



Academic Senate AGENDA

Facilitator: Dr. Minodora Moldoveanu, President

Date: September 17, 2020

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

Recorder: Carlos Maruri, Secretary

Location: Zoom Conference

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

Vision:

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

Mission Statement:

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

SENATORS:

- Barragan-Echeverria, Theresa
- Crozier, Judith
- Ekimyan, Roza
- Estrada, Harvey
- Gonzalez, Citlali
- Hill, Jennifer
- Jahn, Mahbub
- Mason, Don

- Martinez, Jose Manuel
- Maruri, Carlos
- Maruyama, David
- McPatchell, David
- Mills, Jesse
- Moldoveanu, Minodora
- Moore, Sean
- Morales, Janette
- Phillips, Jasmine

- Richardson, Pamela
- Schumacher, Holly
- Schwitkis, Kent
- Sidhu, Rajinder
- Skorka, Evan
- Valdry, Andree
- Van Overbeck, Michael
- Villalobos, Jose

AGENDA:

(Public comment will be allowed on each agenda item)

1. Call to Order

2. Approval of Agenda

3. Review and Approval of Minutes from September 3rd, 2020

4. Reports

- a. President's Report
- b. ASB President Report
- c. Vice President's Report
- d. Faculty Board Representative Report
- e. Academic Affairs Report
- f. Curriculum Report
- g. Distance Education Report
- h. Faculty Development Report

5. Unfinished Business/Tabled Business

- a. Second Read & Vote: New DE Addendum Language
- b. Second Read & Vote: Academic Senate Elections
 - i. For Adjunct Senators
 - ii. For Curriculum Chair
- c. Second Read & Vote: BP 4020 – Program Curriculum and Course Development
- d. Second Read & Vote: AR 4020 – Program Curriculum and Course Development
- e. Second Read & Vote: BP 4030 – Academic Freedom
- f. Second Read & Vote: BP 4260 – Prerequisites and Corequisites
- g. Second Read & Vote: AR 4260 – Prerequisites and Corequisites
- h. Second Read & Vote: Faculty Development Committee and Professional Development Committee Relationship
- i. Second Read & Vote: Faculty Development Committee – Nominations for Co-Chair
- j. First Read: Professional Development Pre-Approval and Payment Process Review
- k. First Read: Role of Workforce Development at Compton College
- l. First Read: Cooperative Work Experience Education

6. New Business

- a. Consent Agenda Approvals – (First, Second Read and Vote)
 - i. Distance Education Addendum – Online: CDEV 150 - Introduction to Children with Special Needs, CDEV 152 - Curriculum and Strategies for Children with Special Needs, and CDEV 154 - Role and Responsibilities of the Special Education Assistant.
 - ii. 2-year CTE Course Review- No Recommended Changes: CDEV 150 - Introduction to Children with Special Needs, CDEV 152 - Curriculum and Strategies for Children with Special Needs, and CDEV 154 - Role and Responsibilities of the Special Education Assistant.
 - iii. 6- year Course Review- No Recommended Changes: ASTR 125 - Stars and Galaxies, ENGL 101S - Reading and Composition Support, and PHYS 111 - Descriptive Introduction to Physics.
 - iv. Course Review- Revised Course Description: DANC 250 Pilates Mat Class.
- b. First Read: Academic Senate Resolution of Inclusivity and Black Lives Matter
- c. First Read: Call to Action Taskforce
- d. First Read: Stacked Honors Courses
- e. First Read: Offering More Fully Online Courses for Spring 2021

7. Informational Items

- a. New Hires
 - Full Time: Kunte, Vera – Nursing
- b. Academic Affairs – Adoption of Illumen to Replace Nuventive
- c. Tenure Reception – September 23, 6-8 pm via zoom

8. Future Agenda Items

- a. Inclusion of OER in New Course Development
- b. Encourage Faculty Use of OER in All Courses
- c. Discuss Length of Terms for Different Senate Positions
- d. IR: Raising Awareness of Available Data at Compton College

