Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President   **Recorder:** Carlos Maruri, Secretary
Date: October 15, 2020   **Time:** 12:30-2:00 p.m.   **Location:** Zoom Conference
https://cccconfer.zoom.us/j/91210951098

Vision:
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Senators
__ Barragan-Echeverria, Theresa
__ Crozier, Judith
__ Ekimyan, Roza
__ Estrada, Harvey
__ Gonzalez, Citlali
__ Hill, Jennifer
__ Jahn, Mahbub
__ Mason, Don
__ Martinez, Jose Manuel
__ Martinez, Victoria
__ Maruri, Carlos

__ Maruyama, David
__ McPatchell, David
__ Mills, Jesse
__ Moldoveanu, Minodora
__ Moore, Sean
__ Morales, Janette
__ Phillips, Jasmine
__ Richardson, Pamela
__ Schumacher, Holly
__ Schwitkis, Kent
__ Sidhu, Rajinder
__ Skorka, Evan

__ Valdry, Andree
__ Van Overbeck, Michael
__ Villalobos, Jose
Guests
__ Berger, Sheri (VP Ac. Aff.)
__ Gillis, Amber (Past Pres.)
__ Johnson, Susan (DE Chair)
__ George, Sarah (FDC Co-Chair)
__ Dr. French Preston, Essie

Agenda

(Public comment will be allowed on each agenda item).

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from October 1st, 2020**
4. **Reports**
   a. President's Report
   b. ASB President's Report
   c. Vice President's Report
   d. Faculty Board Representative Report
   e. Academic Affairs Report
   f. Curriculum Report
   g. Distance Education Report
   h. Faculty Development Report
5. **Unfinished Business**
   a. Third-Read & Vote: Academic Senate Resolution of Inclusivity and Black Lives Matter (5 min)
6. **Consent Items**
   a. 2-Year Course Review: NURS 146 - Health Assessment. (2 min)
   b. 6-year Course Review: ASTR 128 - Astronomy Laboratory, and SOCI 107 - Issues of Race and Ethnicity in the Unites States (2 min)
7. **New Business**
   a. First Read: 504/508 - Accessible Information Management (AIM) Recommendation (2 min)
   b. First Read: DE - Student Authentication Guidelines (2 min)
   c. First Read: Revised CCC Handbook. Please see attached, the revised CCC Handbook document attached. (3 min)
   d. First Read: Compton College Response to Call to Action (5 min)
8. **Discussion Items**
   a. Call to Action Taskforce (2 min)
   b. CTE & Academic Program Combination (Ex. Music) (2 min)
   c. Honors Program Update (10 min)
   d. Compton College Academic Senate Resolution Submission Process – ASCCC (10 min)
   e. Hot Spots – Distribution to Students (3 min)
   f. Key-Note Speaker for Spring Flex (3 min)
9. **Informational Items**
   a. More Efficient Use of Senate Release Time (2 min)
   b. BP & AR 3560 – Alcoholic Beverages
   c. BP & AR 3600 – Auxiliary Organizations
   d. BP, AP, AR 3900 – Speech Time Place and Manner
   e. BP & AR 4300 – Filed Trips and Field Excursions
   f. BP & AR 7400 -Employee Travel
   g. AR 5500 – Standard of Student Conduct
10. **Future Agenda Items**
    a. Achieving the Dream and Lauren Sosenko – Working With Data
    b. Anti-have Syllabus Statement
11. **Adjournment**

Next Scheduled Meeting: October 29th, at 12:30pm
Zoom Link: *https://ccconfer.zoom.us/j/91210951098*

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

FALL 2020	LOCATION	SPRING 2021	LOCATION
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CCC Academic Senate Roster 2020-2021 (26 Senators)

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Agenda

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__ Jahn, Mahbub	x Moldoveanu, Minodora	x Valdry, Andree
x Mason, Don	x Moore, Sean	x Van Overbeck, Michael
	x Morales, Janette	__ Villalobos, Jose

Guests:
 x Berger, Sheri
 x Johnson, Susan

AGENDA:

(Public comment will be allowed on each agenda item)

1. **Call to Order- 12:35pm - Schwitkis/Moore**

2. **Approval of Agenda- Moore/Mills**
    a. Amendment- move item 5i into 6d as it could be referenced into policy purview- (Moore/Gillis) approved

3. **Review and Approval of Minutes from September 17, 2020- Mills/VanOverbeck**
    a. Gillis not noted as attended
    b. S. Johnson not noted as Guest
    c. #4 got cut off- Judy's report

Reports
    a. President's Report
        - Fall Plenary coming in November 5-7, only 3 attending so far, would be nice to get more. Academic Academy also only has a couple folks attending. Crozier: How is conference being handled with teaching courses? Are we taking sick leave for those times? Do we need to take a day off? Moldoveanu- Don't need to get sick leave if you get it approved prior by supervisor. You cannot request flex hours for the days you would normally be working. So for Thursday you cant get flex but for Friday you could. Crozier: What is the deadline? Moldoveanu: Yes. For Academic Academy- Oct 2nd, for Plenary- later on… email me for deadline or check the website. Scholarships through ASCCC also available for those who want to attend so you don't have to use college PD funds.
    b. ASB President Report
        - No report
    c. Vice President's Report
        - All program review and SLO info is all being done. S. Johnson will be stepping down from SLO. Remind people in your divisions to complete. Our numbers have fallen down a little bit and we need to pick them back up. Program review had productive meeting last month with IEC. Reviewed 3 docs and already got 2 or 3 in for the October meeting. Still a number of academic program reviews that have not submitted. Committee doesn't have capacity to read all the 8-10 that are late… the fact that they are a month late is not an issue for the committee, but they do need to be submitted now as the committee now has excess capacity. Reason for having them in now is some may need revisions and you will need time to make revisions.
    d. Faculty Board Representative Report
        - Consultative counsel has been discussing back to campus plan. Talks about adding some cosmetology courses but not chem courses. Discussion about BP and AR subcommittee getting up and running and making the Basic Needs committee an institutional standing committee. Lasty, looking to LA County for guidelines on reopening, added MTT to essential but not studio art classes. Talks with Paramount adult school have begun to see what opening safely might look like there. Report on Instructional building one being done in February. Moore: Did you mention Cosmetology courses? Phillips: Yes, in last two meeting they have been looking at essential vs non-essential and what could be added on. Looking at bring cosmetology classes back in so the students can get their hours in. Looking at safety precautions like plexiglass, reduced numbers in the room, ways to make sure the students can complete their hours in a safe way. Berger: Cosmetology cant come back unless LA county gives permission. What would it take for us to bring back cosmetology, looking at barriers and safety precautions that need to be taken to provide safety with reduced numbers in TV1. If we can do it, big if, it will help student with the hands on learning they need. Moore: I think it's a great idea

e. Academic Affairs Report
   - Originally thought a chem or studio art class to bring back, after speaking with faculty-decided not to move forward with those at the moment. They are not essential workforce training as classified by governor in his March exec order. Other districts have asked for computer labs to be opened and the county rejected that. Following their lead and it changes when it changes. Trying to finalize winter which will hopefully have more clarity as far as online courses vs classes that meet on canvas so they know they don't have to come to campus. For spring we are looking to make it clear to students who will need to be on campus, and not on campus, and when.
f. Curriculum Report
   - Curriculum met Sept 16. Added a new curriculum SLO and DE addendum open lab. Available on Dec. 6th from 330-530pm so if you need assistance with your DE addendums or curriculum SLOs you can attend the workshops put on by S. Moore and S. Johnson. Please share with your colleagues. Will also be available on Oct 20 and Aug 17th same times, links to register are on the PD webpage. Would like a little help, BIS, STEM still has some vacancies. Asked divisions to discuss vacancies at next meeting. Approved six more DE addendums, S. Johnson and S. Moore have been working closely together and having conversation to streamlining procedures to get addendums approved before Dec. 30th. Thanks you to Faculty for contributions.
g. Distance Education Report
   - Extending thanks to faculty who have been working on these addendums. DEAC met 9/22 and discussed changing the course demo process for faculty wanting to teach fully online classes, voted on and what we are doing at this time is only new faculty teaching online will be demoing courses. This is a mentoring process and not about preventing anybody from teaching online but really about having a strong organized online classes adhering to CVC-OEI rubric standards. Oct 23 DE extravaganza- discussions about new DE language, CVC-OEI best practices, where we are at with bench marks, overview and presentation about ally program- awesome tool which makes sure our course content on canvas is accessible. Breakout workshops for morning and afternoon sessions- looking at top LTI that fac have asked about. Also a hands-on workshop for canvas studio that has become available which allows to make great video content as well as embedded quiz in videos. Will also show you if students watched the video you posted. Allows students to make fun video content. Breakout sessions are designed to do an overview but also for time to work on those things.
h. Faculty Development Report
   - Looking to put forth co-chairs- Sarah George and Andree Valdry. J. Crozier asked them this last week, privately, to take over the whole thing which they agreed to. With zero release time, J. Crozier has had it. We worked on creating/rewriting the steps for PD, funds and stuff- still in progress on those. We were supposed to have it all by 10/16 but doesn't look it will be done. They have to stop asking us to do everything for free. S. George: working on vote for PD categories flex document. Revising two docs J. Corzier mentioned- FLEX doc and Instruction doc. J. Crozier: should be done by Monday.

