



Compton College Academic Senate Agenda



President: Amber Gillis
Date: December 6, 2018
Location: Boardroom

Secretary: Nikki Williams
Time: 1:00-2:30pm

Vision

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

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.

Accreditation Standards

This division meeting aligns to the following:

- 1.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- 2.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Attendees

- | | | |
|--|--|---|
| <input type="checkbox"/> E. French Preston | <input type="checkbox"/> H. Estrada | <input type="checkbox"/> S. Thomas |
| <input type="checkbox"/> J. Evans | <input type="checkbox"/> H. Pham | <input type="checkbox"/> D. McPatchell |
| <input type="checkbox"/> A. Gillis | <input type="checkbox"/> J. Villalobos | <input type="checkbox"/> R. Ekimyan |
| <input type="checkbox"/> J. Mills | <input type="checkbox"/> K. Schwitkis | <input type="checkbox"/> A. Cortez-Perez |
| <input type="checkbox"/> M. Khan | <input type="checkbox"/> R. Sidhu | <input type="checkbox"/> M. Moldoveanu |
| <input type="checkbox"/> B. Kooiman | <input type="checkbox"/> A. Valdry | <input type="checkbox"/> S. Atkinson-Alston |
| <input type="checkbox"/> V. Haynes | <input type="checkbox"/> M. Roeun | |
| <input type="checkbox"/> P. Richardson | <input type="checkbox"/> H. Schumacher | |
| <input type="checkbox"/> N. Williams | <input type="checkbox"/> P. Flor | |

Agenda Items

- I. CALL TO ORDER (1:00)**
- II. APPROVAL OF AGENDA (1:00)**
- III. APPROVAL OF MINUTES (1:00-1:05)**
November 15, 2018 Minutes
- IV. Resolutions (1:05-1:15)**
 - 1. Ms. Jennell Allen
 - 2. Dr. Sylvia Arroyo
 - 3. Dr. Ikaweba Bunting
- V. ACTION ITEMS-UNFINISHED BUSINESS (1:15-1:35)**
 - 1. Second Read and Vote: Most Popular Majors and Programs Document – Dr. Atkinson-Alston, Amber Gillis
 - 2. Second Read and Vote: AR4100 – Graduation Requirements for Degrees and Certificates
 - 3. Second Read and Vote: AR4101 – Independent Study
 - 4. Second Read and Vote: AR4250 – Probation, Dismissal, and Readmission
 - 5. Second “Read”/Update: Compton College Making Decisions Document
 - 6. Honors Contracts and Program Status Inquiry
- VI. NEW BUSINESS (1:35-1:50)**
 - 1. Maxient Information Presentation and AIMS Committee– Lt. Box and Christine Aldrich
- VII. REPORTS (1:50-2:20)**
 - 1. President’s Report
 - 2. Vice President’s Report
 - 3. Faculty Representative
 - 4. Curriculum Chair
 - 5. Guided Pathways
 - 6. Academic Affairs
 - 7. Distance Education
- VIII. EVENTS/ANNOUNCEMENTS (2:20-2:30)**
 - 1. Real #114 Conference on Food and Housing Insecurities – Dec 7, 2018
 - 2. Holiday Celebration – Wednesday, December 12, 2018 1-2pm
 - 3. Miscellaneous Guest Announcements
- IX. FUTURE AGENDA ITEMS**
 - 1. Academic Senate Mace
 - 2. Making Decisions Document Workgroups
 - 3. Academic Senate Meeting Time Change – Spring 2019
 - 4. Compton College Academic Senate Retreat – Spring 2019
- X. ADJOURNMENT**

**The Next Scheduled Meeting: February 21, 2019
1:00pm / Boardroom**



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

BP 2520 Academic Senate

Issued: May 19, 2015

Reference:

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

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

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

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

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

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

FALL 2018

| | |
|--------------|------------|
| August 30 | Board Room |
| September 6 | Board Room |
| September 20 | Board Room |
| October 4 | Board Room |
| October 18 | Board Room |
| November 1 | Board Room |
| November 15* | Board Room |
| December 6 | Board Room |

SPRING 2019

| | |
|-------------|------------|
| February 21 | Board Room |
| March 7 | Board Room |
| March 21 | Board Room |
| April 4 | Board Room |
| April 18 | Board Room |
| May 2 | Board Room |
| May 16 | Board Room |
| June 6 | Board Room |

*Adjusted for the holiday

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st & 3rd Tuesdays)

