, 101H, 102, 102H, 103, 115, 117, 118</p> <p>BTEC 101, 150</p> <p>CHEM 102, 104, 104H, 150, 152</p> <p>GEOG 101, 106, 109</p> <p>GEOL 101, 103, 104, 106</p> <p>MICR 133</p> <p>PSCI 125</p> <p>PHYS 101, 102, 103, 111, 112, 120, 122, 150, 152, 250, 252</p> <p>PHYO 131</p> <p>PSYC 107</p>
<p>Area 6 – Ethnic Studies</p> <p>Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.</p>	<p>ESTU 101, 101H, 102, 103, 104, 105, 106, 108, 150</p> <p>PSYC 110</p>
Area 7 – Health and Physical Education	<p>CH 101, 105</p> <p>HDEV 110, 115</p> <p>NFOO 110</p> <p>PSYC 102, 116</p>

	<p>PE 260, 275, 280</p> <p>Physical Activity or Fitness Courses: DANC 110, 120A, 120B, 130A, 130B, 140, 161, 162, 164, 165, 168, 171A, 220A, 230A, 240, 250, 262 PE 102, 103, 104, 107, 110, 110A, 110B, 110C, 113, 118, 119, 122, 125, 125A, 125B, 125C, 127, 128, 130, 131, 134, 138, 150, 154, 155, 158, 159, 162, 163, 164, 165, 167, 168, 170, 171, 174, 175, 177, 178, 180, 181, 183, 184, 186, 187, 188, 189 This Area may be met by completing only Physical Education units or approval of a petition of a military service credit.</p>
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Removed from Area 1A

Note: The BUS 127, 128 classes would need to be re-written to include more writing.

JOUR 101 (?) – waiting on feedback from English