5. **Unfinished Business/Tabled Business**
   a. ~~First Read: BPs & ARs Evaluation/Writing Process~~
   b. Third Read & Vote: Faculty Development Committee – Elections for Chair/Co-Chair-Schwitkis/Moore
      ii. Sarah George
      iii. Andree Valdry
         - Disc: S. Moldoveanu: No vote necessary since S. George and A. Valdry have been put forth as Co-Chairs and are running uncontested.
         - Close: Schwitkis/Mills (no nays or abstentions)
         - Motion to Approve Co- Chairs-S. George and A. Valdry Schwitkis/Barragan-Echeverria (no nays or abstentions)- approved
   c. Second Read & Vote: Faculty Development Committee and Professional Development Committee Relationship- Schwitkis/Moore

- Disc: J. Crozier: Relationship between Faculty development committee and PD and it is up to the new co-chairs in how they choose to run it but for instance Fac. Dev does not have a webpage but hopefully it can be maintained by PD. The PD webpage lists things for everybody but the frustrating thing is "where is the fac dev list of stuff?"- seems to have been pushed aside. New co-chairs can decide what the continual relationship will be like, it has been an issue in the past and continues to be an issue this semester. We don't have a calendar and the 20% release time for them is not going to be enough to get all this information out. That is the issue.
- Motion to close and to note previous discussions was held and to move to appropriate location in minutes– Schwitkis/Phillips- approved

d. Second Read & Vote: Academic Senate Resolution of Inclusivity and Black Lives Matter- Schwitkis/Hill

- Discussion: Moldoveanu: updated based on comments received in Senate meeting I received further revisions from Dr. Curry, particularly regarding the last be-it-further-resolved and will include those in the next draft I will be submitting. Any other changes or things we missed that we would like to have included. Mills: in the 2nd be-it-further-resolved do we mean *under* represented groups? Moldoveanu: Yes thank you. K. Radcliffe: Is it possible to go back and revisit language that may have already been addressed? Why include "heterosexual"? Can anyone address this? A. Gillis: Yes, I think it is important that if we talk about equity and diversity that we are not just talking about demographics in term of race and ethnicity but important to include intersectionality and LGBTQIA+ communities and other groups that are also minoritized. J. Philliips: Weren't we using Cis-gender? A. Gillis: We can certainly use that terminology now. I think historically, or the point I was trying to make was that the education system was created by and for white men and we need to be mindful of that and have a responsibility to say that. K Radcliffe: I think white males is appropriate, we want to address issues of sexuality there could be a place to address n addition to underrepresented groups which include people of color, people of different gendered identities. Talking about a structure that's based on white male privilege regardless of sexual orientation. We have to be very specific and say white male rather than saying white heterosexual males. Moore: I think adding cis-gender would be appropriate because it embraces intersectionality and we could include it further down in the minoritized subgroups. Radcliffe: I would feel more comfortable with that. Moore: Yeah I think it would be appropriate to keep cis-gender within the white cis-gender males vs listing the heterosexual terminology. Radcliffe: I appreciate the reasoning behind it but I think heterosexual is outdated and probably not the right place to put that. Maruyama: can it be phrased as white male hegemony (audio cut). Radcliffe: I prefer that but that hegemony is not exclusive to white Males it's also white women who still experience their own oppression but they still benefit from to some extent from white privilege and it is this power structure that has been used against under represented people or people of color where they don't benefit from white privilege at all. The educational system was set up to support white privilege. Moldoveanu: originally higher education was designed for males only, women were only allowed in 200 years later. Radcliffe: absolutely, this isn't to exclude women but there is a difference in… listen not all white people benefit from white privilege either so that is why I think it is important to use the term white privilege or hegemony because I think built into that is the exclusion of all kinds of people and in many ways that exclusion is experienced differently. We need to look at it from a systemic perspective. Maruyama: would a term like Eurocentric hegemony be something we can use? Since we're trying to be more encompassing. Schwitkis: I would have issues with Euro-centric- the nazis did a number on my family. I like what Kendal is saying because it speaks more to what is happening in the US. Moldoveanu: I think word male has to be there, Cis-gender fits there. It was not designed for women and once women came the system did not change. S. Johnson: Ed system was designed to perpetuate patriarchal white supremacy. Radcliffe: yeah I think that's a better way of putting it . Schwitkis: that sounds

real good too. Crozier: way to go Susan! S. Johnshon: Thanks! Moore: I do think that a person who identifies with the LGBTQ + community has a very different exp. Than a cis-gender individual. Challenges specific in the ed arena which is why many universities have LGBTQ+ resources. Moldoveanu: in the term white supremacy is the issue of gender brought in again? Radcliff: that's why patriarchal white supremacy works. Moldoveanu: I will make that change, do we still want to add cis-gender? Hill: Cis gender doesn't cover sexual preference. Moore: what suggestions do we have? Hill: I forgot where we are putting cis-gender, can someone remind me? Moore: in between the words "white" and "males" is where it was originally discussed. Moldoveanu: Are we going to put it with "patriarchal white supremacy" Schwitkis: I think patriarchy does speak on gender. Hill: should we put out a document like this and not mention LGBTQ groups? Especially given how terrible our campus has been with support or representation at all? Gillis: I agree and the reason I had for adding this in was to make sure we are very direct and clear that we have a responsibility to that particular group as well. There are a lot of students who are transgender on our campus. The educational system was not designed for them. Radcliffe: perhaps we can include that in the first statement where it says Compton College acknowledges the long history of racism, we can include it there? Moldeveanu: if we include gender, sexual orientation, we need to add disability and would have to include them all. If we are going to name them all we need to work together because if I do it myself I will forget someone and then get blamed for leaving out a group. So everyone is covered. Hill: one thing we might consider is we can say whereas […] Compton college acknowledges the long history of racism and all discrimination and injustice. The idea that we are taking a stand against all forms but Moldoveanu: That is what I had in mind when I first wrote, to address all types of injustices. Hill: maybe if we said the long history of racism and all forms of discrimination and injustice in the United States. Moldoveanu: I like that. Any other feedback? Hill: Vanessa had a good idea about including a new whereas, it's in the chat. If we wanted to include other groups we could add as many whereas I suppose. Radcliffe- I like that idea too of adding another whereas. Maruyama: with another whereas you can address more specific issues that have been raised. Moore: I had the chance to follow up on David's comment in the chat to use the term "minoritized" Johnson: I agree with term minoritized vs minority. Moldoveanu: Noted. So agreed to add another whereas about sexual orientation and gender? Radcliffe- maybe we don't need another whereas. When you are speaking about committees of color it is somewhat implied, it is integrated into the experiences. Phillips: I actually feel we do need to add another whereas because it can shed light on things that need to be called out. Maruyama: Audio cut in and out- mentioned word being used in soccer games by Spanish-speaking communities, something about undertone of anti-LGBT sentiment. Hill: maybe we're trying to take on too much, maybe we shouldn't move too far away from BLM and later come out with other resolutions that speaks to other forms of discrimination. Maruyama: yes separate statement, if this is specific to BLM then it should be the focal point. If we dilute the language then it would lessen the impact. And Hill: we don't want to imply that sort of all lives matter angle, want it specific to BLM movement. Moore: What about black gay men and lesbian women? Moldovenau: then what about black men and women who are also disabled? It becomes the same thing, if we address one then we have to let all the other ones. Moore: we have to decide whether or not we will allow the dock mean to embrace intersectionality. Radcliffe: It already does. Intersectionality is inherent in the BLM movement. BLM was started by members of the LGBTQ community. It's inherent in being an ally of BLM. S. Tse: originally started with BLM, new committee Diversity, Unity, Equality a new advisory committee. Every district has these issues. We need to look into including all. Radcliffe: The reason it's BLM is its tapping into the moment. We have to include is as a response. S. Tse: Yes, we need to tie in others as well. Radcliffe: It is already included in BLM. Moldoveanu: I will suggest closing discussing because we have other items on the agenda. I will make revisions and bring it back as a draft. I may need to start putting on time limits on items because we need to remain true to

the agenda and cover the other items as well. Author committee's suggestion was added into resolution about specific speakers.
  - Motion to close disc: Schwitkis/Maruyama- approved the deal
e. First Read: Professional Development Pre-Approval and Payment Process Review
  - Motion to table: Crozier/Schwitkis-approved
f. Second Read: Call to Action Taskforce – Schwitkis/Mills
  - Disc: Radcliffe: Working with Tina Kuperman on response to Chancellor's call to action which will be shared out to relevant committees. Right now working on identifying classes where by we can collaborate on having some sort of diversity emphasis in the curriculum. Looking at courses that could share that emphasis across disciplines. Looking at courses to create various lists that can meet the expectations of the chancellor's call to action and eventually cluster them together that fulfill a diversity requirement. Still in the planning stages, talking at the moment. Moldoveanu- does anyone have anything else to add? Thank you for the updated Dr. Radcliffe
  - Close: Mills/Schwitkis
g. First Read: Stacked Honors Courses- Schwitkis/McPatchell
  - Disc: Hill: other campuses are doing stacked honors courses. Problem is our BOT in May 2018, approved honors contract approach not stacked courses. We cannot have a campus where one admin unilaterally changes a program with zero conversation with any stakeholders. Now two years later we have nothing. Our campus is too small to support a stacked honor approach. We will have very few people involved because we just don't have that large of a student body. A lot of campuses use honors contracts. We are way far away from gaining membership in the UCLA honors transfer agreement program. If we go with stacked honors we have a whole lot of nothing. Stacked honors means an instructor is teaching two courses at once. I feel we should be making recommendations on this like every other college does before the board votes on it and it is implemented. Moldoveanu: thank you, would anyone like to add to the discussion? Schwitkis: agree with what Vanessa said in chat. I had half a dozen across my physics classes and now I do not have any. Hill: Barb never liked the contract idea. I tried to show data of other schools using it. The last semester we had contracts over 100 students completed. It was successful. Schwitkis: suggestion to make a motion after discussion to create a resolution will come back to this body, which we can vote on, which indicates what our desires are? Moldoveanu: so we can make a recommendation to the district that we would like to use contracts for honors. Hill: Can we note in the resolution that the BOT approved the contracts. Barragan- Echeverria: With regards to not being members of UCLA honors program- our current honors transfer handbook says we are members but that is not correct since we are not on the list. Hill: That document is outdated. We were on the list when we were connected with El Camino. Barragan- I am just bringing it up because its currently on the website. Hill: Indeed nothing has been changed on the website since I stopped working as coordinator. Our website still has info about honors contracts. All that material is still there. Moldoveanu: Any other comments and or discussions?
  - Close: Schwitkis/Mills
  - Motion to let Minodora to create a resolution that we can look at next time that looks at the issue of stacked honors courses vs via contracts - Schwitkis/McPatchell- approved
h. First Read: Offering More Fully Online Courses for Spring 2021- Schwitkis/Crozier
  - Disc: Crozier: In the English dept, I thought we did offer more. What should be the number? Should we examine other schools and look at what their ration is? Does anyone know? Moldoveanu: Holly spoke of this at another meeting, that is where I made notes to add it to the agenda. I believe it was LBCC, they offer most of their courses completely online which has resulted in higher enrollment because of the flexibility of asynchronous classes. She may have more details for this item. Schumacher: In consultative counsel they wanted faculty to recommend the number of classes would be synchronous vs asynchronous. How many people are DE certified? How much of your load can be asynchronous? Technically the

contract says you can have 2 synchronous courses as part of your load but with permission from the dean you could teach more than that. My understanding is division chairs and deans will discuss how many sections of each will be offered. Schwitkis: point of order, maybe a motion for continuing the meeting is required, we can also check attendance.
- Close: McPatchell/VanOverbeck
- Motion to adjourn meeting (no quorum)@ 2:08pm-Moore/Schwitkis

6. New Business
   a. Consent Agenda Approvals – (First, Second Read and Vote)
   b. CTE and Academic Program Combination – Program Review (Ex. Music)
   c. Compton College Academic Senate Resolution Submission to ASCCC – Area C
   d. Educational Policies Committee
   e. DEAC – 9/22/20 Approved
      i. XYZ Math
      ii. Web Assign Math
      iii. My Lab Math
      iv. Khan Academy
   f. Hot Spot Distribution to Students