9. Adjournment

Next Scheduled Meeting: October 1st, at 12:30pm

Zoom Link:

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

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

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

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

CCCD Academic Senate Roster

2020-2021 (19 members)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Jesse Mills (19-21)
Secretary/Secretary	Carlos Maruri (20-21)
Curriculum/Curriculum Representative	Sean Moore (17-20)
Adjunct Representative	Mahbub Khan (19-21)
Board Representative	Jasmine Phillips (20-21)

Members:

Career and Technical Education (2)

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

Health and Human Services (2)

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

Humanities (2)

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

Social Sciences and Fine Arts (2)

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

Mathematics (2)

~~Malini Roen (19-20)~~
Jose Villalobos (19-21)

Science (2)

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

Library and Learning Resource Unit (1)

Andree Valdry (20-21)

Counseling (2)

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

At-Large (2)

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

Adjunct Representatives (2)

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



Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President

Date: September 3, 2020

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

Recorder: Nikki Williams, Secretary

Location: Zoom Conference

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

Vision:

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

Mission Statement:

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SENATORS:

Fine Arts, Communication and Humanities	Counseling	Science, Engineering and Mathematics
√ Crozier, Judith	√ Barragan-Echeverria, Theresa	__ Martinez, Jose Manuel
__ Estrada, Harvey	√ Gonzales, Citlali	√ Schwitkis, Kent
√ Hill, Jennifer	√ Maruri, Carlos	√ Sidhu, Rajinder
√ Maruyama, David	√ Morales, Janette	__ Skorka, Evan
√ Valdry, Andree	√ Schumacher, Holly	__ Villalobos, Jose
Social Sciences	Business and Industrial Studies	Health and Public Service
__ McPatchell, David	√ Moore, Sean	√ Vacant
√ Mills, Jesse	__ Richardson, Pamela	√ Vacant
__ Truitt, Tremaine	__ Van Overbeck, Michael	√ Vacant
		Adjunct Faculty
		__ Khan, Mahbub
		__ Vacant

AGENDA:

(Public comment will be allowed on each agenda item)

- 1) **Call to Order- 12:43 pm**
- 2) **Approval of Agenda- Mills/Gillis**
- 3) **Review and Approval of Minutes**
 - a) **June 4, 2020 Meeting- Gillis/Mills**
 - b) **June 11, 2020 Special Meeting- Gillis/Mills**
- 4) **Reports**
 - a) **President's Report- Dr. Minodora Moldoveanu**
I was able to identify some Academic Senate goals. 3 main goals- One is that I would like Academic Senate to make our campus an even more inclusive campus. We need to make our curriculum more diverse. Additionally, I would like Academic Senate to have a big focus on improving our pedagogical skills. In addition to that, I would like the Academic Senate to have a close relationship with our union. It is important that we collaborate.
 - b) **ASB President Report**
No report

c) Vice President's Report- Jesse Mills

There are changes to Senate as a result of adopting the Constitution. We made an effort last spring to write this document. One of the biggest changes is that we changed the makeup of Senate to reflect the pathways. Each pathway gets either 3 or 5 representatives based on how many full time faculty are in the area. The new Constitution is up on the Senate website. I will be soliciting nominations for the 2nd adjunct position. Program Review and SLO- we are doing our best to stay up with that. I will be sending out an email over the weekend to remind you of due dates and training dates.

d) Faculty Board Representative Report

No report

e) Academic Affairs Report- VP Sheri Berger

I am very excited to be here at my first Academic Senate meeting for Compton College. I miss the energy of being on campus. I have my bachelors and masters in Mathematics and I started as a professor of Mathematics. I was Academic Senate President for 7 years. I became a Dean and Vice President. I look forward to coming here and discussing academic matters. I've been meeting with M. Moldoveanu and I look forward to continuing this with you all.

f) Curriculum Report- Curriculum Chair, Sean Moore

We've had a busy and productive summer. We have 130 courses that received DE Addendum approval. We have 60 that still need DE Addendum approval and I sent these remaining ones out to be able to get these done. The Faculty Course Originators did a great job this summer and I am proud of them. Thank you to everyone.

