



## Academic Senate Agenda

**President:** Paul Flor  
**Date:** April 19, 2018

**Time:** 1:00-2:30pm

**Secretary:** Nikki Williams  
**Location:** Board room

### 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

\_\_\_ E. French Preston  
 \_\_\_ J. Evans  
 \_\_\_ A. Gillis  
 \_\_\_ C. Halligan  
 \_\_\_ M. Khan  
 \_\_\_ B. Kooiman  
 \_\_\_ V. Haynes  
 \_\_\_ P. Richardson  
 \_\_\_ N. Williams

\_\_\_ H. Estrada  
 \_\_\_ H. Pham  
 \_\_\_ J. Villalobos  
 \_\_\_ K. Schwitkis  
 \_\_\_ R. Sidhu  
 \_\_\_ A. Valdry  
 \_\_\_ M. Roeun  
 \_\_\_ K. Radcliffe  
 \_\_\_ E. Craigg-Walker

\_\_\_ S. Thomas  
 \_\_\_ D. McPatchell  
 \_\_\_ R. Ekimyan  
 \_\_\_ A. Cortez-Perez  
 \_\_\_ A. Maradiaga  
 \_\_\_ M. Moldoveanu  
 \_\_\_ B. Perez  
 \_\_\_ S. Atkinson-Alston  
 \_\_\_ P. Flor

## **Agenda Items**

**I. CALL TO ORDER**

**II. APPROVAL OF AGENDA**

**III. APPROVAL OF MINUTES**

April 5, 2018 Minutes

**IV. REPORTS**

**Senate:**

President

Paul M. Flor

Vice President

Chris Halligan

- Special Commendation for Jonathan Lightman,  
Executive Director FACCC

Board Representative and External Liaison

Jerome Evans

**V. ACTION ITEMS-UNFINISHED BUSINESS**

1. Second reading of Board Policies.
  - i. Board Policy 4021 - Program Discontinuance  
Administrative Regulation 4021- Program Discontinuance
  - ii. Board Policy 4220 - Standards of Scholarship
  - iii. Board Policy 4222 - Limitation to Remedial Coursework
  - iv. Board Policy 4231- Grade Change  
Admin Regulation 4231- Grade Change

**VI. NEW BUSINESS**

1. First reading of Board Policies
  - i. Board Policy 4225 Course Repetition  
Administrative Procedure 4225 Course Repetition Procedure
  - ii. Board Policy 4230 Grading and Academic Record Symbols  
Administrative Procedure 4230 Grading and Academic Record Symbols
  - iii. Board Policy 4400 Community Services

**VII. INFORMATION-DISCUSSION ITEMS**

1. From Consultative Council-Tentative Budget Assumptions for 2018-19
2. New Equity-minded Funding Formula for California Community Colleges

**VIII. Events/Meetings**

1. Career and Noncredit Education Institute, May 3-5, Costa Mesa

**IX. FUTURE AGENDA ITEMS**

1. Senate Elections

**X. ADJOURNMENT**

**The Next Scheduled Meeting**

**May 3, 2018**

**1:00pm / Board room**



**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** (1<sup>st</sup> & 3<sup>rd</sup> Thursday)

**FALL 2017**

<del>September 7</del>	Board Room
<del>September 21</del>	Board Room
<del>October 5</del>	Board Room
<del>October 19</del>	Board Room
<del>November 2</del>	Board Room
<del>November 16</del>	Board Room
<del>December 7</del>	Board Room

**SPRING 2018**

<del>February 22</del>	Board Room
<del>March 1</del>	Board Room
<del>March 15</del>	Board Room
<del>April 5</del>	Board Room
April 19	Board Room
May 3	Board Room
May 17	Board Room

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1<sup>st</sup> & 3<sup>rd</sup> Tuesdays)

**FALL 2017**

<del>September 5</del>	Dist. Ed. room 166
<del>September 19</del>	Dist. Ed. room 166
<del>October 3</del>	Dist. Ed. room 166
<del>October 17</del>	Dist. Ed. room 166
<del>November 7</del>	Dist. Ed. room 166
<del>November 21</del>	Dist. Ed. room 166
<del>December 5</del>	Dist. Ed. room 166

**SPRING 2018**

<del>February 20</del>	Dist. Ed. room 166
<del>March 6</del>	Dist. Ed. room 166
<del>March 20</del>	Dist. Ed. room 166
<del>April 3</del>	Dist. Ed. room 166
<del>April 17</del>	Dist. Ed. room 166
May 1	Dist. Ed. room 166
May 15	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.**