FALL 2018

| | |
|-------------------------|--------------------|
| September 4 | Dist. Ed. room 166 |
| September 18 | Dist. Ed. room 166 |
| October 2 | Dist. Ed. room 166 |
| October 16 | Dist. Ed. room 166 |
| November 6 | Dist. Ed. room 166 |
| November 20 | Dist. Ed. room 166 |
| December 4 | Dist. Ed. Room 166 |
| December 11 (Tentative) | Dist. Ed. room 166 |

SPRING 2019

| | |
|--------------------|--------------------|
| February 19 | Dist. Ed. room 166 |
| March 5 | Dist. Ed. room 166 |
| March 19 | Dist. Ed. room 166 |
| April 2 | Dist. Ed. room 166 |
| April 16 | Dist. Ed. room 166 |
| May 7 | Dist. Ed. room 166 |
| May 21 | Dist. Ed. Room 166 |
| June 4 (Tentative) | Dist. Ed. room 166 |

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.

CCCD Academic Senate Roster

2018-2019 (19 members)

Officers:

| | |
|--|------------------------|
| President/ <i>Chairperson</i> | Amber Gillis (18-21) |
| Past President/ <i>Past Chairperson</i> | Paul M. Flor (18-19) |
| President-Elect/ <i>Chairperson-Elect</i> | |
| Vice President/ <i>Vice Chairperson</i> | Jesse Mills (18-19) |
| Secretary/ <i>Secretary</i> | Nikki Williams (18-19) |
| Curriculum/ <i>Curriculum Representative</i> | Roza Ekyiman (18-19) |
| <i>Adjunct Representative</i> | Mahbub Khan (18-19) |
| Board Representative | Jerome Evans (18-19) |

Members:

Career and Technical Education (2)

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

Health and Human Services (2)

Shirley Thomas (18-19)
Hoa Pham (19-20)

Humanities (2)

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

Social Sciences and Fine Arts (2)

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

Mathematics (2)

Malinni Roeun (19-20)
Jose Villalobos (18-19)

Science (2)

Kent Schwitkis (18-19)
Rajinder Sidhu (19-20)

Library and Learning Resource Unit (1)

Andree Valdry (20-21)

Counseling (2)

Holly Schumacher (20-21)
Vanessa Haynes (18-19)
Paul M. Flor, *Past President/Past Chairperson*

At-Large (2)

Jerome Evans (20-21)
Amber Gillis (18-19)

Adjunct Representatives (2)

Mahbub Khan (18-19), *Adjunct Representative*
(20-21)



ACADEMIC SENATE MINUTES

Thursday, November 15th, 2018 1:00 p.m. Board Room

Attendance

Senators

Harvey Estrada
Jerome Evans
Roza Ekimyan
Paul Flor
Amber Gillis
Hoa Pham
Vanessa Haynes
Mahbub Khan
Jesse Mills
Minodora Moldoveanu
Kent Schwitkis
Brent Kooiman
Rajinder Sidhu
Holly Schumacher
Andree Valdry
Jose Villalobos
Nikki Williams
Stephanie Atkinson-Alston

Visitors

Carlos Maruri
Shemiran Lazar
Aurora Cortez-Perez
Debra Ann Arviso
Gayathri Manikandan
Kendahl Radcliffe
Judy Crozier
Liza Rios
Emma Adams
Jennifer Hill
Chris Halligan

- I. **CALL TO ORDER** -1:13p.m. Amber Gillis
- II. **APPROVAL OF AGENDA** – Amending agenda- In New Business, change the word edit to feedback for item number 5- Approved- Evans/Schwitkis
- III. **APPROVAL OF MINUTES** –Approved- Schwitkis/Mills
- IV. **REPORTS**

President's Report- Amber Gillis reporting.

- Thanked everyone for coming to Curriculum Daze. People were surprised that we had the turnout that we did. We talked about meta-majors. V. Haynes stated that we should work on having our names on the sign in list. We should group people together: classified, faculty, and students. Each should have different sign in sheets.
- Consultative Council- Dr. Curry was happy that people came to the Taste of Thanksgiving. He would like to see more seating outside and he commented that the wait was too long. There were some suggestions that we could offer two-sided serving. There was an update on the Enrollment Management Plan. They are

redefining what it is since it needs to include Guided Pathways. Discussed the *Making Decisions* document which she will cover a bit later with the agenda item. A conversation started about thinking outside the box and what faculty want on campus. Students would like to have a conversation with MTA to get a shuttle that can get them to the bus stop. There are banners being printed for veterans, an all-inclusive banner as well as one for DACA. They are also looking at a banner for the FIST program but they are having a conversation about what the image should be in order to be sensitive to students enrolled in the program.