g) Distance Education Report- Distance Education Faculty Coordinator, Susan Johnson

I have just started in my role as the DE Faculty Coordinator. We will be approving some of those courses that still have DE Addendums. I wanted to let everyone know that J. Philips has moved into the role of Instructional Designer which means that we will have more help and projects with professional development and online teaching.

h) Faculty Development Report- Faculty Development Committee Co-Chair, Judith Crozier

Because S. Johnson is the new DEFC she is stepping down from the co-chair of FDC as have I. We need a new chair or co-chair. I will be sticking around to help with the transition if anyone would like that. We have representation from every division for the FDC. We created this document in the Professional Development Task Force which spells out what we are doing and how we tie in with Professional Development. If you are interested in this, we will be meeting twice monthly. We also created a job coordinator position which was approved by Senate but has not yet been approved by the school. We are in a holding pattern with this. S. Johnson- We are meeting with Dr. Curry on Friday to finalize our proposals with the task force. J. Crozier- If you are looking for professional development opportunities, they are listed on the PD website. We have Book Club starting which is a very important book addressing homelessness and housing insecurities in higher education.

5) Unfinished Business/Tabled Business

6) New Business

- a. Consent Agenda Approvals – (First, Second Read and Vote). Motion to open discussion- Gillis/Moore. M. Moldoveanu- It is a fairly long list and is in the packet that was emailed. S. Moore- This document illustrates courses that met approval over the summer. These courses may be continued to be offered. Motion to close discussion- Gillis/Moore. Motion to approve Curriculum Items Summer 2020- Gillis/Schwitkis. Vote take and the motion carries.
- b. New DE Addendum Language. Motion to open discussion- Schwitkis/Moore. M. Moldoveanu- Please take a moment to read this statement. S. Moore- This was approved by the Curriculum Committee over the summer. This is going to allow some courses such as CTE courses that would not normally be offered online, to be able to be offered online. If there are any questions that I can help address, please let me know. One small grammatical revision. Motion to close discussion- Schwitkis/Gillis.
- c. Academic Senate – J. Mills- We have two elections coming up at the next meeting for Adjunct Senator and Curriculum Chair
 - i. Nominations for Adjunct Senators.
 - S. Moore- Crystal McMichael
 - H. Schumacher- Victoria Martinez
 - V. Woodward- Scott Wolfe
 - K. Radcliffe- Christian Green