7. Informational Items
   a. Academic Affairs –eLumen to Replace Nuventive
   b. Tenure Recipients
      i. Emma Adams D.V.M.
      ii. Eckko Blake M.A.
      iii. Hassan Elfarissi MS.
      iv. Stephen Ellis B.S.
      v. Minodora Moldoveanu Ed.D.
      vi. Sean Moore B.S.
      vii. Ayesha Sirajuddin Ph.D.
      viii. Juan Tavarez M.A.
   c. Tartar Support Network – Added as an Institutional Standing Committee

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

9. Adjournment 2:08pm

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THE COMPTON COLLEGE ACADEMIC SENATE

A RESOLUTION TO DECLARE THAT EQUITY AND BLACK LIVES MATTER

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

WHEREAS, the educational system that was originally designed to ==preserve imperialist, white supremacist patriarchy,== has not been sufficiently reformed, and instead continues to perpetuate unjust, inequitable, and unfair practices that continue to erase the contribution and participation of ==minoritized groups== ~~underrepresented group~~; and

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

WHEREAS, Compton College, serving primarily students belonging to groups ==who have faced historical oppression== ~~underrepresented groups~~ should be a leader in promoting attitudes of justice, fairness and inclusivity; and

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

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

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

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

BE IT FURTHER RESOLVED, that the Compton College Academic Senate will urge all faculty members to create culturally relevant and inclusive curriculum to highlight the injustices of this country, and to the unfair treatment of historically underrepresented groups in many aspects of our society; to include the voices and accomplishments of historically underrepresented groups in course material selection, and to

increase awareness of implicit bias, stereotypes, microaggressions, ==forms of== discrimination, individual and systemic racism, and genocides; and

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

BE IT FURTHER RESOLVED, that the Compton College Book Club will select reading material to further educate our campus community on issues of equity, inclusion, and fairness; and

BE IT FURTHER RESOLVED, that that The Authors Committee will select speakers who represent historically underrepresented groups and ensure their voices are heard, and valued; and

BE IT FURTHER RESOLVED, that Compton College will establish a new graduation requirement, for students to complete at least three units of curriculum with a focus on cultural understanding, cultural intelligence, ethnic studies, and historically understudied groups; and

BE IT FURTHER RESOLVED, that Compton College will rely on faculty who are qualified to teach ethnic studies courses, and will recommend the hiring of additional faculty in this area if needed, in order to provide a robust array of courses to meet this growing demand of cultural understanding, and cultural acceptance; and

~~BE IT FURTHER RESOLVED, that Compton College, will transition the Tartar Support Network Taskforce to an Institutional Standing Committee, as evidence of its long-term commitment to helping disadvantaged students, and to alleviating their basic needs.~~

BE IT FURTHER RESOLVED, the Compton College Academic Senate will work with the Tartar Support Network to advocate for additional resources (housing, food resources, mental health, technology, and transportation) for Compton College students.

Compton College Recommendation Form

Stephanie Schlatter
Special Resource Center
9/30/2020

Background: Provide an overview and pertinent background information regarding the need for this recommendation. It is very important you provide relevant data to support the recommendation.

Accessible Information Management (AIM) is a disability services online portal for students and instructors. AIM provides the District with a comprehensive accommodation, appointment, and case management platform. It automates the following manual processes: new student program eligibility and approval, testing accommodations, faculty accommodations letters, appointment and case management and e-form creation.

Recommendation(s): Please provide your recommendation. How does it connect to the college mission, vision, and strategic initiatives? How does it connect to the Tartar Completion by Design?

Recommendation(s) Categorized by the Completion by Design Framework				
CONNECTION	ENTRY	PROGRESS	COMPLETION	TRANSITION
SRC New Student Application (Begin Program Eligibility Review)				
		E Form Agreements		
		Testing Accommodations		
		Alternative Media		
		Appointment Management		
		Faculty Notification Letters		
		Case Management		
		Equipment Loan		

Timeline: What is the timeline for the implementation of the recommendation?

- Engage vendor for planning of implementation- December 2020

- Complete implementation – Spring Break 2021

Action Item(s): Prioritize each of the action items associated with the recommendation and who is responsible for each. See below for the format.

> **Task:** Budget Approval
>
> **Person(s) Responsible Stephanie Schlatter**
>
> **Deadline:** December 2020
>
> **Status:** Pending

Budget Request: List each proposed expenditure and include the amount of funds requested, as well as the object code and object code description.

Object Code of Expenditure	Object Code Description	Project Funds Requested	Detailed Description of Proposed Expenditure
		$9300.00	One-time setup- Year 1 only
		$4290.00	Annual Subscription (ongoing expense)

Submit the completed Recommendation Form to your Administrator, Manager or Supervisor via email

Compton College Distance Education

Student Authentication Guidelines

Due to the lack of face-to-face classroom time, it can be difficult for instructors to know if the student enrolled in an online class is the actual person who is logging in and turning in his/her own work. The Accrediting Commission for Community and Junior Colleges (ACCJC) suggest several practices to ensure student identity.

Higher Education Opportunity Act 2008

A federal mandate appeared in the reauthorization of Higher Education Opportunity Act (HEOA) in 2008 that requires institutions to have processes through which the institution establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

In order to meet federal and authentication requirements, Compton College will use the following methods to authenticate online students.

A. College Course Management System
a. All Distance Education courses will use the learning management system known as Canvas which requires that all students have a secure login and password.
    i. When publisher sites are used in conjunction with Canvas, the Canvas shell must contain the following:
        1. Syllabus
        2. Compton College Distance Education Welcome Module & Resources
        3. Class Schedule
        4. Announcements
        5. Link to the publisher's accessible site
        6. Course weekly interaction (e.g. discussion forums, chat, private message)
        7. Instructor-created content (e.g. modules, study guides, content overview and review)
    ii. Specific guidelines and approval from Distance Education Curriculum Subcommittee and the DEAC Accessibility Check must be met before using publisher sites.

B. Student Affirmation Statement
   a. All Distance Education courses must include a question in the first 48-hour check-in assignment affirming that the student is the same student who enrolled in the course.
      i. **I affirm that I am the student who enrolled in this course. Furthermore, I affirm that I understand and agree to follow the regulations regarding academic integrity and the use of student data as described by Compton College Board Policy 5500 - Academic Honesty and Standards of Conduct Student Conduct Code that governs students rights and responsibilities. Failure to abide by the regulations may result in disciplinary action up to expulsion from the college as noted in CCC Administrative Procedure 5520.**

C. Plagiarism Detection Software
   a. Distance Education instructors are encouraged to have student submit written assignments to a web-based services plagiarism detection software that identifies plagiarism in student work.

D. Regular and Effective/Substantive Contact
   a. To help ensure that students registered for the course are truly the ones contributing to it, Distance Education instructors will incorporate best practices for regular and effective/substantive contact as described in the Distance Education Handbook.

DEAC Recommendation:

It is recommended by DEAC to adopt this policy which reflects current practices.

Submitted to DEAC for a first read on May 26, 2020.

Compton College Curriculum Handbook

Table of Contents

Curriculum Handbook

The handbook provides College Curriculum Committee (CCC) representatives with information to assist them in understanding and fulfilling their responsibilities. The Curriculum Committee exists for the purpose of advising the Chief Instructional Officer and Board of Trustees on recommendations pertaining to the programs and courses offered by the college. It evaluates and makes recommendations on matters related to the credit and noncredit curriculum. The committee must act upon course and program additions, deletions, or significant changes in program requirements or in course outlines. It also serves to guide Curriculum Committee members so they can review and approve curriculum in accordance with state regulations as well as local policies and procedures.

With adherence to the guidelines and procedures contained in this handbook, Compton College will continually develop curriculum which is consistent with its mission to meet the educational needs of its diverse community and ensure student success by offering quality comprehensive educational opportunities.

Compton Community College

Mission

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."

Vision

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

Values

Compton College values are grounded on the following principles:

- **Student Centeredness** in the focus of providing students the opportunities for success.
- **Excellence** as a premier learning institution recognized for outstanding educational programs, services, and facilities.
- **Support and Nurture** in providing guidance in a professional and caring environment.
- **Dedication** in our commitment to our diverse community through partnerships with local K-12 schools, universities, and businesses.
- **Innovation** in adapting new ideas, methods, and techniques to further student learning and achievement.
- **Fiscal Integrity** in the transparent and efficient use of financial resources to support student success.

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision, Compton College will focus on the following Strategic initiatives:

- GOAL 1: Improve recruitment, enrollment, retention, and completion rates for our students.
- GOAL 2: Support the success of all students to meet their education and career goals.
- GOAL 3: Support the success of students through the use of technology.
- GOAL 4: Offer excellent programs that lead to degrees and certificates in allied health and technical fields.

- GOAL 5: Establish partnerships in the community and with the K-12 schools.

Institutional Learning Outcomes (ILOs)

Upon transfer or graduation, Compton College students will have the following skills:

Critical Thinking

Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

Communication

Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

Community and Personal Development

Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

Information Literacy

Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Chapter One: Policies

Board Policy 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 "academic and professional matters" means the policy development and implementation matters listed in this policy.

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.

Board Policy BP 4020 Program, Curriculum, and Course Development

Issued: November 21, 2016

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

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

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

Furthermore, these procedures shall include:

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

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

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

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

Credit Hour

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

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

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

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

Chapter Two: Role and Responsibilities in the curriculum Review Process

Composition of the College Curriculum Committee

Voting representatives shall be two full-time tenured or probationary faculty members from each academic division, one dean, one division chair, one full-time faculty counselor, one Student Learning Outcomes (SLO) coordinator, one Distance Education Faculty Coordinator (DEFC) and one full-time librarian. Representatives who serve on the College Curriculum Committee (CCC) who are non-voting members shall include, but are not limited to, the Articulation Officer, Chief Instructional Officer (CIO)/Vice President of Academic Affairs (VPAA), curriculum analyst, evaluator and student representative. The CCC chair is a non-voting member, except to break a tie vote.

- The CCC faculty members in consultation with division chairs shall be recommended by their division chair for a term of 3-years.
- Counselors, in absence of a division chair, shall be elected by their respective full-time division colleagues for a term of 3-years.
- Librarians, in absence of a division chair, shall be recommended by the FACH division chair for a term of 3-years.
- Deans shall be appointed by the VPAA or district designee for a term of 3-years.
- Division Chairs shall be decided within their cohort, for a term of 3-years. If one is not decided, the Academic Senate shall appoint a Division Chair.
- At the conclusion of the appointed 3-year term, all CCC faculty members, with the exception of the division chairs and deans, have the option of serving another 3-year term. Their tenure shall not exceed two consecutive terms.
- In the event that a CCC faculty member is unable to fulfill their term for one semester, their respective division chair shall assign a proxy. If the CCC faculty member is unable to fulfill their second consecutive term, they will be replaced using the existing process.