Vice President- Jesse Mills reporting.

- Nothing from College Council.
- SLO Coordinator and all SLO Facilitators- All faculty must enter their SLOs to Nuventive and in order to do this, faculty need to have a Compton email address. The SLO team is making sure that the information is getting transferred over. There are a lot of 2018 program reviews that have not been submitted. The committee is just waiting for the late reports to come in to get them on the website.

Board Representative – Jerome Evans reporting.

- Lauren Sosenco- presented on the Student Centered Funding Formula at the Board Meeting. The three reports presented at the board meeting can be found online at Board Docs.
- Consultative Council- Linda Owens gave an update on Compton College projects.
- Nicole Jones stated that she wanted to thank the Senate for being so gracious.

Curriculum: Roza Ekimyan reporting.

- CurricUNET META- We are currently aligning it. We have 46 classes which we will be approving as part of this committee. We will be doing this in the spring. Our infrastructure is moving forward.

Vice President of Academic Affairs: Stephanie Atkinson-Alston reporting.

- No report

Guided Pathways- Vanessa Haynes reporting.

- The next meeting is November 21, 2018 in the Board Room at 2pm. We are working with L. Sosenco on the meta-majors descriptions. She would like to have as many people attend the next meeting.

FACCC- Chris Halligan reporting.

- Membership drive advocacy- C. Halligan distributed a sheet detailing FACCC and why it is important to keep our membership strong. FACCC fought for DACA students and for concrete changes to the funding formula. Discussed what comes with being involved in FACCC. It is now more important than ever because we have a lot of new faculty and we need to get them involved so that we can continue to protect our students.

V. ACTION ITEMS-UNFINISHED BUSINESS

- Curriculum Handbook- R. Ekimyan spoke about the need for every campus to have a Curriculum Handbook. We need one that is shaped for our school. This is a working document. If there are changes to it, we will be making them as we go along. We are

one of the few schools that has a curriculum handbook. Thanked everyone who worked on the handbook. Schwitkis/Evans motion to adopt the revised curriculum handbook. Motion passes.

VI. NEW BUSINESS

- First Read- Most Popular Majors document was sent in an email from Dr. K. Curry. How will we align the most granted awards with our meta-majors? We really need to take a deep look at this, not just for grammatical errors but for the content as well. There are corrections that were made to the meta-majors document at Curriculum Daze. Discussion followed about what the document means.

First read for the following Administrative Regulations. Please take a look at them to provide feedback at the next meeting.

- AR 4100
- AR 4101
- AR 4250
- Included in the packet is the *Making Decisions* document. This was brought forward by K. Curry to begin to look at this document. In Consultative Council, people were asked to take this to their constituent groups to begin to shape this document. This is an inclusive document of all the groups on campus and we need to make sure that we are getting feedback from all groups. Maybe we need to have something like Curriculum Daze to sit down and do the document together. We are just starting to have the conversation about this document and putting it together.

VII. Information- Discussion Items

- Honors Contract- A. Gillis gave background information about what is going on with this issue. Background: On October 18th, 2018, Academic Senate heard a presentation from Honors Coordinator, Dr. French-Preston. After her presentation, conversation ensued regarding the status of honors contracts. Dr. Peju also asked Senate directly what their stance was on contracts to which A. Gillis replied “I’m not sure.” A. Gillis further explained that Academic Senate did not receive any information about changes in Honors Contract availability to students, and this became a matter for additional discussion. Subsequently, over the last few weeks, A. Gillis received a few emails regarding this matter from faculty. Faculty are concerned and confused about what is happening with contracts. A. Gillis also made clear that she didn’t receive any feedback that faculty are against an honors program; however, the question is arising about how to serve students appropriately while any changes to the honors program are being made.
- Gillis sets the floor with some words about decorum during debate from Robert’s Rules of Order and explains what “Point of Order” is to ensure that the conversation to ensue is professional and free from slander and cross-talk. A. Gillis then reads, “When engaging in debate, it is important that we engage in healthy, constructive dialog that allows other members to be heard. “In debate, a member must confine himself to the question before the assembly, and avoid personalities” (Rules Online, VII. Debate 43). The focus must remain on the question that is posed by the Chair and remain within our 10+1 purview. Comments or discussions that venture off topic from the question raised can and will result in the calling of “point of order.” This can be called by any Senator and the person speaking will stop and await direction from the Chair. The Chair at this time will either ask for clarification from the person speaking, or restate the question and conversation will proceed. Source: New Robert’s Rules of Order, Section VII. Debate 42-5).”