- Motion to close nominations Gillis/ Moore.
- ii. Nominations for Curriculum Chair.
Motion to open nominations- Gillis/Schwitkis.
A. Gillis- S. Moore
Motion to close nominations Gillis/Schwitkis.
- d. Introduce VP of Academic Affairs – Sheri Berger. Done during the VP Report.
- e. BP 4020 – Program Curriculum and Course Development. Motion to open discussion- Schwitkis/Mills. S. Berger- This is the 1st read to get feedback for the 2nd read. This went to the Curriculum Committee on Tuesday. This does not have any substantial changes to the existing policy. Motion to close discussion- Gillis/Schwitkis.
- f. AR 4020 – Program Curriculum and Course Development. Motion to open discussion- Mills/Schwitkis. S. Berger- It is all in italics because it is all new. This information already exists in the Curriculum Handbook and this ensures that we have a regulation that governs what we are doing. This has formalities and regulations. Motion to close discussion- Gillis/Schwitkis.
- g. AR 4025 – Philosophy and Criteria for Associate Degree. Motion to open discussion- Gillis/Schwitkis. S. Berger- It is all in italics because it is all new. This regulation codifies what it means to be general education. Discussed each of the discipline areas. This takes all of the information from the catalog and Title V and puts it together in the regulation. Since I got here there is so much that has been happening with justice and race. The Chancellor’s Office has put out a call to action. This is a curriculum issue and we may want to think about adding a Culture, Diversity and Equity requirement. We would not be adding to students unit load but among their required courses, one would need to come from this area. Before this gets too far down, we can address this now instead of having to bring this back. M. Moldoveanu- We would like to put together a task force or committee to work together and strategize. We are having a brief meeting on the 10th with a small group to strategize on who else we would need to be part of the group. Discussion followed. S. Berger- I will hold off on bringing this particular regulation back. Motion to close discussion- Gillis/Mills.
- h. BP 4030 – Academic Freedom. Motion to open discussion- Mills/Schwitkis. S. Berger- This is the existing policy. Nothing substantially changed. Motion to close discussion- Schwitkis/Gillis.
- i. BP 4260 – Prerequisites and Corequisites. Motion to open discussion- Gillis/Maruri. S. Berger- This is the existing policy. The biggest change is the words prerequisite and corequisite are not hyphenated. Motion to close discussion- Gillis/Barragan-Echeverria.
- j. AP 4260 – Prerequisites and Corequisites. Motion to open discussion- Schwitkis/Gillis. S. Berger- This comes right out of Title V. What this says is that the faculty in the discipline are the ones to make the recommendations for these. Further explanation followed. Motion to close discussion- Gillis/Schwitkis.
- k. Faculty Development Committee and Professional Development Committee Relationship. Motion to open discussion- Schwitkis/Gillis. J. Crozier-The FDC needs to be more geared towards faculty needs. We are in charge of Flex Day and it is an incredible amount of work and we do not have any release time. We should have a voice in the development of activities and there should be a union of these areas so that we can work together to develop Flex Day. Discussion followed. Motion to close discussion- Gillis/Schwitkis.
- l. Faculty Development Committee – Nominations for Co-Chair. Motion to open discussion- Schwitkis/Crozier. M. Moldoveanu-The FDC is requesting anyone who may be interested in the position. If you would like to self-nominate at this time or you can get back to me or J. Crozier if you need a bit of time to think about it. A. Gillis- Can we put on the record where this election takes place and who can run for this. K. Schwitkis- Whatever rules the Academic Senate sets for itself, flow out to the other committees. Motion to close discussion and table- Gillis/Moore.
- m. Professional Development Pre-Approval and Payment Process Review. Motion to table- Schwitkis/Gillis. Vote taken and the motion carries.
- n. Role of Workforce Development at Compton College. Motion to table- Gillis/Moore. Vote taken and the motion carries.
- o. Cooperative Work Experience Education. Motion to table- Gillis/Moore. Vote taken and the motion carries.

7) Informational Items

- a. New Hires- M. Moldoveanu- I will be getting more information from Human Resources on this and will

be able to speak on this more next time.

- i. Full Time
- ii. Part Time
- b. Amber Gillis – Serving on the Resolution Writing Committee of the ASCCC
- c. Gayathri Manikandan – Featured in the CCCC Digital Futures Newsletter in July, 2020
- d. Elizabeth Walker – Serving on the Part Time Faculty Committee of the ASCCC
- e. Elizabeth Walker – Featured in the Rostrum in July, 2020
- f. Senate Subcommittees Use of Brown Act
- g. Robert’s Rules of Order Documents- Please take a look at the attached document that I created so that committees will know if they must use Roberts Rules of Order as well as a simplified guide.

8) Future Agenda Items

- a. Senate Elections
- b. Inclusion of OER in New Course Development
- c. Encourage Faculty Use of OER in All Courses
- d. Discuss Length of Terms for Different Senate Positions

9) Adjournment- 2:21 pm Gillis/Schwitkis

Next Scheduled Meeting: September 17 at 12:30pm
Zoom <https://cccconfer.zoom.us/j/91210951098>

Emergency DE Addendum Fully Online Statement

“A course may be offered fully online when the president of the college issues a state of emergency. The dean and division chair shall rely primarily on the assigned faculty for a recommendation to provide the course(s) entirely online for the present and or subsequent semesters/terms. The District and the assigned faculty shall mutually agree upon the implementation of the fully online course(s).”