## ACADEMIC SENATE MINUTES

Thursday, April 5, 2018 1:00 p.m. Board Room

### ATTENDANCE

<u>Senators</u>	<u>Visitors</u>
Harvey Estrada	Steven Gonzales
Vanessa Haynes	Judy Crozier
Paul Flor	
Amber Gillis	
Mahbub Khan	
Nikki Williams	
Kent Schwitkis	
Malinni Roeun	
Pamela Richardson	
Shirley Thomas	
Kendahl Radcliff	
Jose Villalobos	
Andree Valdry	
Jerome Evans	

**I. CALL TO ORDER** – Paul Flor 1:05 p.m.

**II. APPROVAL OF AGENDA** – Schwitkis/Evans-Approved

**III. APPROVAL OF MINUTES** – Evans/Roeun- Approved

#### **IV. REPORTS**

**President's Report-** Paul Flor reporting.

- No report

**Vice President-** Flor reporting for Halligan.

- Reminder that on April 19<sup>th</sup> we will be presenting a letter of commendation to Jonathan Lightman. State FACCC elections are being held this month. Halligan urges all faculty to vote.

**Board Representative** – Jerome Evans reporting.

- Pam Richardson was honored as teacher of the year by the American Welding Society. Senate presented her with a small token for what she has accomplished.

**Accreditation:** Amber Gillis reporting.

- No report

#### **V. ACTION ITEMS-UNFINISHED BUSINESS**

- The Board Policies from our last meeting are in their second reading. Flor asked if anyone has any questions or needs clarification on the board policies. Gillis questioned the wording of the first sentence of BP 4115 “shall that a” will be removed. Motion to pass all 4 board policies with the noted correction. Schwitkis/Gillis. Motion passes.

**VI. NEW BUSINESS**

- First read of the new Board Policies 4021, 4220, 4222, 4231 and AR 4231. This is just informational for first read and we will return back to this on the 19<sup>th</sup>.

**VII. Information- Discussion Items**

- Guided Pathways Task Force submitted its multi-year plan. This was signed off by Flor on behalf of Senate.

**VIII. Events/Meetings**

- Career and Noncredit Education Institute, May 3-5, Costa Mesa- Flor noted that anyone who is interested should think about attending.
- Flor stated that we need to get ready for Senate elections. Almost every area of representation has at least one senator that needs to be re-elected. These positions are included in the agenda.

**MOTION TO ADJOURN** – Approved – 1:22 p.m.

## **Proposed 2017-2018 Goals**

The Academic Senate's annual goals reflect a commitment to "an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (Strategic Initiative C).

1. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2520)

Measures:

- Arrange faculty representation on campus committees and periodic updates,
- Recruit faculty co-chairs for Institutional Standing Committees
- Ensure divisions have required number of senators
- Review and begin revising Academic Senate By-laws to reflect curriculum reforms
- Adopt a Distance Education Handbook for Compton College

2. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

- Provide an orientation at the start of the academic year
- Provide regular, ongoing communication with all faculty, encouraging greater involvement in the Senate and committees
- Encourage greater participation of senators in meetings and other activities of Senate
- Establish initiatives to recognize faculty achievements

3. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

- Support Enrollment Management initiatives through ongoing communication and faculty involvement
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion

## For Second Reading

Board Policy 4021

Program Discontinuance

The purpose of this program discontinuance policy is to provide the District with a process to review its credit and non-credit educational programs on a systematic basis for institutional effectiveness and compliance with state and federal requirements. In response to realignment of educational or strategic objectives, fluctuations in program quality or demand, resource availability, budget constraints, and other external factors, the Board of Trustees may approve the discontinuance of an educational program identified as no longer appropriate to the mission and/or goals of the District in accord with Administrative Regulation 4021.

The District endorses the principle of collegial consultation with the Academic Senates regarding the establishment of a process for educational program discontinuance, which shall be consistent with the provisions of Education Code Section 78016 and the authority of the Board of Trustees to initiate and approve the discontinuance of the District's educational programs in accord with BP2510, Participation in Local Decision-Making.

A joint task force of faculty and administrators shall convene to develop the methodology, criteria and guidelines that will apply to evaluating educational programs. The task force, in its process of evaluation, shall consider data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs.

The discontinuance of any educational program is subject to approval by the Board.