- A. Gillis then clarifies that the conversation that needs to happen is that we need to stick to as many facts as possible and we want to make sure that we do right by the students. Question that we need to consider: **What are the best options for Compton College students to achieve honors status, and while this question is being considered and an answer developed, what are we doing for students in the interim?**
- L. Rios comes to protest the redesign of the honors program. For the record, during 2017-2018, 117 Compton College students submitted honors contracts and more than 75% completed the honors contracts. Not a single student is participating in the current year because no one is running it. While the honors page on the Compton college website remains intact, students actually cannot apply. The program that we had is the one that El Camino helped us design and there are many colleges, including Cerritos College, who she was in contact with that have this type of program. 60% of campuses do it this way. She referenced the job description for the honors transfer program faculty coordinator who has not been fulfilled her duties this semester. We are the only college that is not offering honors courses this semester and this is such a disservice to the students. They are motivated to fulfill the contract because of the push that they get from their professors. They will be discouraged to take this on because there will only be a few classes that are designated as honors. H. Pham stated that looking at the duties and responsibilities 3rd from the bottom- who is the academic dean of the honors? This falls under Division III. Dr. A stated that this is temporary. J. Evans asked why this is under Division III and this is because each dean has a coordinator position under them. P. Flor asked if this change was made in consultation with C. Subramanian. Dr. Preston consulted with Dr. Peju. Dr. A asked where the honors contracts are at this moment. H. Schumacher spoke with Dr. Preston about the honors contracts because Dr. Preston stated that students will not be getting the proper credit on their transcript. J. Hill stated so that you have the most current information you can look on the UCLA website and see that community colleges do use honors contracts.
- P. Flor asked if contracts were given to students who are not with a course that has an H designation on the course. J. Hill stated that honors course contracts do not work this way- any transfer level course can be used by the student to get honors designation. Discussion followed to clarify what this means. A. Gillis stated that there are 3 students who are in question to get their honors class designation and needed verification. This has been completed and there are no outstanding honors designations. V. Haynes stated that she really did not have an understanding of what the honors contracts are and that we need to have Dr. French-Preston present to discuss this fully. The matter has been tabled until the next meeting.

VIII. Events/Meetings

MOTION TO ADJOURN – Approved – 2:49 p.m.



Curriculum Daze- Program Plan and Meta Major Discussion Summary

On Friday, November 9, 2018, Compton College hosted a Curriculum Daze event for faculty, staff, administrators, and students. Approximately 50 people, representing all four groups mentioned above, were in attendance. Part of the agenda was to introduce “meta-majors” and solicit feedback from participants.

The event included a counseling session role play, Division discussion, and a facilitated group discussion about proposed meta-majors. Below is a summary of the feedback received and a revised meta-major chart for further vetting with the Compton College community. Please note that participants offered some of this feedback after the event. Contributions are credited to participant if known.

Role Play

- Essie French-Preston led the role play, and a student volunteered and a classified staff member sat in to observe the mock session. French-Preston spoke to the student about her goals and asked her some questions about her full time/ part time status, as well as her timeframe for completion. Then French-Preston described a two year pathway that would help the student complete her program requirements.
- Comments from attendees are noted below:
 - “I liked the positive energy. The counselor was knowledgeable about the pathway and spoke about some of the opportunities and services at Compton College. However, there was not much listening by counselor in role play.” Participants spoke about how a counselor should ask questions to make sure they know the student’s goals. The counselors need to assess what the students want and need before they assign a pathway and begin to talk about coursework. Although French-Preston did ask the student about her major, goals, and unit load, some attendees felt this was not enough.
 - One participant commented, “It feels like counselors are rushed.” Student participants commented that they feel like a number and counselors do not take the time to really talk to students. One instructor commented that she assigns transfer students to make a comprehensive education plan, including checking ASSIST and IGETC to teach them to make a transfer plan. She said that once students see a counselor, they often bring back a one or two semester education plan and mention being rushed. Counselors responded to comments regarding rushed sessions, mentioning that if you see a counselor during the registration period, their goal is to get students to the next level as quickly as possible. If you make an appointment, it will be more relaxed. In addition, feedback will be more detailed after entering the program, so the initial session is just giving out information. This may be overwhelming, especially if a student is attending college for the first time.
 - One student said, “I’ve been here 2 years and don’t know what I’m doing. I wanted to do Fire Tech but the program is going away. I’ve had intrusive/comprehensive counseling sessions. I’ve seen different counselors who are confused or don’t come back.” This