Faculty

Curriculum development is faculty driven within their area of expertise and teaching discipline. With guidelines from Title 5 and local standards, faculty develop a Course Outline of Record (COR), which includes items such as: (e.g. course title and description, course objectives, outline of subject matter) and provides representative textbooks, assignments and modes of assessment. The COR provides the community, students, and faculty information on the course outline,

objectives and goals regarding content and rigor. Faculty who propose a distance education version of an existing course or a new distance education course should consult with the Distance Education Advisory Committee. Consultation with program directors and deans is necessary for faculty selection and course scheduling.

Faculty responsibilities for new course or program proposals must:

1. Propose course or program revisions including special topics.
2. Make courses or program proposals for inactive status.
3. Ensure that course outlines (and the conditions on enrollment, if they apply) are updated at least once every six years or two years for CTE courses.
4. Ensure that the division reviews and verifies the accuracy of all course and program information listed in the catalog and in CurricUNET META prior to the spring catalog publication date.
5. Archive courses that the division has not been able to offer at least once every two years.
6. Ensure appropriate discipline assignments for every proposal.
7. Review all proposals for accuracy.

Division Chair

1. In consultation with the dean, recommends scheduling and assigning and/or canceling classes after faculty consultation in conformance with the college's standards and practices.
2. Recommends curriculum development, modification and deletions, and supervise the selection and development of course materials in accordance with student learning outcomes and other objectives approved by the CCC.
3. Consults with faculty in the various disciplines, appropriate experts, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.

Student Learning Outcomes and Assessment (SLO) Coordinator

1. Conducts SLO review to ensure compliance with program and institutional SLOs for every course and program reviewed by the Curriculum Committee.
2. Acts as a liaison between the Curriculum Committee and the SLO and Assessment Committee.
3. Provides input and expertise on all issues related to SLOs.

Librarian

1. The CCC librarian representative serves as a liaison between the CCC and the Library.
2. The representative is responsible for thorough study and review of all curriculum proposals to assess stated course needs for textbooks, periodicals, or new library resources or acquisitions.
3. In addition, the librarian may recommend additional information resources to faculty authors.

Distance Education (DE) Coordinator

1. Reviews all curriculum proposals with Distance Education components and conducts DE subcommittee review.
2. Reviews all curriculum proposals for technical accuracy and compliance with current regulatory, writing, and content standards related to Distance Education.
3. Functions as a liaison between the curriculum committee and the Distance Education faculty subcommittee.

Division Dean

Each Division Dean in conjunction with the Division Chair is responsible for coordinating the development of all division curriculum. They serve as a part of the technical review committee and are responsible for the thorough review and approval of all division curriculum. The Division Dean submits the proposed course or program to the Chief Instructional Officer.

Curriculum Analyst

1. Maintains all curriculum files.
2. Submits curriculum materials for local and state approval.
3. Maintains the curriculum database and forms in CurricUNET META.
4. Facilitates CurricUNET META and related technology training for all committee members and faculty authors.
5. Provides advice and guidance to the Chief Instructional Officer and to the College. Curriculum Committee on curriculum related issues, such as: Education Code regulations, Title 5 compliance, course numbering sequence, and prerequisite regulations.
6. Maintains the curriculum handbook and develops recommended procedures and forms for the processing of curriculum materials.
7. Prepares and submits an annual report of committee activities for the Academic Senate.
8. Records College Curriculum Committee meeting minutes.
9. Distributes minutes to all committee members within two weeks following a meeting, but no later than two days before the next scheduled meeting.
10. Compiles agendas and materials and posts them, preferably by the Friday prior to the scheduled meeting but no later than three days prior to the scheduled meeting.
11. Works with the Curriculum Committee chair to prepare and distribute committee documents and reports.
12. Works with the Chief Instructional Officer to prepare the curriculum items to submit to the Board of Trustees.

Chief Instructional Officer

1. Provides leadership in developing and maintaining curriculum.
2. Reviews all curriculum proposals to ensure congruence with the mission, need, quality, feasibility and compliance requirements of Title 5.
3. Approves all changes in academic courses and curricula.
4. Authorizes courses and/or programs to be offered.
5. Approves all selected topics.
6. Works with Curriculum Chair to carry out committee responsibilities.
7. Prepares the necessary board items to ensure that all curriculum is board approved in a timely manner.

College Curriculum Committee Chair

The College Curriculum Committee (Curriculum Committee) chair is a faculty member who is responsible for overseeing all curriculum proposals through the curriculum review process, including review of courses and programs. The chair also acts as the liaison between the Curriculum Committee and the Academic Senate (both at the college and statewide). The chair works closely with the Curriculum Analyst and the Articulation Officer to make sure curriculum

The Curriculum Committee Chair shall be elected according to the Academic Senate By-Laws in Article VI, sections 1 – 6. See appendix I.

The curriculum chair receives reassigned time and secretarial support to complete the following duties and responsibilities:

1. Serves as a resource person to assist faculty in the development of curriculum proposals.
2. Reviews all curriculum proposals for technical accuracy and discipline assignment.
3. Works with department chairs and course authors to make necessary corrections.
4. Develops a recommended curriculum committee schedule for the year.
5. Schedules and conducts the pre-curriculum review meetings.
6. Prepares curriculum committee agendas and conducts committee meetings.
7. Works with the Curriculum Analyst.
8. Reports at the regular Academic Senate meetings on actions of the Curriculum Committee and curriculum issues.
9. Attends meetings with the VPAA or designee, Curriculum Analyst and others as appropriate.
10. Functions as a liaison with the Distance Education Advisory Committee and other committees as appropriate.
11. Attends curriculum workshops at the local, regional, and state levels.
12. Participates in developing the annual curriculum calendar.
13. Performs additional duties as mutually agreed upon by the Curriculum Committee and Chief Instructional Officer or designee.

College Curriculum Committee (CCC)

1. The Curriculum Committee is responsible for the development and review of the college's curriculum and for ensuring that all curriculum meets local and state standards as outlined in the Chancellor's Office's Program and Course Approval Handbook (PCAH). The Curriculum Committee is a standing committee of the Academic Senate as provided by the California Code of Regulations, Title 5, Section 55002. Review of curriculum proposals is based upon state regulations, local requirements, and the mission and objectives of the college.
2. The Curriculum Committee will operate under its bylaws, relevant board policies, and the Academic Senate constitution. The chair will regularly report the committee's activities to the Senate.
3. The Curriculum Committee chair may convene ad hoc committees to formulate specific curriculum procedures or address specific curriculum concerns. Ad hoc committees will report their findings to the Curriculum Committee. If a report to the Senate is deemed advisable, the chair shall provide a report and any recommendations. The Senate may also recommend that the chair form ad hoc committees to address Senate curricular issues.

Articulation Officer

1. Facilitates articulation with public and independent colleges, universities, and other community colleges.
2. Develops, updates, and maintains all articulation agreements and related materials used to advise students on academic majors, degrees, and transfer requirements.
3. Serves as a consultant to counselors and instructional faculty on issues related to articulation.
4. Facilitates participation in the Course Identification (C-ID) Numbering System.
5. Participates in statewide meetings pertaining to articulation and transfer.
6. Keeps counselors and instructional faculty informed on matters related to articulation.
7. Serves as a consultant to Admissions and Records staff in evaluating transcripts and certifying students for graduation.
8. Assists the curriculum analyst with editing the transfer and graduation information in the schedule of classes, the college catalog, and the catalog supplements.
9. Works with the appropriate college personnel to maintain an accurate Master Course File database.

10. Maintains and regularly updates the ASSIST database.
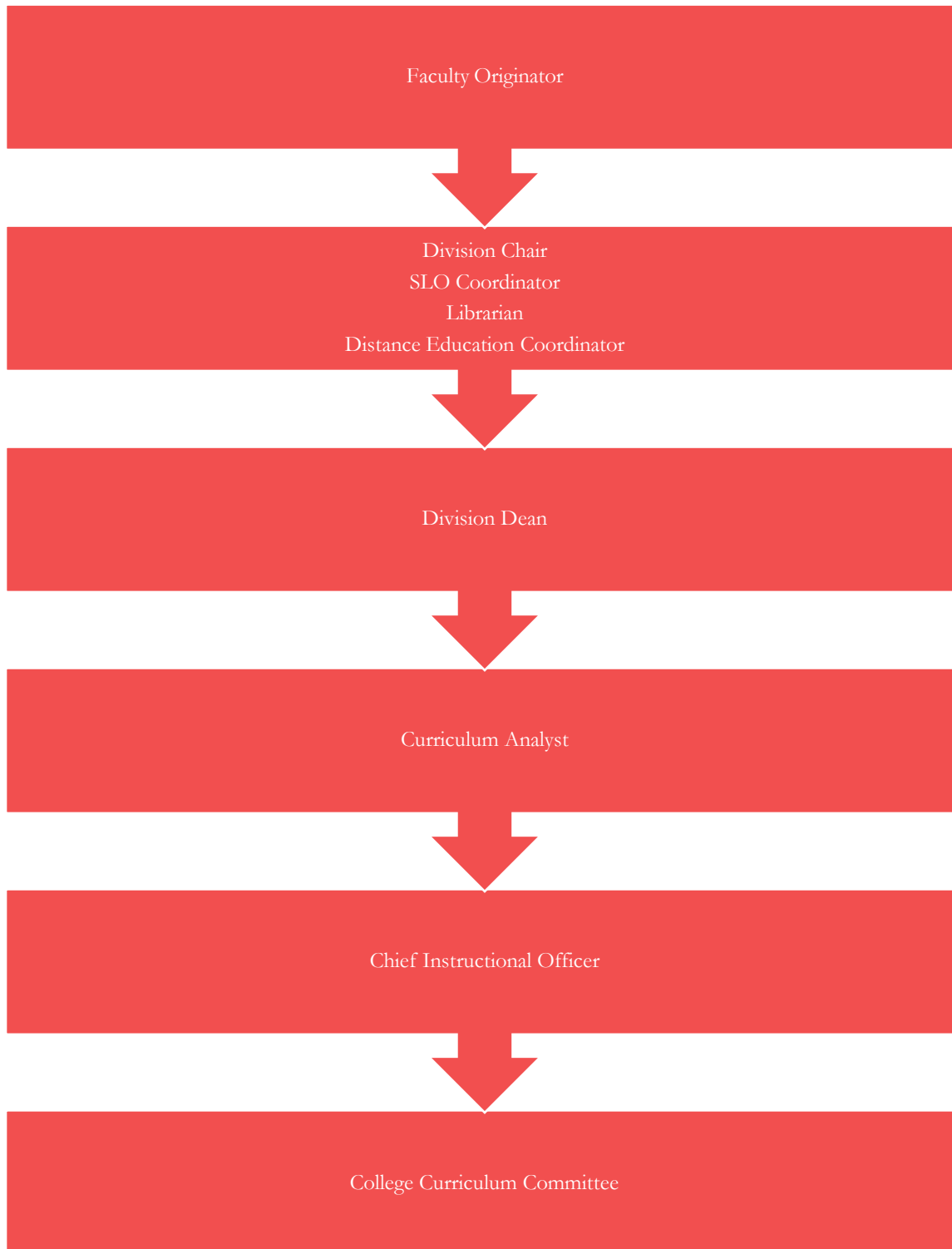11. Ensures that required ASSIST reports are filed accurately and on time.