### References:

Education Code, Section 78016

Title 5, Sections 51022, 53200 and 55130

ACCJC Accreditation Standard II.A.15 & 16



**Purpose of Administrative Regulation 4021**

This administrative regulation provides general principles and guidelines for the process of assessing program effectiveness to determine whether or not the college should discontinue an educational program. The discontinuance of an educational program means that the sequence of courses will no longer be offered in a form that will lead to the approved degree or certificate, although all or part of the curriculum may be retained.

**Definition of an Educational Program**

An educational program is an organized sequence of courses consisting of applicable coursework leading to a defined objective, degree, certificate, license, or diploma approved by the California Community Colleges Chancellor's Office; or leading to transfer to another institution of higher education.

**Process for Discontinuance**

Discontinuance is an academic and professional matter that requires consultation between the Office of the Vice President of Academic Affairs and the Academic Senate. Program discontinuance may be initiated by individual academic divisions or the Vice President of Academic Affairs. A consideration of program discontinuance is a process distinct from program improvement or academic program review. The Board will rely primarily on faculty expertise on academic and professional matters and the Academic Senate shall have a consultative role in all discussions of program discontinuance.

A program evaluation task force shall be formed as determined by the President of the Academic Senate and the Vice President of Academic Affairs to review any program under consideration for discontinuance. It will be co-chaired by the President of the Academic Senate and Vice President of Academic Affairs (or their designees).

Participants will include two academic deans designated by the Vice President of Academic Affairs and two faculty members appointed by the President of the Academic Senate. A representative from Institutional Research and Planning will serve as an advisory, non-voting member of the committee.

The committee may include additional members approved by both the President of the Academic Senate and the Vice President of Academic Affairs. Deans and faculty affiliated with the program under review may not serve on the task force but may be invited to provide relevant information.

The task force will establish procedures, criteria, and guidelines and will collect data and conduct research necessary to evaluate the program's effectiveness in serving the community, the college, and its students. Areas for review should include achievement of the program's goals and objectives as they contribute effectively to the mission of the college and the comprehensive master plan, previous intervention strategies, program growth and enrollments, and student outcomes measures, such as success and persistence rates.

Factors such as the following may initiate this program discontinuance process and may be used by the task force in its deliberation:

Other community colleges in the area currently offering the program;

Other programs closely related to the program offered by the college;

Relation of the program to job market analysis, where applicable;

Enrollment projection for the program;

The need for and present adequacy of resources;

Recommendations of career technical education regional consortia and/or ECC advisory committees, when applicable;

Facilities and equipment required to sustain the program;

Availability of adequate financial support; and

Availability of qualified faculty.

Vocational or occupational training programs must be reviewed and discontinued if they are no longer accomplishing the following statutory goals:

The program meets a documented labor market demand;

The program does not represent unnecessary duplication of other manpower training programs in the area; and

The program's demonstrated effectiveness can be measured by employment and completion rates of its students.

### **Recommendation to Discontinue**

A recommendation to discontinue a program will occur when, after a full and open discussion, the members of the task force conclude that the program is unable to successfully achieve or make substantial progress towards its goals and objectives. The recommendation will be presented in a report that explains the decision and provides the relevant data.

The task force will forward its report to the President/CEO, who will review the report and make the final recommendation, if any, regarding discontinuance to the Board of Trustees.

If the Board of Trustees decides to discontinue a program, the college will make appropriate arrangements so that the program's enrolled students may complete their education in a timely manner with a minimum of disruption. The college will also address contractual obligations to program faculty and staff.

### **Consideration of Collective Bargaining Rights**

Nothing contained in this regulation is intended to infringe upon, diminish, or supersede any collective bargaining rights established for employees of the District. It is the intention of the District that consideration of issues appropriately under the scope of bargaining be addressed through the regular processes established for such consideration by the District and its collective bargaining units.

References: Educational Code 78016,  
Title 5, Sections 51022, 55000, 55130  
ACCJC Accreditation Standard II.A.15 & 16

The President/CEO, in collegial consultation with the Academic Senate, as stated in Board Policy 2510, shall establish procedures that establish standards of scholarship and grading practice and symbols as established by Title 5.

The Board will determine a uniform grading practice for the District, based on sound academic principles.

Work in all courses acceptable in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma or license shall be graded in accordance with a grading scale adopted by the Board consistent with Section 55758. The grading system shall be published in the college catalogs and made available to students.

Reference:

Education Code Section 70902(b)(3);

Title 5, Sections 55020, et seq., 55031 et seq., 55040, et seq.

Basic skills refers to non-degree-applicable pre-collegiate level coursework.

A student's need for basic skills coursework shall be determined using appropriate assessment instruments, methods, or procedures.