- experience creates confusion because students hear different information from each counselor. The student mentioned a Pathway like the one in the role play is clear and would have helped him. Participants replied to this student that pathways are new and will be implemented in the future. Further discussion led to the conclusion that counselors that work for a division or department would be helpful since they would focus on their area and be knowledgeable of the intricacies to complete a program or prepare for transfer. Someone suggested Program Pathways mappers would be helpful.
- Another student said, “I went in for Business major, but was advised to take General Studies.” This brought up comments about the courses and majors offered at Compton. Students would often have to take courses in El Camino College so the transition will have to deal with majors and career paths that may not be directly offered by our campus. Participants reported that missing classes at Compton College is often why students are directed towards a General Studies degree. Dr. A said that with the implementation of the Pathways, the college is committing to run the classes defined in the Pathways.
 - One attendee recommended that students need to take more ownership of their education; students should become familiar the Course Catalog and take control of their career plan. They mentioned that Universities are hands off so this is important. Another student stated that students need to take advantage of resources, e.g., EOPS. They appreciate that the counselor pointed student to self-support resources.
 - Another student spoke up and mentioned they had “two great counselor experiences.” Some of the reasons were that the counselors took the time to answer their questions and gave them support services specific to their needs.
 - Discussion moved to other topics:
 - Some areas (nursing and child development, for example) have lots of red tape, so after 2 or 3 years in a program, students find they can’t proceed because of a conviction on their record.
 - Assessment: **Q:** What if students don’t come in @ ENGL-1A or transferable Math level? **A:** Proposals to address these situations are forthcoming from math and English faculty, which will include Bridge and Jumpstart, supplemental instruction, etc.
 - **Q:** How can students without H.S. prep complete Math in 1st year? **A:** Support will be provided. There is still a refresher class in the curriculum that is below transfer level. Note that completion of a GED is a requirement for Financial Aid’s “Ability to Benefit” test. Mentioned formerly incarcerated students are assessed internally if no transcript data is available. Partial transcripts and self-placement can be used, even without a diploma.

Division Breakout sessions:

Notes only available for Division 1 and 3.

Division 1:

- Nursing has a printout with degree plan for AS-T
- What is the difference between AA and AS?
- S.A.P. – Keep it in mind when advising, as financial aid eligibility is affected by W’s vs. D’s and F’s
- Changing recommended preparation for 190
- Student commented that he was working on a certificate, but didn’t pass the state exam, and now must repeat coursework to qualify to take exam again. What are the financial aid implications? Financial Aid rep noted that they would not fund repeated courses that the student already passed.

- Implications of carrying a load to get out in 2 years vs. keeping up grade point average but taking longer to complete.
- Implications of the Catalogue of record, and subsequent changes to requirements.
- Regarding the AA in Child Development: ENGL-1A and 1B are required, but if you need 1C, you will not finish in 2 years. Is 1C required to transfer?
- Seems requirements are changing depending on who you talk to. Getting bounced to different counselors and getting conflicting information (referring to EOPS)

Division 3

- The group would like to relabel “English” to “English Literature/Rhetoric and Composition” to make sure that there is a clear distinction between ESL students and English majors. (Valerie Woodward and Dalia Juarez). Aurora (ESL instructor) mentioned telling her ESL students to change their major from English to their true education goal, once they are in her class. We do not know how many actually change their major. She also encourages them to go see a counselor to try to complete a major once they finish with ESL.
- Discussed whether English 1B or English 1C could be added to the pathway as a winter course for the first year. The group not reach a conclusion for either course but agreed a course should be offered during winter term. There was also discussion about the availability of courses term to term to make sure students can take classes outlined on the pathway. To make sure that there is some variety, the group discussed offering different literature courses (American vs British, for example,) during different terms. There was also a plan to organize courses so that two days offer literature courses and the other two offer critical thinking courses. This creates a sort of block schedule for students.
- The group mentioned that to make sure GPS is successful, there needs to be an effort to increase support staff, DSPS support, and counselors available. Student services and support need to be in place for students with learning disabilities and those that need remediation. Adult school was mentioned as a possible bridge to transfer level courses. Can our campus move towards this? What are we doing in the community?
- Students are coming to our campus because of the service we provide and the connections they make with staff and faculty. We need to also offer top of the line resources and facilities to be competitive. We need better integration and collaboration as a campus to make sure that services are being used and properly advertised. Dalia discussed creating drop in sessions during winter term for faculty and staff to learn more about and be prepared for AB705.