Academic Senate Secretary

1. Checks for all recording of Curriculum Committee minutes.
2. Works with the Curriculum Chair to prepare and distribute committee documents and reports.

Counselor

1. Serves as a resource person for the department in such matters as transfer, associate degree, certificates, and student needs.

Curriculum Review Flowchart

Faculty Originator

Division Chair
SLO Coordinator
Librarian
Distance Education Coordinator

Division Dean

Curriculum Analyst

Chief Instructional Officer

College Curriculum Committee

Chapter Three: Standards and Criteria

Overview

The regulatory and statutory criteria for curriculum approval is contained in the Title 5 California Code of Regulations and the State Education Code. The Course Outline of Record (COR) should contain sufficient information to permit the curriculum committee to correctly determine whether the course should be recommended for approval and classified as degree applicable credit, non-degree applicable credit, non-credit or community services offering under title 5 section 55002.

Curriculum Committee

As described in title 5 section 55002(a)(1), the Compton College Curriculum Committee (Curriculum Committee) recommending the course shall be established by the mutual agreement of the Curriculum Committee and the academic senate. The Curriculum Committee is a committee of the academic senate that includes faculty and is otherwise comprised in a way that is mutually agreeable to Compton College District and the academic senate.

Standards and Criteria for Courses

(Adapted from title 5 section 55002)

These standards and criteria guide the work of the curriculum committee in creating local curriculum forms and approval processes for:

- Degree applicable credit course
- Non-degree applicable credit course
- Non-credit courses
- Community services offering

Degree Applicable Credit Courses

A. A degree applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Title 5 Section 55062, has been recommended by the Curriculum Committee and has been approved by the district governing board as a collegiate course meeting the needs of the students.

   (1) Standards for Approval. The Curriculum Committee shall recommend approval of the course for associate degree credit if it meets the following standards:

   (A) Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Title 5 Section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the Curriculum Committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.

   (B) Units. The course grants units of credit in a manner consistent with the provisions of Title 5 Section 55002. The Course Outline of Record (COR) shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected

outside-of-class hours, and the total student learning hours used to calculate the award of credit.

    (C) Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

    (D) Prerequisites and Corequisites. When the Curriculum Committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.

    (E) Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, prerequisites or corequisites that are eligible for associate degree for credit courses in English and/or mathematics, respectively.

    (F) Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the Curriculum Committee to be at college level.

    (G) Level. The course requires learning skills and a vocabulary that the Curriculum Committee deems appropriate for a college course.

(2) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, the expected number of contact hours, outside of class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, and content in terms of a specific body of knowledge. The COR shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation. required/recommended textbooks/supplements/ laboratory manual and/or other resource material, content in terms of a specific body of knowledge, and student learning outcomes (SLOs).

(3) Conduct of Course. Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with the provisions of Title 5 section 58161.

Non-degree Applicable Credit Courses

    A. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the Curriculum Committee and is approved by the district governing board.

        (1) Non-degree applicable credit courses are:

            (A) Non-degree applicable basic skills courses as defined in Subdivision (b) of Title 5 Section 55002;

(B)   Courses designed to enable students to succeed in degree applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;

(C)   Pre-collegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree applicable credit career technical courses or programs;

(D)   Essential career technical instruction for which meeting the standards of Subdivision (a) in Title 5 section 55002 is neither necessary nor required.

(2)   Standards for Approval. Curriculum Committee shall recommend approval of the course on the basis of the standards which follow.

(A)   Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with Title 5 Section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the Curriculum Committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

(B)   Units. The course grants units of credit in a manner consistent with the provisions of Title 5 Section 55002.5. The COR shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside of class hours, and the total student learning hours used to calculate the award of credit.

(C)   Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree applicable work.

(D)   Prerequisites and corequisites. When the Curriculum Committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with this article.

(3)   Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, the expected number of contact hours, outside of class hours, and total student learning hours for the course as a whole; the prerequisites, corequisites, or advisories on recommended preparation (if any) for the course; the catalog description, objectives, required/recommended textbooks/supplements/ laboratory manual and/or other resource material, content in terms of a specific body of knowledge, and student learning outcomes (SLOs). The COR shall also specify types or provide examples of

required reading and writing assignments, other outside of class assignments, instructional methodology, and methods of evaluation.

(4) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the COR.

(5) Repetition. Repeated enrollment is allowed only in accordance with the provisions of Title 5 Section 58161.

Non-credit Courses

A. A non-credit course is a course which, at a minimum, is recommended by the Curriculum Committee (the committee described and established under subdivision (a)(1) of section 55002 of title 5 and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The Curriculum Committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved pursuant to sections 5502 and 55150 of Title 5 and fall into one of the statutory categories under Title 5 section 58160(a).

(2) Course Outline of Record. The course described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5 Section 58161.

Community Services Offering

A. Community Services Offering. A community services offering must meet the following minimum requirements:

(1) is approved by the district governing board;

(2) is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;

(3) provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;

(4) is conducted in accordance with a predetermined strategy or plan;

(5) is open to all members of the community willing to pay fees to cover the cost of the offering; and

(6) may not be claimed for apportionment purposes.

Note: Authority cited: Education Code EDC Sections 66700 and 7090.1.

Degree Programs and Certificates

New degree and certificate programs must be conform to the following standards as set forth in Title 5: Course Outlines of Record (COR)

- The content and scope of each course in a degree or certificate program proposal must be recorded in an official COR in compliance with all relevant state and local policies. The connection between the course and program level objectives must be clear.
- The objectives in the COR for each required course should clearly show how they support the objectives of the program. Further, the objectives in each course must demonstrate why the course is required and why the program course is sequenced as proposed. If this relationship is not evident for a given course, its relationship should be fully explained in the rationale.
- The course content and set of requirements in any associate degree program should emphasize principles, providing not only the skill to engage in current practices but also the critical perspective to evaluate and improve upon these practices.

Mission
The objectives of the proposed program must be consistent with the mission of the community college.

Need
There must be a demonstrable need at the time and in the region the college proposes to serve with the program in order for a program to meet the objectives as stated.

Quality
The objectives of each required course should be clearly necessary and sufficient to meet the stated goals and objective of the program. Successful completion of the work as laid out in the outlines of record submitted for each course required in the program, and in the required sequence, must be sufficient to enable students to fulfill the program goals and meet the stated program objectives. The CORs for each course must be complete, rigorous, current, and effective.

Completeness
The standard format for CORs used by the college should encourage complete information, as required by Title 5 Section 55002(A)(3) with specific examples of textbooks, teaching methods, assignments and evaluation of sufficient substance.

Rigor
The stated objectives of the constituent courses must meet the standards of Title 5 Section 55002(A) regarding critical thinking, writing, evaluation and grading at the college level. The course objectives must include critical thinking and should be linked to subsequent areas of the COR to make clear how critical thinking will be taught and evaluated.

Currency

The content, textbooks, software, and other materials, including library assignments, for each constituent course must represent current or emerging knowledge and practice for that subject or occupation.

Effectiveness

The course objectives should be comprehensive enough that it is possible to trace the reason for each of the course specifications by reference to at least one course objective.

Feasibility

The college must be able to commit the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections.

Compliance

Programs must comply with any other applicable laws, including federal regulations, licensing requirements, and the particular legal requirements.

Non-credit Courses

The Course Outline of Record (COR) should contain sufficient information to permit the Curriculum Committee to correctly determine whether the course should be recommended for approval and classified as Degree Credit, Non-Degree Credit, or Non-Credit under Title 5 of the California Administrative Code.

Criteria

A Non-Credit course must fall under one of the nine areas covered by the Education Code, Section 84757(a) items 1 through 9. These courses may or may not be designed to prepare students to succeed in degree applicable courses.

Standards

In addition to meeting the criteria above, a Non-Credit course must conform to the following standards specified in Title 5 Section 55002(c):

(a) A Non-Credit course is a course which, at a minimum, is recommended by the Compton College Curriculum Committee and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The Curriculum Committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses must be approved by the Chancellor pursuant to Article 2 (commencing with Title 5 Section 55150) of Subchapter 2 and satisfy the requirements of Title 5 Section 58160 and other applicable provisions of Chapter 9 (commencing with Title 5 Section 58000) of this division.

(2) Course Outline of Record. The course is described in a COR that shall be maintained in the official college files and made available to each instructor. The COR shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and other specifications defined in the COR.

(4) Repetition. Repeated enrollment is allowed only in accordance with provisions of Title 5 Section 58161.

Chapter Four: The Curriculum Process

The following section provides a broad overview of the curriculum proposal, submission, and approval process, detailing specific timelines and procedures for:

- Credit Course Development and Revision
- Non-credit Course Development and Revision
- Credit Program Development and Revision

Committee Timelines

The section establishes a standard timeline and procedure for curriculum submission. The Curriculum Committee will broadly adhere to the following schedules, but may alter it in response to each year's workload or emerging needs.

Standard Meeting Schedule

The Curriculum Committee typically meets from 2:30pm to 4:00 pm on the first and third Tuesday of each month during the Fall and Spring terms. Meetings for each academic year will begin on the third Tuesday of the first month and continue through the first Tuesday of the last month of the Academic year. The Committee Chair may schedule additional meetings when needed.

Quorum

To transact business at a committee or subcommittee meeting, a quorum shall consist of 50% plus one (1) of the faculty membership of that committee or subcommittee.

Agenda

Agendas will be distributed to each member of the committee at least three days prior to the day the committee is scheduled to meet.

Minutes

The Curriculum Analyst will see that minutes are kept at all meetings. The Academic Senate Secretary will be the backup of taking the notes. The minutes will include all actions taken and make note of all significant discussions. Minutes will be distributed to all members of the committee, within two weeks of the meeting. In addition, minutes must be distributed at least two days before the next meeting of the committee.

Proposal Submission Timeline

Course proposals are considered on a rolling basis. The Curriculum Committee reviews and approves proposals for new courses and changes to existing ones on an ongoing basis during the academic year.