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

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

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

References:

Education Code Sections 70901(b), 70902(b), and 78016;
Title 5 Sections 51000, 51022, 55100, 55130 and 55150;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
~~34~~ Code of Federal Regulations *Title 34 Sections-Parts* 600.2, 602.24, 603.24, and 668.8;
ACCJC Accreditation Standards II.A and II.A.9 Philosophy and Criteria for Associate Degree

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

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

Furthermore, these procedures shall include:

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

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

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

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

Credit Hour

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

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

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

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

Applicable Administrative Regulation:

AR 4020 Program, Curriculum, and Course Development



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

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

Issued: November 17, 2020

References:

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

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

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

- *The Curriculum Committee and the District governing Board have approved each credit course pursuant to Title 5 §55002.5 and the Chancellor’s Office Program and Course Approval Handbook.*
- *The college promptly reports all credit courses approved by the district governing board to the Chancellor’s Office Curriculum Inventory and Management Information Systems.*
- *College personnel involved in the credit course approval process, including members of the curriculum committee, are provided with training regarding the rules, regulations and local policies applicable to the approval of credit courses per Title 5 §55100 and §55130.*

Credit Hour

The College Curriculum Committee reviews all credit courses for compliance with credit hour calculations in accordance with Title 5 and Chancellor’s Office policy. Title 5, section 55002.5(a) defines one credit hour of community college work (one unit of credit) as a minimum of 48 hours of total student work, which may include inside and/or outside-of-class hours. The Chancellor’s Office further defines this by using each college’s fiscally approved calendar as the divisor for the calculations of units using the following equation. At Compton College the primary terms are 18 weeks in length but are currently offered in a 16-week compressed format. This makes the hours-per-unit divisor 54 hours. Title 5, section 55002.5(e) allows credit hours for all courses to be awarded in increments of one unit or less. The Chancellor’s office requires colleges to award units of credit in a minimum of 0.5 units.



**COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS**

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

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

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

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

Definitions for the terms used above:

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

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

<i>Instructional Category</i>	<i>In-Class Hours*</i>	<i>Outside-of-Class Hours*</i>
<i>Lecture (Lecture, Discussion, Seminar and Related Work)</i>	<i>1 hr/week 18 total hours</i>	<i>2 hrs/week 36 total hours</i>
<i>Activity (Activity, Lab w/ Homework, Studio, and Similar)</i>	<i>2 hrs/week 36 total hours</i>	<i>1 hr/week 18 total hours</i>
<i>Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)</i>	<i>3 hrs/week 54 total hours</i>	<i>0 hrs</i>

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



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

2. *Cooperative Work Experience Formula*

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

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

3. *Clock Hour Courses/Programs*

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

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

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

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



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4030 Academic Freedom

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

References:

Title 5 Section 51023

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

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

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

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

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



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

**BP 4260 ~~Pre-Requisites~~Prerequisites
and ~~Co-requisites~~Corequisites**

**Issued: October 18, 2016
Revised: November 17, 2020**

References:

Title 5 Sections 55000 and 55003

The *President/Chief Executive Officer (CEO)* is authorized to establish ~~pre-requisites~~ *prerequisites*, ~~Co-requisites~~, and advisories on recommended preparation for courses in the curriculum *in consultation with the Academic Senate*. All such ~~pre-requisites~~ *prerequisites*, ~~co-requisites~~ *corequisites*, and advisories shall be established in accordance with the standards set out in Title 5. Any ~~pre-requisites~~ *prerequisites*, ~~co-requisites~~ *corequisites*, or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which a ~~pre-requisites~~ *prerequisites* or ~~co-requisites~~ *corequisites*, and advisories shall be identified in District publications available to students.

The *President/CEO* ~~Chief Executive Officer~~ shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that the policy is implemented according to the standards set *forth* in Title 5.

Applicable Administrative Regulations:

AR 4260 - Prerequisites and Corequisites



AR 4260 Prerequisites and Corequisites

Issued: November 17, 2020

References:

*Board Policy 4260 – Prerequisites and Corequisites
Title 5 Sections 55000, 55003, and 58106*

Prerequisites, corequisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, corequisites, advisories, and limitations do not constitute unjustifiable obstacles to student success and access.