Meta-Majors

To conclude the Curriculum Daze session, the group began to discuss the Potential Meta-Majors for Compton College (page 5).

- There was discussion about the naming convention of the document. Some of these changes are written out below and are reflected on the Potential Meta-Major document.
 - Relabel “English” to “English Literature/Rhetoric and Composition” to make sure that there is a clear distinction between ESL students and English majors. (Valerie Woodward and Dalia Juarez).
 - There was a request to change “Business and Industrial” to “Business and Industrial Studies” (Dr. Peju). The group agreed.
 - A student participant pointed to “Health and Public Safety” and asked if Administration of Justice should be under Social Science. Faculty responded and said that many AJ students go into policing, so it makes sense to keep it under Public Safety.

- Change the “Health & Public Safety” label to “Public Health & Social Services” (Paul Flor). After this Curriculum Daze event, the new label was questioned again by an administrator who asked why Administration of Justice was under Public Health & Social Services. The recommendation was made to change it back to Health & Public Safety.
- Another participant asked, “Under ‘Health and Public Safety’ what does ‘Pre-Nursing’ mean?” Faculty responded saying this is for student who takes pre-requisites for transfer to a 4 yr. institution without an AA.
- Liberal Studies is usually a major for teachers. Can it be renamed to “Elementary Teacher Education”? Is there a better name for the degree? Does this type of change have to go through the Curriculum process to change? (Valerie Woodward). It was clarified that the name is meant to be broader to apply to other degrees. For example, Liberal Studies at Compton is different than the degree at CSUDH, which would be to prepare students for teaching a wider variety of grades. Someone mentioned that part of changing names of majors could have an effect on the curriculum so it is important to be careful. Another person asked if “Elementary Education ADT and Elementary Teacher Education AA-T was approved? It was mistakenly noted that this major was not approved. It was stated that if a major or program is not on the list, it was not approved by the board. [Later determined that the Elementary Teacher Education AA-T was on the board approved list]
- General Studies degrees were another topic that called for changes in the document. General Studies awards have various emphases and there was discussion about how to group these awards as well as what category all or some of the awards should fall under.
 - Re-label “Culture & Communication” to General Studies with an emphasis in Culture and Communication. Make the same edits to “Fine & Applied Arts,” “Arts & Humanities,” “Biological & Physical Sciences,” and “Social & Behavioral Sciences.” (Valerie Woodward)
 - Check and clarify the “Kinesiology & Wellness” and “Physical Education” degrees. These degree names do not match what is presented in the catalog. Make sure the labels are correct and consistent with the published catalog. (Vanessa Haynes) There is no Kinesiology P.E. degree.
 - Could students complete an AA-T instead of AA if they take other courses in the area that go beyond what is required for a General Studies degree? The General Studies degree is usually a secondary degree completed in addition to an AA-T in another area. Sometimes the General Studies degree gives leverage to students in specific programs. For example, students in nursing get 5 points if they complete it, which is helpful when competing against post-secondary degree holders who are returning to school for a Nursing degree.
- Additional comments and questions are included below:
 - A participant mentioned that there is a need for instructors to help with educational development in English and math as we move into pathways that remove most if not all remedial courses.
 - Q: Is ESL a major with degree awards? A: No, it is a certificate. The document includes programs and majors for both degrees and certificates. It may be helpful to denote which ones fall into which specific category in the table.
 - Under “Humanities and Communication”: There are lots of Communications programs, but are they emphases under COMM? What about the “Speech Communication” major? This major does not exist as its own entity. In the catalog there is a “Speech Communication” section but it only includes a note that says to look at Communication Studies, which outlines the major.