Proposals for new course or programs, and course or program revisions that are submitted in the Fall term will be implemented in Fall of the following academic year after publication in either the Catalog or Catalog Supplement. The

Curriculum Committee reserves the right to implement changes on an expedited time-scale in exigent circumstances by special vote and subsequent approval of the Academic Senate and BOT.

Proposals for new courses or programs will require two readings and approval votes from the Curriculum Committee prior to submission for approval to the BOT. Course or program revisions require one reading and vote of approval from the committee.

Selected Topics courses must be submitted for approval with the first draft of the schedule for the semester for which they are being proposed.

Expedited Approvals

Expedited approval of curriculum proposals will be considered for the following reasons:

- Demonstrated Emergent Community Need
- Response to changes in Title 5 or the Education Code
- Response to Regional or Vocational accrediting agencies
- Error correction for catalog publication
- Response to recommendations from ACCJC
- Response to grant mandates or other time-sensitive Funding
- Other circumstances as approved by both the Faculty and Administrative Chairs

Implementation of Approved Proposals

Proposals approved by the Curriculum Committee are forwarded to the Academic Senate. Academic Senate is required to conduct solely a first read and vote to approve each course proposal (e.g. new courses, course review, discontinued courses, distance education course offerings, etc.). After the Academic Senate's approval, the courses are sent to the Board of Trustees for final approval.

Distance Education Addendum Approval Process

The Distance Education Curriculum Subcommittee (DECS) representatives notify the faculty member (designated as the "originator") in their division that they are the responsible party for reviewing the course outline of record in Curriqunet AND completing the DE Addendum. Faculty will attend the Distance Education Open Lab Workshops where the Distance Education Faculty Coordinator (DEFC) will explain how to fill out the addendum and the faculty member will receive one-on-one assistance in Curriqunet. The faculty members addendum will be placed on the subcommittee agenda for review upon completion by the DEFC. The course will not move forwarded in the Curriqunet approval process until this technical review has been completed and the subcommittee has voted to approve sending the course forward.

Credit Courses

Credit course proposals that are approved by the Curriculum Committee are presented by the Curriculum Chair to the Academic Senate. The Curriculum Analyst drafts the board agenda and submits to the Chief Instructional Officers. The Chief Instructional Officers submits the board agenda for approval by the BOT. Approved courses are entered into the Chancellor's Office Curriculum Inventory database for approval by the Curriculum Analyst. The Curriculum Analyst receives notification of approval in Curriculum Inventory and notifies the division; course gets put into the registration system, class schedules and college catalog.

Credit Programs

All credit degrees and certificates must be approved through the regular curriculum process described in this handbook. All new or substantive changes to degrees and most certificates must first be submitted to the Curriculum Analyst for review to determine if the course meets requirements as outlined in the document from the Chancellor's Office for review and approval along with all requisite state documents. Once approved by the Chancellor's Office, all programs and certificates must be published in the catalog or catalog supplement prior to offering.

Non-Credit Courses

All non-credit course proposals must be approved by the Curriculum Committee, the Academic Senate, the BOT prior to being scheduled; however, they do not need to be published prior to offering.

Selected Topics Courses

Selected Topic courses approved may be scheduled the semester after they are approved. These courses cover topics not offered by the established curriculum and are not intended to meet program or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations. Selected topics courses must receive approval from the Curriculum Committee.

Selected Topics Course Submission and Approval Process

Approved Selected Topics courses may be offered two times. Selected Topics courses successfully offered twice can then be submitted through the regular credit course submission process for approval as permanent credit courses.

Course Change Approval Process

Courses submitted to the Curriculum Committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Course modifications must undergo the 9 step approval process (see chart below) for all changes, including, but not limited to the following:

- Catalog description
- Objectives or content
- Units or hours
- Number of repetitions
- Course number
- Credit/no credit status
- Prerequisites
- Course title
- Length in term
- Text and/or instructional material
- Methods of instruction, assignments or methods of evaluation,
- Addition of distance education mode or addition of SLOs,
- Adding or dropping from an AA/AS degree or certificate program, AA/AS degree GE list, CSU GE, IGETC or TCA lists.

Chapter 5: Course Outline of Record

Overview

The components and standards for the Course Outline of Record for all credit courses:

Reference Program and Course Approval Handbook, fifth edition, September 2013, published by the Chancellor's Office

- The Purpose of the Course Outline of Record
- Course Discipline Assignment
- Required Components of the Credit Course Outline of Record
- Standards for the Major Components of the Course Outline of Record

The Purpose of the Course Outline of Record

The Course Outline of Record (COR) is a document with defined legal standing that plays a central role in the curriculum of all California community colleges. The COR has both internal and external influences, detailing expected course content and learning objectives as well as providing guidance for faculty. The COR offers students, the community, and other educational institutions information about courses and programs, playing an integral role in program evaluation and accreditation review. The COR is also the primary vehicle for individual programs and departments to outline the scope, rigor and direction of their curriculum.

Function of the Course Outline of Record

The COR clearly identifies course standards and content, playing a critical role in the ongoing process of program review, by which a college seeks to keep its curriculum relevant and to allocate its resources effectively. New programs are evaluated to ensure they meet specific student needs through the selection of courses and construction of course outlines.

The COR and a class syllabus are not the same. While the COR is a contract between the college and the student containing the requirements and components of a course, whereas the syllabus describes how an individual instructor will carry out the terms of that contract through specific assignments. Syllabi can provide specific dates, grading standards, and other guidelines required by the individual instructor. The COR outlines the universal components of a specific course, whereas a syllabus includes instructional methods and topics which go beyond the COR. (California State Academic Senate Curriculum Committee, Stylistic Considerations in Writing Course Outlines of Record / Purposes of the Course Outline of Record 1999).

Course Double Coding

If a course covers material common to more than one subject area, it may be appropriate to list the course under both subjects. An example is Psychology 9A (Introduction to Elementary Statistical Methods for the Study of Behavior) and Sociology 109 (Introduction to Elementary Statistical Methods for the Study of Behavior). This practice is referred to as double-coding. Courses proposed for double-coding must meet the following criteria for consideration by the Curriculum Committee:

- The course must be recorded in two separate, but identical CORs.
- To ensure collaboration and agreement between departments on all proposed courses, faculty members from the proposed subject areas must author the COR for their area. Using the example above, this means that a

Psychology faculty member will write and propose the PSYC 9A COR and a Sociology faculty member will write and propose the SOCI 109 COR. In cases where the subject-area faculty cannot agree to identical CORs, the Curriculum Committee Faculty Chair may be called upon to arbitrate the disagreement. If faculty authors are still unable to reach consensus after arbitration, the course will not be considered for double-coding.

- Double-coded courses must also be cross-listed in both disciplines or designated as interdisciplinary.
- Cross-listed example: PSYC 9A – Psychology must list both Psychology 9A and SOCI 109 must list both Sociology and Psychology in the same section. This enables faculty from either discipline to teach the course under both subject codes.
- Interdisciplinary example: Both PSYC 9A and SOCI 109 ~Psychology lists the following in Section A2 of their CORs: "Interdisciplinary: Psychology and Sociology." This requires faculty to meet minimum qualifications for both Psychology and Sociology as described on the Board of Governors (BOG) Disciplines List under Interdisciplinary Studies.

Course Discipline Assignment

Each course reviewed and recommended for approval by the Curriculum Committee must be assigned to the appropriate discipline(s) from the BOG Disciplines List, indicating that the minimum qualifications for service on the list provide appropriate academic or vocational training to teach a particular course. This information is recorded in Section A2 of the Compton College COR. While Title 5 does not specify that course disciplines be listed on the Course Outline of Record, this is the logical repository for discipline data as it allows review and approval through the regular curriculum process and provides easy access to this information. The process of placing courses within disciplines is a local Academic Senate responsibility spelled out in Title 5 §53200.

Courses may be assigned to disciplines as follows:

- Single Discipline
- Cross-listed (Multiple Disciplines): Course content is common to all listed disciplines
- Interdisciplinary: Course content requires preparation in two or more of the   listed disciplines

Courses assigned to more than one discipline or assigned as Interdisciplinary may be considered for double-coding as previously described. Double-coding cross-listed courses is not required. The Curriculum Committee will consider the professional judgment of the originating faculty author on this matter.

The following text, taken from the "COR: Curriculum Reference Guide" published by the ASCCC in 2008, clarifies the process and recommends that discipline assignation be a stated duty of the Curriculum Committee as it is functionally related to other CC decisions.

Components of the Credit Course Outline of Record

Required Components

Title 5, §55002(a)(3) requires that specific course information be contained in a Course Outline of Record. All CORs shall be maintained in the official college files and made available to each instructor. The COR shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The COR shall also specify types or provide examples of required reading and writing assignments, other assignments required outside of class, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.

This is true for all credit courses, degree-applicable, non-degree-applicable, and stand-alone courses. Items to be included are:

- Taxonomy of Programs (TOP) code
- Course Identification Number
- Course Title
- Credit status
- Transfer status
- Basic skills status
- SAM code (occupational status)
- Course classification code (CB11 – required by SB361 and AB1943)
- Special class status (CB13 – for disabled students Title 5 §56029)
- Prior to college level (CB21 – English/ESL courses prior to college level)
- Funding agency category (CB23 – funding for course development was an Economic Development Grant)
- Program status (CB24 – stand alone or in a program, AB1943)

Course Repeatability

Some courses may be repeated for credit up to three times provided that the COR contains a clear explanation for repeatability. Courses may be designated as repeatable under the following specific conditions described in Title 5 § 55041.

The college policy and procedures on course repetition adopted pursuant to Titles section 55040 may designate as repeatable courses only those courses described in this section.

If a district permits repetition of courses regardless of whether substandard academic work has been recorded, repetition shall be permitted without petition. For 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 this subdivision.

The district policy adopted pursuant to Title 5 section 55040 may also designate courses of the types described in this subdivision as repeatable courses, subject to the following conditions:

- The district must identify the courses which are to be repeatable and designate such courses in its catalog.
- The district must determine and certify that each identified course is one in which either:

  1. The course content differs each time it is offered or

  2. The course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons:

a. Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or

b. Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

Courses which may qualify as repeatable include but are not limited to the following:

- Physical education courses; or
- Visual or performing arts courses in music, fine arts, theater or dance.

Foreign language courses, ESL courses and non-degree-applicable basic skills courses are not considered "activity courses" for purposes of repeatability. The district must develop and implement a mechanism for the proper monitoring of such repetition.

Students may repeat a course pursuant to this section for not more than three semesters including summer and winter intersessions.

When a college establishes several levels of courses which consist of similar educational activities, the repetition limitation applies to all levels of courses that involve a similar primary educational activity regardless of whether the repetitions reflect multiple enrollments in a single course or in multiple courses involving the same primary activity.