No student shall receive more than 30 semester units for basic skills coursework. A student who exhausts this unit limitation shall be referred to appropriate noncredit education courses and services. Students enrolled in one or more courses of English as a Second Language and students identified as having a learning disability are exempt from the basic skills unit limitation.

A student who successfully completes basic skills coursework or who demonstrates skill levels which ensure eligibility in college-level courses may enroll in college level coursework for which those courses serve as a pre- or co-requisite.

Students who demonstrate significant, measurable progress toward development of skills appropriate to enrollment in college-level courses may petition for a waiver of the unit limitation on basic skills coursework.

The catalog shall include a clear statement of the limited applicability of basic skills coursework toward fulfilling degree requirements and any exemptions that may apply to this unit limitation.

Reference: Title 5 Section 55035, ACCJC Accreditation Standard II.A.4

When grades are awarded for any course of instruction taught at Compton College, the determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence as defined below:

- Mistake: an unintentional act, omission, or error by the instructor or the Compton College.
- Fraud: a deception deliberately practiced in order to secure unfair or unlawful gain.
- Bad Faith: an intentional dishonest act.
- Incompetence: a lack of fitness to perform required duties.

A student who alleges that a grade in a course was given as a result of mistake, fraud, bad faith, or incompetency may appeal the grade within 18 months of the last day of the term in which the grade was posted.

Upon determination by the Compton Community College District that a grade in a course was given as a result of fraud, the Superintendent/President or designee may change or remove the fraudulent grade from the student's transcript of record based on the recommendation of a faculty committee. Such action may be initiated upon determination of the fraud without regard to the time limits imposed on other grade appeal actions.

The Superintendent/President shall implement procedures to assure the accuracy and integrity of all grades awarded by the faculty and maintained by the Compton Community College District. Procedures for changing or removing grades in accordance with this policy have been developed by the Superintendent/President or designees in collegial consultation with the Academic Senate.

Citation: Education Code Sections 76224(a) and 76232, Title 5 Section 55025

**Determination of Final Grades**

The instructor of record for the course shall determine the grade to be awarded to each student. The Evidence/Records of Achievement shall justify the final grade assigned. The grade assigned shall be considered to be final and is not subject to reconsideration, in the absence of mistake, fraud, bad faith, or incompetency. Each instructor of record may be expected to explain a grade to a student who makes inquiry.

The instructor of record shall report final semester grades to Admissions & Records by the due date given by Admissions & Records.

**Student Initiated Grade Change Requests**

For student initiated requests for grade changes see AP 5530 Student Rights and Grievances.

AP 5530 Student Rights and Grievances requires that a student first request a grade change from the instructor. It also details the provisions to allow another faculty member to substitute for the instructor if the student has filed a discrimination complaint, if the instructor is not available, or where the District determines that it is possible that there may have been gross misconduct by the original instructor.

In all cases, the instructor who first awarded the grade will be given written notice if a change of grade is made.

Student requests for grade changes will only be accepted for grades recorded within the previous calendar year. The exception to this would be academic renewal which would have no time limit. (See BP/AP 4240 Academic Renewal)

**Faculty Initiated Grade Changes**

Faculty initiated grade changes must be submitted to Admissions & Records with an accompanying written justification for the grade change from a lower to a higher grade. Requests for changing a grade from a higher to a lower grade are prohibited except for exceptional circumstances that must be documented.

Grade changes are not permitted based on coursework submitted after the end of the course.

The removal or change of an incorrect grade from a student's record shall only be done pursuant to Education Code Section 76232 or by an alternative method that ensures that each student shall be afforded an objective and reasonable review of the requested grade change.

Faculty initiated grade changes will only be accepted for grades recorded within the previous calendar year.

All grade changes must be clearly indicated on the student's educational record in such a way that the original grade remains visible.

**Security of Grade Records**

The District shall implement security measures for student records that assure no person may obtain access to student grade records without proper authorization. These measures shall be installed as part of any computerized grade data storage system.

The measures implemented by the District shall include, but not necessarily be limited to, password protection for all student grade data bases, locking mechanisms for computer stations from which student grade data bases can be viewed, and strict limits on the number of persons who are authorized to change student grades.

Persons authorized to change grades shall be designated by the Chief Student Services Officer or designee. No more than eight District employees may be authorized to change student grades. Only regular full-time employees of the District may be authorized to change grades. Student workers shall not have access to grade records, and student workers may not change grades at any time.