Potential Meta-Majors for Compton College

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| <p>Business and Industrial Studies</p> <p>Business Administration^{AST} Business Management^{AS} Computer Information Systems <small>AS and CERTs</small> Marketing^{AS and CERT} Air Conditioning & Refrigeration <small>AS and CERTs</small> Auto Collision Repair/Painting^{AS} <small>and CERTs</small> Automotive Technology^{AS and} <small>CERTs</small> Cosmetology^{AS and CERTs} Machine Tool Technology^{AS and} <small>CERTs</small> Welding^{AS and CERT} Accounting Office Administration Real Estate Electronics/CPU Hardware Construction Technology Manufacturing Technology Fashion</p> | <p>Fine Arts, Humanities, and Communication</p> <p>Music^{AA and CERTs} Communication Studies^{AAT} Studio Art^{AAT} Communication Studies General Studies^{AA} (with emphasis in): -Culture & Communication; -Fine & Applied Arts; or, -Arts & Humanities Transfer Studies^{CERT} English Literature/Rhetoric & Composition^{AAT} Spanish^{AAT} English as a Second Language^{CERT} Dance Film/Video Theatre Philosophy French Japanese Sign Language/Interp Journalism</p> | <p>Public Health & Social Services</p> <p>General Studies^{AA} (with emphasis in):-Kinesiology & Wellness Kinesiology^{AAT and CERTs} Nursing^{AS} Administration of Justice^{AST and} <small>CERT</small> Pre-Nursing Radiologic Technology Respiratory Care Fire & Emergency Technology Paralegal Studies Contemporary Health First Aid Medical Terminology Recreation Human Development</p> |
| | <p>Science, Technology, Engineering, and Math (STEM)</p> <p>General Science^{AS} Physical Science^{AS} Physics^{AST} General Studies^{AA} (with emphasis in): Biological & Physical Sciences Mathematics^{AST} Astronomy Architecture CPU Aided Design/Drafting Chemistry Biology Anatomy Geography Earth Science Physiology Pre-Dentistry Pre-Engineering Pre-Medicine</p> | <p>Social Sciences</p> <p>Child Development^{AA and CERTs} History^{AAT} Political Science^{AAT} Psychology^{AAT} Sociology^{AAT} General Studies^{AA} (with emphasis in): Social & Behavioral Sciences Ethnic Studies^{AA} Liberal Studies (Elementary Teaching)^{AA} Elementary Teacher Education^{AAT} Anthropology Economics Women's Studies</p> |

Note: Light grey text denotes programs that cannot be completed entirely through Compton College's current curriculum.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4100 Graduation Requirements for Degrees and Certificates
Issued: November 13, 2018

References: Title 5, Sections 55002(a) and 55060 et seq.; Board Policies 4100.1 and 4235

1) Graduation requirements for degrees include:

- a) Satisfactory completion of at least 60 semester units of college work. “College work” is defined as courses acceptable toward the associate degree, including those that have been properly approved pursuant to Title 5, Section 55002(a) at a California Community College.
 - i.) Courses taken at a California Community College may be used to satisfy general education and/or major requirements.
 - ii.) If the course is offered at Compton College, but the originating California Community College uses it in a different area than Compton College, the course will be used in the area that benefits the student.
 - iii.) If the course is not offered at Compton College, the college will honor the course in the same general education area in which the originating California Community College places the course.
 - iv.) Courses taken at other than a California Community College may satisfy general education and/or major requirements if the institution is accredited by one of the regional accrediting associations and the scope and rigor of the course meets the guidelines set forth by Compton College.
 - v.) If there is doubt of the reasonable application, the course(s) must be approved by the discipline faculty and/or the dean of the division in which the course(s) in question would normally be placed.
- b) Completion of at least 18 semester units in general education and at least 18 semester units in which a grade of C or better has been earned in a major listed in the Community Colleges’ “Taxonomy of Programs.” Catalog rights do apply per Board Policy 4100.1 (Catalog Rights). The general education requirements must include a minimum number of units as specified in the college catalog in the natural sciences, social and behavioral sciences, humanities, and language and rationality. Ethnic studies must be integrated within general education offerings.
- c) Completion of at least 12 semester units of study in residence within requirements for either the general education and/or major.
- d) Demonstrated competence in reading, written expression, and mathematics.

2) Students may receive credit for knowledge or skills to be counted toward satisfaction of the requirements for an associate degree as defined in Board Policy 4235 (Credit by Examination). Advanced Placement Exams may be used toward general education as determined by the faculty in their respective subject matters. Credit may be used towards specific courses as determined by the faculty and listed in the college catalog.

3) Compton Community College District (CCCD) Board Policies and Administrative Regulations regarding general education and degree requirements are published in the college catalog and are filed with the State Chancellor's Office.