The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department are responsible for establishing prerequisites and corequisites through the curriculum process. The approval of a prerequisite or corequisite must be based on the determination that it is necessary and appropriate for a student's readiness to enter a course or program.

The level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review or content review with statistical validation. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements. Prerequisites, corequisites, and advisories shall be reviewed at least once every six years, except that prerequisites, corequisites, and advisories for vocational courses or programs shall be reviewed every two years.

No prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review or content review with statistical validation if:

- 1. it is required by statute or regulation;*
- 2. it is part of a closely-related lecture-laboratory course pairing within a discipline;*
- 3. it is required by four-year institutions;*
- 4. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or*
- 5. it is a corequisite that has been recommended through placement guidelines approved by the Chancellor for the California Community Colleges.*

A course Prerequisite, Corequisite, Recommended Preparation or Enrollment Limitation is subject to change. Questions regarding the status of the conditions of enrollment for a particular course should be directed to the academic division responsible for the course.

The curriculum review process is described in the College Curriculum Handbook.



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

Definitions:

Prerequisite: A Prerequisite is a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. A prerequisite must be met before enrolling in a course or educational program.

Corequisite: A Corequisite is a condition of enrollment consisting of a course that a student is required to take simultaneously to enroll in another course.

Recommended Preparation: Recommended Preparation is a condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or educational program.

Enrollment Limitation: An Enrollment Limitation means that a student may be required to meet certain conditions before enrolling in a course. This may apply to such courses as intercollegiate competition courses, public performance courses, or honors courses, or courses with legal requirements imposed by statutes, regulations, or contracts.

Challenging a Prerequisite or Corequisite:

Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question.

Grounds for challenge are:

1. The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
2. The prerequisite or corequisite is in violation of Title 5, Section 55003;
3. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite; or
5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.



THE COMPTON COLLEGE ACADEMIC SENATE

A RESOLUTION TO DECLARE THAT EQUITY AND BLACK LIVES MATTER

WHEREAS, the Compton College Academic Senate acknowledges the long history of racism, discrimination and injustice in the United States that manifests itself in the high rates of police brutality, increased rates of incarceration, lower socio-economic status and reduced opportunities for historically underrepresented peoples; and

WHEREAS, the educational system that was originally designed for white males has not been sufficiently reformed and instead continues to perpetuate unjust, inequitable and unfair practices that continue to erase the contribution and participation of underrepresented groups; and

WHEREAS, educational institutions should help bridge the socio-economic divide, and be spring boards for underserved groups by providing knowledge, skills, resources and the social and cultural capital for the members of these groups to thrive; and

WHEREAS, Compton College, serving primarily students belonging to historically under-represented groups should be a leader in promoting attitudes of justice, fairness and inclusivity; and

WHEREAS, as citizens, residents and immigrants living in the United States we understand that all our lives are interconnected and one group's perils will negatively affect all others.

NOW THEREFORE, BE IT RESOLVED, that the Compton College Academic Senate reaffirms its commitment to upholding the rights and freedoms of ALL human beings fairly, equitably and justly; and

BE IT FURTHER RESOLVED, that the Compton College Academic Senate is committed to improving the cultural education and cultural intelligence of all of its constituent groups, and to fostering attitudes of unity, solidarity and togetherness; and

BE IT FURTHER RESOLVED, that the Compton College Academic Senate pledges to treat all of its campus members with dignity and respect and to be an ally to Black Lives Matter; and

BE IT FURTHER RESOLVED, that the Compton College Academic Senate will urge all faculty members to create culturally relevant and inclusive curriculum to highlight the injustices of this country and to the unfair treatment of historically underrepresented groups in many aspects of our society; to include the voices of historically underrepresented groups in course material selection, and to increase awareness of implicit bias, stereotypes, discrimination, individual and systemic racism, and genocides.

BE IT FURTHER RESOLVED, that the Compton College Academic Senate will take the Chancellor's Call to Action with the greatest seriousness and work together to achieve an inclusive, just and equitable campus.