Any person who discovers that grades have been changed by someone other than the persons authorized to do so shall notify the Vice President of Student Services or designee immediately. The Vice President of Student Services or designee shall immediately take steps to lock the grade storage system entirely while an investigation is conducted.

If any student's grade record is found to have been changed without proper authorization, the District will notify:

- 1) the student;
- 2) the instructor who originally awarded the grade;
- 3) any educational institution to which the student has transferred;
- 4) the accreditation agency; and
- 5) appropriate local law enforcement authorities.

Whenever a grade is changed for any reason, corrected transcripts will be sent to any educational institution to which a student has transferred.

Any student or employee who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be subject to discipline in accordance with District policies and procedures.

Any person who is found to have gained access to grade recording systems without proper authorization, or who is found to have changed any grade without proper authority to do so, shall be reported to the appropriate law enforcement agency having jurisdiction over the college where the incident occurred.

References: Education Code Sections 76224 and 76232; Title 5 Section 55025

## For First Reading

### Board Policy 4225

### Course Repetition

The President/CEO or designee, relying primarily on faculty expertise, will have the authority to develop and implement policy and procedures with regards to repeatable and non-repeatable courses. Such policies and procedures will be developed in accordance with state, federal and/or district regulations.

Repeatable courses with the designation of “ab, abc, or abcd” may be taken more than once for credit. Compton Community College designates as repeatable courses for which repetition is necessary to meet the lower-division major requirements of CSU or UC for completion of a Bachelor's Degree, intercollegiate athletics and related conditioning courses, and intercollegiate academic or vocational competition courses.

Non-repeatable courses may be taken only once for credit. Students may retake a non-repeatable course in which they have received a substandard grade (D, F, NP or NC) or Withdrawal (W) only once before college intervention.

Under special circumstances, students may repeat courses in which a grade of C or better was earned. These special circumstances and other specific exceptions to the above policies are detailed in administrative procedures.

When course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Reference: Title 5, Sections 53200, 55000, 55024, 55040, 55045, 58161.



Students may retake a non-repeatable course in which they have one unsuccessful attempt only once without college intervention. An unsuccessful attempt occurs when a student receives a Withdrawal (“W”) or a substandard grade (D, F, NP or NC). Students may retake a non-repeatable course in which they have two unsuccessful attempts only after completing college intervention. Repeatable courses may be repeated per the education code and the district policy.

In general, students are not permitted to repeat courses in which they have earned a grade of A, B, C, or CR except as described below in section V for Special Circumstances.

#### I. Non-Repeatable Courses

Non-Repeatable courses are those listed in the College Catalog that do not have lowercase letters in the course number. (Examples of non-repeatable courses include History 101, English 1A, and Political Science 1.)

##### A. Original Attempt (first attempt)

1. If a substandard grade or a “W” is received, the student may retake that course.
2. If a student receives a passing grade, a retake is not allowed unless provided under special circumstances.

##### B. Second Attempt (first retake)

1. If a student receives a substandard grade or a “W” on the first attempt, a retake is permissible.
2. A passing or substandard grade received in the retake shall replace the original grade and credit in the calculation of the grade point average. This will be annotated on the student’s academic transcript.
3. The original grade, alleviated by the new grade, must remain on the student’s academic transcript.
4. If a “W” is received on the second attempt, no grade alleviation would apply.

##### C. Third Attempt (second retake)

1. If a student attempts a non-repeatable course two times (the original attempt and the retake) and in both attempts the student receives either a substandard grade or a “W” or a combination, then the student may be permitted a second retake with the completion and approval of a college intervention plan.
2. A passing or substandard grade received in the second retake shall replace the grade and credit received in the first retake or first attempt if the second attempt was a “W” in the calculation of the grade point average.
3. The new grade shall be annotated on the student’s academic transcript.
4. The original grade, alleviated by the new grade, must remain on the student’s academic transcript.
5. If a “W” is received, no grade alleviation would apply.

##### D. College Intervention

Students with two unsuccessful attempts must submit a repeat petition and, if required by the academic division, a Plan for Student Success signed by a district division designee or counselor.

## II. Repeatable Courses

Repeatable courses are those listed in the College Catalog that have lowercase letters in the course number. The lowercase letters indicate the number of times a course may be repeated. Examples of repeatable courses include Physical Education 60abc (Women's Intercollegiate Soccer Team), and Music 267abcd (Concert Jazz Band). In these examples, students may enroll in Physical Education 60abc three times and Music 267abcd four times.