4) Requirements for Certificates of Achievement include:

- a) Successful completion of a course of study or curriculum that consists of 18 or more semester units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.
- b) Content and assessment standards that ensure the certificate programs are consistent with the mission of CCCD.
- c) Shorter credit programs that lead to a certificate may be established by CCCD. Certificates for which the State Chancellor's approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

5) Students qualifying for more than one AA or AS degree will have all degrees posted on their transcripts; however, they will only receive one diploma for an achieved AA degree and one diploma for an achieved AS degree.

6) Students qualifying for more than one certificate of achievement will receive the certificates and have them posted on their transcripts.

7) A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4101 Independent Study

Issued: November 13, 2018

Independent Study projects must be approved by a supervising instructor qualified to teach in the specific subject area and will require the student to meet regularly with the instructor. Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses. Access to the instructor is the same as that commonly available to students in courses conducted by other instructional methods.

To promote an individualized educational experience for each student, an instructor will supervise a limited number of Independent Study students in one semester or session, as determined by the terms of the Agreement between Compton Community College District and the Compton Community College Federation of Employees in effect at that time. In accordance with the Agreement, the Dean of the Division in which the Independent Study will be offered shall approve or disapprove each independent study request.

To be eligible for Independent Study, a student must be in good academic standing and

- Have completed at least 12 degree-applicable units at Compton College;
- Have demonstrated competence in the discipline in which the Independent Study course is being attempted by completing at least 6 degree applicable units in this discipline at Compton College with a GPA of 3.0 or higher in the discipline;
- Be concurrently enrolled in at least one other course at Compton College.

Independent Study projects are normally undertaken in the department or division of the student's academic major. Exceptions to this rules must be approved by the Dean of the Division of the student's academic major. Independent Study is not designed for students who have already obtained a degree in the discipline in which the Independent Study course is being attempted.

The supervising instructor will scrutinize proposed projects for appropriate depth and rigor. The supervising instructor will provide appropriate orientation, guidance, and information regarding course content materials and services and will document progress toward project completion. The instructor will provide each Independent Study student with a consultation schedule for the semester. Procedures for evaluation of student progress will be the same as those applied to other courses in the discipline. Projects will be evaluated by the supervising instructor, and the basis for evaluation will be kept on file for at least one semester.

Each Independent Study project can range from one to three units per semester; one unit of credit will be granted for 54 hours of work devoted toward the project. A student may earn a maximum of 6 units of Independent Study at Compton College.

Academic standards applicable to Independent Study courses will be the same as those applied to other credit courses. Independent Study courses will be accepted by Compton College toward completion of an associate degree.

The University of California (UC) determines credit after transfer, which means that Independent Study courses are not counted for admission. California State University (CSU) accepts Independent Study units towards admission as elective units. Specific credit will be determined by CSU after admission.

Students are advised to see a counselor for details, including any changes in requirements for transfer.



COMPTON COMMUNITY COLLEGE
DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4250 Probation, Dismissal, and Readmission Issued: November 13, 2018

References: Title 5, Sections 55031, 55032, 55033, 55034

A student who is placed on Academic or Progress Probation or who is dismissed from Compton College will be notified in writing and will be informed of support services available.

A student who is on Academic or Progress Probation for two or more consecutive semesters is limited to no more than 12 units in any semester of 16 weeks or more, and no more than 5 units in any session shorter than 16 weeks (i.e. winter or summer session). Under special circumstances a student may petition for additional units through Admissions and Records.

A student who is on Academic or Progress Probation for two or more consecutive semesters or who is returning to Compton College after having been dismissed is required to see a counselor before registering for subsequent semesters. If the student has not attended for one or more semesters, an application for readmission is necessary.

The student has the right to appeal dismissal.

- a. The student must file the written petition of appeal with Admissions and Records within the time limit noted on the dismissal letter. If the student fails to file a written petition within the specified period, the student waives all future rights to appeal the dismissal and must sit out that semester.
- b. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.
- c. Petitions will be reviewed by the Reinstatement Committee. The student will be notified of the Committee's action in a timely manner (usually within 7 business days).
- d. The student may appeal the Committee's decision, in writing, to Admissions and Records within 21 calendar days of the date of notification. The decision of the Admissions and Records is final.

A readmitted student will remain on probation until the cumulative average is 2.0 or above and/or the percentage of "W," "I," and "NC/NP" entries are below 50%. A student who withdraws from Compton College voluntarily while on probation will be readmitted in the same status that existed at the time of withdrawal.