When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average (GPA).

Conditions on Enrollment

Courses with prerequisites, co-requisites, recommended preparations, or any other limitations on enrollment are required to have Form A attached to the COR explaining and documenting the data supporting the condition on enrollment. The following text from the State Academic Senate Handbook explains the regulatory and practical considerations for this form.

Standards

All courses with requisites and/or advisories must document those requisite skills which have been developed through content review in a separate section of the course outline. The primary goal of identifying requisites and providing advisories is to facilitate student success. Content review should document that pathway by showing how the skills achieved in the requisite courses are fundamental to success for most students taking the "required" course. The writing style of the prerequisite skills section is the same as that for the objectives. The section usually begins with a phrase such as "Upon entering this course the student should be able to" with a list of those entry skills following, expressed using active learning verbs following Bloom's taxonomy. In its simplest form a content review consists of comparing the entry skills list with the exiting skills of one or more courses to identify courses which would be appropriate requisites. This list of entry skills is also very useful in determining articulation pathways for students coming from other institutions or life experiences.

Justification of prerequisites requires documentation and colleges have generally developed forms for the various types of evidence. This evidence can take many forms: equivalent prerequisites at UC and/or CSU, content review, legal codes mandating the requisite, or data collection and analysis. While these forms are not required to be part of the course

outline they are often attached as documentation of the process having been completed. Subdivision I.C.3, A, 2(a) VII of the Model District Policy on Requisites (CCCCO, 1993) strongly advises that districts "maintain documentation that the above steps were taken." A simple method for achieving this is to retain the content skills scrutiny documents for each requisite course Title 5 §55003(b) & (e), which require requisites be based upon "data collected using sound research practices" for the skills of communication and computation when they are being required outside of those respective programs. This requirement does not affect the general requisite "content review" requirement for those programs specializing in communication and computation. An English course having a prerequisite of a lower level English course must validate this need through content review, but a business course requiring that same lower level English course is additionally required to base this need upon "data collected using sound research practices."

Some common limitations on enrollment are: a requirement to pass a tryout prior to being enrolled in an athletic course or team, or physical requirement where the student's safety would be compromised by an inability to meet specific physical capabilities. While the specific criteria of the limitation does not have to be in the COR, such should be well defined and be as measurably objective as possible. A sight acuity limitation might include specific vision parameters and list any medical conditions that impose or exacerbate the limitation. If it is a tryout for athletics, the criteria should be very specific and realistic to the needs. For instance, be able to swim ten laps in a standard competition pool in under eight minutes" would be reasonable for a water polo tryout, but requiring this to be done in less than one minute would be considered extreme.

Regulatory Requirements – Title 5 Prerequisites and Co-requisites §55002(a)2D

When the college and/or district Curriculum Committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co- requisites that are established, reviewed, and applied in accordance with the requirements of this article.

Title 5 provides the rules for requisites to be implemented and enforced in any credit courses, degree applicable or non-degree applicable, and specifically gives the determination for this need to the college Curriculum Committee. In integrating an outline, the objectives, content, learning materials, methods of instruction and evaluation should all reflect the need for the required entry skills. The relationship is in that an objective may or may not have an entry requirement, but every entry requirement must be reflected by at least one of the objectives, content, learning materials, methods of instruction or methods of evaluation.

Basic Skills Requirements §55002(a) 2E

If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or co-requisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

This standard mandates the requisites of communication and computation skills if the likelihood for success is dependent upon them. It sets the level at that which is required for eligibility into degree- applicable credit courses. This does not, however, eliminate the need for requisite validation as provided for in §55003 in the communication and computation areas.

Distance Education Status

Courses proposed for hybrid (50% and under) or Distance Education (51% or over) status, must undergo a separate approval process as outlined in Title 5 § 55206 Separate Course Approval:

If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

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

The Curriculum Committee adheres to all Title 5 regulations and Chancellor's Office regulations relative to Distance Education offerings.

Writing and Review Standards for the Major Components

This section establishes the content and writing standards for the major components of the Course Outline of Record.

These elements of the COR express both the particulars of a given course and the broader instructional mission of the college. With this in mind, it is essential that faculty authors develop courses and programs consistent with the mission, values, institutional Student Learning Outcomes, and the academic freedom policy of Compton College. The Curriculum Committee will honor the discipline expertise of course authors and other discipline faculty by remaining open to multiple approaches and perspectives in all areas of curriculum development. The committee will work collegially with faculty authors in all discussions of course content or pedagogy while ensuring the high quality and rigor of curricula.

Developing Inclusive Curricula

Where appropriate, faculty authors will provide specific evidence of how cultural diversity is addressed through course content, assignments, Student Learning Outcomes, course assessments, or teaching methods. While the language and extent to which these elements are included in individual courses will vary to reflect theories and practices particular to each discipline, faculty authors are expected to develop inclusive curricula in a manner consistent with current and emerging in their field.

Course Description

The course description is a summary of the major topics covered in a course and should accurately reflect course content and objectives. Because they address a broad audience that includes students and the general public, course descriptions should be written in clear language and provide a summary of the course, including how it meets major, degree, certificate, or transfer requirements. For example, "Meets general education laboratory science requirement."

Prerequisites, Co-requisites, and/or Advisories

Indicate if the course is graded using Credit/No Credit grading, varies as to teaching method, or is repeatable.

Student Learning Outcomes

Student Learning Outcomes are defined as the knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences (Accrediting Commission for Community and Junior Colleges, 2002). Student Learning Outcomes have the following characteristics:

- Represent culminating performances
- Express an integration of knowledge/concepts/skills/abilities/attitudes
- Describe performances that are essential
- Refer to learning that transfers beyond the classroom

- Stress the application of knowledge and skills
- State clear expectation in terms students can understand
- Have sufficient substance to drive decision about what students should learn
- Are realistic and achievable within a reasonable time frame
- Are verifiable/measurable using qualitative or quantitative methods

Course Objectives

Course objectives define the skills and knowledge a student gains upon successful completion of a course and should integrate course content, methods of instruction, methods of assessment, and typical assignments. All instructors who teach these courses are contractually bound to fulfill the objectives as stated. It is recommend that objectives be broad and introductory in scope as to preclude individual instructors from interpreting the course according to their own expertise or the needs of the class.

Course Objectives:

- Contain more than five and fewer than 10 objectives for most three-unit courses
- Broadly state the expectations for the course while adequately covering theory, principles, and concepts
- Use skills and applications to reinforce and develop concepts, rather than adding concepts to supplement skills
- Are expressed in measurable terms
- Indicate higher-level performance, critical thinking and developmental complexity commensurate with a college-level course by utilizing course-level-appropriate critical thinking and performance verbs
- Not all objectives need to reflect critical thinking; recognizing, describing, and comprehension are valuable skills. It should be clear that higher thinking skills are an essential component of the course.

Course Content

Course content outlines the major concepts and topics of the course. When writing or reviewing content, keep in mind that the COR will be the basis for all sections of the course, which may be taught by any discipline faculty. Consequently, this outline should focus on major topics of study that would be covered by any instructor teaching this course while providing enough detail to take out the broad scope of the course. Remember that while all faculty are obligated to teach every point of content contained in this section of the COR, an individual instructor may go beyond this list in any given section of the course.

- Outline the main topics and subtopics commonly included in a course, with enough detail to allow for consistency of instruction whenever new faculty are assigned to this course
- Present in outline format with major topics and sub-headings.
- Provide a detailed-enough list of content to give direction to a new instructor but leave some room for individual instructors to interpret the subject matter according to their area of expertise.
- Adequately support and reflect the course objectives.

Methods of Instruction

The Methods of Instruction section should provide a detailed description of all instructional methods that may be used in the course, drawing clear and specific connections between the methods and the course content. When considering the writing style of this section, keep in mind that the assignments and methods of instruction should support the stated objectives. In particular, because the learning experiences must either include critical thinking or experiences leading to

this capability, the methods of instruction must effectively teach critical thinking appropriate to the nature and academic level of the course.

Methods of Instruction may include: lab, demonstrations, group discussion, critique, lecture, in-class student performances or reading, simulations, experiments, collaborative group work, project or portfolio presentations, multimedia presentations, guest lecturers, case study reviews, field trips, student presentations, or peer teaching and review.

Chapter Six: Course Review Guidelines and Checklist

COMPTON COLLEGE

COURSE REVIEW GUIDELINES & CHECKLIST

This worksheet assists faculty in course review and is not submitted for approval.

Instead this document should be filed in course file in the Division Office.

*Division/Department:*_____   *Date:*_____
                                                               Date Course Submitted to CCC

*Course:*_____
               Subject & Number   Descriptive Title

*Originator:*_____
                     Faculty in Charge of Course Review

Course review has four steps. We recommend a read-through of the entire process below before beginning. Systematically undergoing the first two steps will simplify the last two steps considerably.

Step 1: Discuss the course and review course materials	Before using CurricUNET META
Step 2: Decide on necessary modifications and the review type	Before using CurricUNET META
Step 3: Modify course documents (in CurricUNET META)	Using CurricUNET META
Step 4: Obtain CCC approval	Using CurricUNET META

Step 1: Discuss the course and review course materials

Proposal originates from discipline faculty author. Course review should be done by an appropriate group of faculty (not an individual faculty member), in consultation with the dean and division CCC representative. In course review, step back and think about the course holistically. Examine SLO assessment reports, program review documents, the current Course Outline of Record, sample syllabi, examinations, course schedules, and instructional material. There is no particular order to discussion points listed below and changes may not be necessary. Questions should be directed to the division CCC Representative, the Curriculum Analyst, or the Dean.

A checked box indicates completion.

Examine recent course offerings and delivery methods. Consider inactivating any course that has not been offered in two or more years. If a distance education version exists, it must be updated. If a distance education version is appropriate, it should be developed.

Estimate the independent work hours outside of class and ask if there are sufficient contact hours (lecture and laboratory) to ensure that the course units accurately reflect the hours of work the average successful student requires to succeed. Changes here may affect faculty load.

Contact the articulation officer for recommendations regarding the general education and transfer status of the course. Contact the curriculum advisor with questions about the discipline or credit status of the course (degree-applicable credit, non-degree-applicable credit, or noncredit). Credit status rarely changes.

Reconsider the justification for any conditions of enrollment the course may have, in order to ensure that these conditions are justified in accordance with Title 5 regulations.

In the current course outline of record:

Reconsider the descriptive title and catalog description in order to ensure that the descriptive title is current and appropriate and that the catalog description reflects the content and purpose of the course. In most cases changes are not necessary.

Reexamine the course objectives in order to ensure that the outcomes and objectives are appropriate and attainable, and that a representative assessment type has been identified for each one.