### A. Scope and Limitations of Repeatable Courses

1. Compton College designates only the following types of courses to be repeatable per Title 5, Section 55041:
  - a) Courses for which repetition is necessary to meet the lower-division major requirements of CSU or UC for completion of a Bachelor's Degree
  - b) Intercollegiate athletics and related conditioning
  - c) Intercollegiate academic or vocational competition.
2. Courses for which repetition is necessary to meet the lower-division major requirements of CSU or UC for completion of a Bachelor's Degree may include a recency requirement which the student has not been able to satisfy without repeating the course. A student may petition for repetition if less than 36 months have elapsed and the student provides documentation that the repetition is necessary for transfer.
3. For intercollegiate athletics and related conditioning courses and for intercollegiate academic or vocational competition courses, students may repeat a course the maximum number of times that course has been approved for repetitions. Substandard grades and "W" earned each count as an attempt.

### B. Substandard Grade Alleviation

1. If a substandard grade has been recorded in a repeatable course, the course may be retaken for grade alleviation, provided that the attempt does not exceed the maximum number of times the course may be attempted with a passing or substandard grade.
2. No more than two substandard grades may be alleviated for a repeatable course.
3. When a student repeats a course to alleviate substandard academic work, the previous grade and credit will be disregarded in the calculation of grade point average.
4. If a substandard grade is recorded on the last allowable attempt in a repeatable course, the following applies:
  - a) that last grade cannot be alleviated, and
  - b) lapse of time can never be used for that course.

Note: Extenuating circumstances described in section V.B below do not apply to repeatable courses. A student may not petition on the grounds of extenuating circumstances for a repeatable course.

## III. Variable Unit Courses

Title 5 regulations shall guide Compton College on variable unit courses.

## IV. Withdrawals

### A. Withdrawal From a Course

1. Students who are withdrawn from a course after the census date (20% of the course section) shall receive a "W" on their transcript. The period to receive a "W" is from the deadline to drop without notation to the 75% point of the course section.

## B. Military Withdrawals

1. Military withdrawals shall not be counted towards the permitted number of withdrawals or attempts.
2. A student who is a member of an active or reserve United States military service may receive a military withdrawal when the student receives orders from the military.
3. The orders must be verified by the Veteran's Services Office with appropriate documentation provided by the student.
4. The military withdrawal may be assigned at any time.
5. The symbol for military withdrawals shall be "MW."
6. Military withdrawals shall not be counted in progress probation or dismissal calculations.
7. Neither an "F" nor an "FW" can be assigned in lieu of a military withdrawal.

## C. Withdrawal Due to Extraordinary Conditions

1. A "W" may be removed and "no notation" assigned to any student who withdrew from one or more classes where such withdrawal was necessary, verified through documentation, and approved by the Director of Admissions & Records due to:
  - a) fire
  - b) flood
  - c) other extraordinary conditions such as:
    - (1) earthquake
    - (2) riot
    - (3) terrorism
    - (4) acts of war
    - (5) other consequential and significant acts.

## V. Special Circumstances

Students may only petition to repeat a course beyond the maximum allowed enrollments under the following conditions. Maximum allowed enrollments include any combination of withdrawals and repetitions.

### A. Significant Lapse of Time

1. A student may petition to repeat a course in which they previously earned a grade of C or better if there has been a significant lapse of time. A significant lapse of time petition may be filed when
  - a) No fewer than 36 months have passed or
  - b) The nature of the course (i.e. skill, knowledge, technology) requires repetition sooner.
2. A student will forfeit significant lapse of time if:
  - a) Three substandard grades were received for non-repeatable courses.
  - b) The maximum number of attempts in a repeatable course was reached and the last attempt resulted in a substandard grade.
3. Lapse of time can only be used once per course.

### B. Extenuating Circumstances

1. A student may petition to repeat a course for extenuating circumstances.
2. Extenuating circumstances are verified cases of accidents, illness, or other circumstances beyond the control of the student.
3. The student has the burden of proof to support a claim.
4. Extenuating circumstances may be used once for a non-repeatable course.

5. Extenuating circumstances cannot be used if the student has already used the course to obtain a degree at Compton College or if the course was used in academic renewal.
6. Any approved extenuating circumstance petition, subsequently found based on fraudulent documentation, may be reversed. Submission of falsified documentation for extenuating circumstances shall result in the denial and may also result in student disciplinary action.
7. Final decision on extenuating circumstances will be made by Admissions and Records.

C. Special Classes for Students with Disabilities

1. Special classes designed for students with disabilities may be subject to extensions of repeatability in certain circumstances. Repetition may be authorized based on a case by case determination related to the student's educational limitation pursuant to state and federal non-discrimination laws.
2. The determination must be based on one of the following circumstances as specified in Title 5, Section 56029.
  - a) When continuing success of the student in other general and/or special classes is dependent on additional repetitions of a special class
  - b) When additional repetitions of a specific class are essential to completing a student's preparation for enrollment into other regular or special classes
  - c) When the student has an educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.
3. When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

D. Occupational Work Experience

1. Cooperative Work Experience Education (CWEE)  
Students may earn up to a total of 16 units. A maximum of eight credit hours may be earned in CWEE during one semester.

E. Legally Mandated Training

1. Course repetition shall be permitted, without petition and regardless of whether the student recorded substandard work, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to the California Code of Regulations.

F. Significant Change in Industry or Licensure Standards

1. A student may re-enroll in a course where there has been a change in industry or licensure standards that repetition of the course is necessary for employment or licensure.
2. The student must document the following two provisions:
  - a) that there has been a significant change in the industry or licensure standards since the student previously took the course, and
  - b) the student must take this course again for employment or licensure.
3. The change should be one that without the updated course, the student could not obtain or maintain his or her employment or license.

## VI. Other Provisions

### A. Grade Alleviation with Courses from Other Colleges

1. Grade alleviation with courses from other colleges will be allowed provided the following conditions are met:
  - a) the course is from a regionally accredited college
  - b) the course is comparable
  - c) the course is of equal value in units.
2. Grade alleviation with a course from other colleges cannot take place if:
  - a) three substandard grades have been received in a non-repeatable Compton College course. However, the course may be used for subject credit to meet prerequisites and the course will count toward graduation subject requirements.
  - b) the student had reached the maximum number of attempts in a repeatable course and the grade in the final attempt was substandard.

### B. Course Repetition and Academic Records

1. Courses that are repeated will be recorded in the student's permanent academic record using an appropriate symbol.
2. Annotating the permanent academic record will be done in a manner that all work remains legible, insuring a true and complete academic history.

C. Academic renewal is not an exception that permits a student to repeat a credit course.

## VII. Enrollment Limitations for Courses Related in Content

A. Students are limited in the number of active participatory courses they can take if the courses are related in content (also referred to as a family of courses). While students will not in most cases be allowed to repeat a specific active participatory course, they can still enroll in a series of active participatory courses that are related in content. Families of courses are published in the college catalog.

B. Students will be limited to taking a maximum of four courses in any one family of courses.

1. For example, the Band Ensemble family of courses contains Music 265abcd (Symphonic Band, repeatable up to four times) and Music 267abcd (Jazz Band, repeatable up to four times). A student who has already enrolled in Music 265abcd two times can enroll only twice more in either Music 265abcd or Music 267abcd. A student who has already enrolled in Music 265abcd two times and Music 267abcd two times will not be permitted to enroll in additional courses from the family.

C. In addition, all evaluative and non-evaluative grades count toward the four enrollment limitation and all grades and credits received count in computing a student's GPA.

### Reference:

Title 5, Sections 55040, 55045, 55252, 55253, 56029, 58161

## **Board Policy 4230**

## **Grading and Academic Record Symbols**

Courses shall be graded using the grading system established by Title 5 section 55023. The grading system shall be published in the college catalog and made available to students.

Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.

### References:

Title 5 § 55021 and §55023

### Related Policies and Procedures: BP/AP 4231 Grade

Change

BP/AP 4250 Probation, Dismissal and Readmission BP/AP 4225 Course

Repetition

BP/AP 4240 Academic Renewal

The grading practices of the Compton Community College District shall be as follows:

### Semester Unit of Credit

College work at Compton College is measured in terms of semester units. One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The amount of credit awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.

### Grade Records

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures. Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.

### Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the scale in the chart below and shall be published in the college catalog.

### Evaluative Symbols

<b>A</b>	Excellent	4 points for each unit
<b>B</b>	Good	3 points for each unit
<b>C</b>	Satisfactory	2 points for each unit
<b>D</b>	Passing, less than satisfactory	1 point for each unit
<b>F</b>	Failing	0 points for each unit
<b>P</b>	Pass, at least satisfactory (formerly C for Credit)	See Note 1
<b>NP</b>	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1

### Non-Evaluative Symbols

<b>I</b>	Incomplete	See Note 2
<b>IP</b>	In Progress	See Note 3
<b>W</b>	Withdrawal	See Note 4
<b>MW</b>	Military Withdrawal	See Note 5
<b><u>RD</u></b>	<u>Report Delayed</u>	See Note 6

### Notes:

#### VIII. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)

A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-

applicable. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations.

#### IX. I - Incomplete

A student may receive a notation of "I" (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an "I" grade. The written record containing the conditions for removal of the "I" will be held for the student in the Records Office through the sixth week of the next regular semester. If the student does not complete the required work by the end of the sixth week, the "I" will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions Office.

#### X. IP - In Progress

The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP" shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of an attendance period and does not reenroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student's permanent record for the course.

#### XI. W - Withdrawal

It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more than 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16 week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an "I" (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for assignment of a "W." Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation ("W" or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a "W" on the student's record.

The "W" shall not be used in calculating grade point averages, but excessive "W's" shall be used as factors in course repetition and probation and dismissal procedures.

#### XII. MW – Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.



### XIII. RD – Report Delayed

The “RD” symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. “RD” shall not be used in calculating grade point averages.

#### References:

Title 5 §55021 and §55023

#### Related Policies and Procedures:

BP/AP 4225 Course Repetition

BP/AP 4231 Grade Change BP/AP 4240 Academic Renewal

BP/AP 4250 Probation, Dismissal and Readmission

**Board Policy 4400****Community Services**

The College may offer Community Services programs, known as Community Education classes, for the purpose of personal and professional development. Community Education classes are not-for-credit classes designed to contribute to the physical, mental, moral, economic, or civic development of the individuals enrolled in them.

Classes are open for admission to adults and some classes are open to, or limited to, age- appropriate minors who may benefit from the classes.

General fund monies are not expended to establish and maintain Community Education offerings. Students enrolled in Community Education offerings may be charged a fee not to exceed the cost of maintaining community education classes, or classes may be provided for remuneration by contract, or with contributions or donations of individuals or groups.

**Reference:**

Education Code Section 78300 et seq; Title 5, Sections 55002, 55160(b)

## **Sharing the Information**

### **2018 Career and Noncredit Education Institute**

Early Registration/Last Day to cancel without penalty: April 20, 2018

Early Registration: \$100

**Event Date:** May 3-5, 2018

**Event Location:** [The Westin South Coast Plaza](#) 686 Anton Blvd. Costa Mesa, CA 92626.

The 2018 Career and Noncredit Education Institute will be held May 3-5, 2018.

With the creation of the Strong Workforce Program, there has been increased focus on career education and noncredit education. Furthermore, the rollout of the first Integrated Plan for SSSP (credit and noncredit), Basic Skills, and Student Equity has served to encourage collaboration across our colleges and a bridging of programs to better serve all of the students in our community college system. The ASCCC Career and Noncredit Education Institute is the first ASCCC event to bring faculty together from these areas to collaborate on a statewide level on how best to integrate the services, practices and instruction of these areas. Presentations will cover topics in areas such as career education, noncredit education, counseling and student services, Adult Education Block Grant (AEBG), and apprenticeship. Colleges are encouraged to send teams of practitioners and leaders to include career education faculty, noncredit faculty, counselors, senate presidents, and faculty and administrative leaders involved in career education, noncredit education, and AEBG.

# CCCD Academic Senate Roster

2017-2018 (19 members)

## Officers:

President/ <i>Chairperson</i>	Paul M. Flor (17-18)
Past President/ <i>Past Chairperson</i>	Michael Odanaka
President-Elect/ <i>Chairperson-Elect</i>	Amber Gillis
Vice President/ <i>Vice Chairperson</i>	Chris Halligan (18-19)
Secretary/ <i>Secretary</i>	Nikki Williams (18-19)
Curriculum/ <i>Curriculum Representative</i>	Essie French-Preston (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 (17-18)

### **Health and Human Services (2)**

Shirley Thomas (18-19)

Hoa Pham (19-20)

### **Humanities (2)**

Chris Halligan (17-18), Vice President/*Vice Chairperson*

Nikki Williams (19-20) Secretary/*Secretary*

### **Social Sciences and Fine Arts (2)**

Kendhal Radcliff (17-18)

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 (17-18)

### **Counseling (2)**

Essie French Preston (17-18), Curriculum/*Curriculum Representative*

Vanessa Haynes (18-19)

Michael Odanaka, Past President/*Past Chairperson*

### **At-Large (2)**

Jerome Evans (17-18), Board Representative

Amber Gillis (18-19)

### **Adjunct Representatives (2)**

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

Elizabeth Craigg Walker (17-18)