Revisit the outline of subject matter in order to ensure that the content is current and appropriate, that each course topic is given sufficient time, and that sufficient detail is provided for each. When the course has both lecture and laboratory hours, major topics in the outline of subject matter must be separated by lecture and laboratory.

Review the methods of evaluation, typical assignment, critical thinking assignments, work outside of class, and instructional methods, in order to ensure that these are current and appropriate.

Update the materials for the course, including textbooks, in order to ensure that all materials are as current as possible and appropriate. For courses that satisfy CSU Breadth GE or IGETC, a textbook with a publication date within 5 years or open stacks is necessary. However, this does not mean that the textbook listed must be used for the course.

Step 2: Decide on necessary modifications

Create a list of proposed changes. Based on the type and extent of the changes proposed, the review will be classified as either Standard Review or a Full Review, in order to streamline the approval process. The only substantive difference between a standard and a full review is the number of members of the CCC who will examine the proposed changes. Use your expertise and best judgment to check the nature of the changes needed in each area. If any of the changes fall in the Full Review column, the course review will undergo Full Review in the CCC; otherwise it will undergo Standard Review. The Curriculum Analyst and the College Curriculum Committee Chair make the final decision of the review type. In each row of the table below, if nothing is checked, then no changes are being proposed.

Proposed Changes	Standard Review	Full Review
Contacts	☐ Faculty Contact/Originator/Author	☐ Faculty contact/originator/Author ☐ Curriculum Chair and Curriculum Analyst
Inactivation or Reactivation	☐ Inactivation	☐ Reactivation
Distance Education (DE)	☐ Update Existing DE version	☐ New DE version proposed
Discipline	☐ Changes proposed	
General Education		☐ Changes proposed
Transfer Status		☐ Changes proposed
Credit Status		☐ Changes proposed
Lecture, Lab and Independent Work Hours Course Units	☐ Proposed changes with no change in course units	☐ Changes to course units
Faculty Load	☐ No changes or decrease in faculty load	☐ Any increase in faculty load (prior administrative approval required)
Grading Method	☐ Changes proposed	
Descriptive Title	☐ Changes proposed	
Subject		☐ Changes proposed
Course Number	☐ Changes needed	
Catalog Description	☐ Changes needed	
Course Objectives	☐ Changes needed	
Outline of Subject Matter	☐ Changes needed	
Required Texts and Materials	☐ Updated current representative textbook ☐ Other changes to required material	
Primary Method of Evaluation	☐ Changes needed	
Assignments	☐ Changes needed	
Conditions of Enrollment	☐ Only minor editorial changes needed	☐ Substantive changes requiring new justifications

Proposed Changes	Standard Review	Full Review

Step 3: Modify course documents (in CurricUNET META)

One faculty member serves as the Faculty Contact Person (or *Originator or Course Author)*, who is responsible for creating the course review proposal in CurricUNET META. Contact the Division CCC Representative with any questions.

Step 4: Obtain DCC and CCC approval

After a final review of the material, the *Originator* launches the course review proposal approval process. The *Originator* must be available for consultation throughout the approval process and will make requested changes in CurricUNET META, contacting fellow faculty about any requested changes, if appropriate.

Additional Information:

Course Units, Contact Hours, Faculty Load, and Independent Work Hours Outside of Class

Course units are intended to award students for the hours they spend mastering the knowledge and skills of the target course. At Compton College, we define one *course unit* as 54 hours of student work hours, including the *total contact hours* and the *total independent work hours*.

Weekly contact hours include both weekly lecture and lab hours.

Total contact hours are based on weekly lecture hours and weekly lab hours and the number of weeks a course has in a regular term.

Independent work hours are the hours successful students spend learning outside of contact hours.

Total independent work hours are an estimate of an unknowable average and should be determined using the best judgment of instructors and any data which may be collected.

In order to calculate the course units, you need the number of weeks the course lasts in a regular semester, the weekly contact hours, and the weekly independent study hours. Compton College will utilize a full term 18 weeks in length. Most transfer-level lecture courses assume that a successful student needs two hours of independent work for every hour of lecture. Consider the example below:

Example:	Math 120	
Regular Semester Course Weeks:	18 weeks	
Course Units:	3 units	x 54 hours = 162 total hours
Weekly Lecture Hours:	3 hours	x 18 weeks = 54 total lecture hours
Weekly Laboratory Hours:	0 hours	x 18 weeks = 0 total lab hours
Weekly Independent Work Hours:	6 hours	x 18 weeks = 108 total independent work hours

Justification: The sum of total lecture and total independent work hours is 162. 162 hours ÷ 54 hours/unit = 3 course units.

Some believe this 2-to-1 ratio originated in date with the standardization of the 1910 definition of the "Carnegie unit" used by secondary institutions. However, the Title 5 definition of the course unit is much more flexible. The examples below illustrate this flexibility:

Example:	ATEC 33	
Regular Semester Course Weeks:	18 weeks	
Course Units:	8 units	x 54 hours = 432 total hours
Weekly Lecture Hours:	5 hours	x 18 weeks = 90 total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180 total lab hours
Weekly Independent Work Hours:	9 hours	x 18 weeks = 162 total independent work hours
Justification: With 8 course units assigned to this course, there is an expectation that the student needs an average of 432 total hours in an 18-week semester in order to succeed. The 270 total contact hours leaves 162 total independent work hours. This works out to 9 weekly independent work hours.		

Example:	French 1	
Regular Semester Course Weeks:	18 weeks	
Course Units:	4 units	x 54 hours = 216 total hours
Weekly Lecture Hours:	5 hours	x 18 weeks = 90 total lecture hours
Weekly Laboratory Hours:	0 hours	x 18 weeks = 0 total lab hours
Weekly Independent Work Hours:	7 hours	x 18 weeks = 126 total independent work hours
Justification: The set up for this course suggests that the student needs an average of 126 total independent work hours, or 7 weekly independent work hours, in order to succeed.		

Common practice has dictated that faculty decide weekly lecture hours, weekly lab hours, and course units. They then calculate the total and weekly independent work hours and ask if the results are reasonable estimates of the average time a successful student needs to complete the necessary work.

Occasionally, course review reveals a course that is no longer in compliance with Title 5 regulations, as we see in the example below. Courses no longer in compliance, need to be identified and corrected.

Example:	PE 80abc	
Regular Semester Course Weeks:	18 weeks	
Course Units:	3 units	x 54 hours = 162 total hours
Weekly Lecture Hours:	0 hours	x 18 weeks = 0 total lecture hours
Weekly Laboratory Hours:	10 hours	x 18 weeks = 180 total lab hours
Weekly Independent Work Hours:	0 hours	x 18 weeks = 0 total independent work hours
Problem: As described, this course is out of compliance with Title 5 regulations. Dividing the 180 total student work hours by 54 hours/unit suggests the course should be assigned 3.33 course units. Title 5 requires that units be awarded in half-unit increments, but allows local standards to determine rounding rules. This course is a 3-unit course.		

Changes to weekly lecture and lab hours can affect *faculty load,* which is based on total contact hours. In general, any increase in total contact hours increases faculty load. In order to determine faculty load, use the following formula:

$$\text{faculty load} = \frac{\text{lecture hours/week}}{15} + \frac{\text{laboratory hours/week}}{20} + \frac{\text{activity lab hours/week}}{22}$$

For example, a course with 2 lecture hours and 2 laboratory hours per week yields a faculty load of 0.2333, or 23.33% of a full load. A course with 4 lecture hours per week class yields a faculty load of 0.2667 or 26.67% of a full load. If the faculty load is increased, *written* approval from the Vice President of Academic Affairs is required before the course review approval process begins. Faculty and deans should consider the possibility of far-reaching effects of making changes to lecture and laboratory hours for a course. Hence, decreases in faculty load would be inadvisable from a scheduling perspective.

1. **Conditions of Enrollment:**

Establishing and *justifying* conditions of enrollment are two of the most important responsibilities the state has assigned faculty. We are required to review the justifications for conditions of enrollment every six years. There are three classes of enrollment conditions (prerequisites and co-requisites, recommended preparations, and enrollment limitations).

1. Enrollment limitations are allowed for courses like orchestra or school newspaper, and are not subject to the same justification procedures as other enrollment conditions. More information is available below.

2. Prerequisite and co-requisite courses, knowledge or skills are those without which a student is highly unlikely to succeed in the target course. These are required.

3. Recommended preparation courses, knowledge or skills are those which greatly enhance a student's ability to succeed in the target course. These are advisory.

There are multiple types and categories of prerequisites, co-requisites, and recommended preparations. The category of the condition determines how it is justified and what documentation is needed. Common categories for each type of requisite or recommended preparation are checked in the table above. If a box is left unchecked, such a combination is rare.

Categories: Type of Requisite or Recommended Preparation:	Sequential	Other Knowledge	Communication / Computational	Health and Safety	Statute or Regulation	Standard Requisite	Program Requirement
Prerequisite Course	✓	✓	✓	✓	✓	✓	✓
Co-requisite Course	✓		✓		✓	✓	✓
Non-Course Prerequisite				✓	✓		✓
Non-Course Co-requisite					✓		✓
Recommended Preparation Course	✓		✓				
Non-Course Recommended Preparation		✓		✓			

CATEGORIES

CATEGORY 1:

Sequential – Any course in the same department as the target course

CATEGORY 2:

Other Knowledge or Skills – Any course not in the department of the target course

CATEGORY 3:

Communication / Computational – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: For these categories, *content review* (as defined in Title 5) is the process used to determine whether or not a proposed prerequisite, co-requisite, or recommended preparation course is appropriate. Here are the steps to *content review*:

A. Faculty members with appropriate expertise participates in the entire content review process.

B.   The course Student Learning Outcomes and course objectives of the target course are established according to accreditation standards, Title 5, and local standards.

C.   Course review resources and other data are considered in establishing the body of required or recommended knowledge or skills for student success in the target course.

☐   **For a prerequisite or co-requisite:** The knowledge or skills required *prior to* enrollment in (or developed *concurrent with* the progress of) the target course are entered in the **entry skills** page of the target course's CurricUNET META file as **required skills**. Write a short paragraph explaining why a student would be *highly unlikely to succeed* (minimum grade of "C" or "Pass") without this set of knowledge or skills.

☐   **For a recommended preparation:** The knowledge or skills recommended *prior to* enrollment in (or developed *concurrent with* the progress of) the target course have been entered in the **entry skills** page of the target course's CurricUNET META file as **recommended skills**. Write a short paragraph explaining why a student's chances of success (minimum grade of "C" or "Pass") would be *greatly enhanced* with this set of knowledge or skills.

D.   For a prerequisite, co-requisite, or recommended preparation **course**, the knowledge and skills listed in the **entry skills** page of target course's CurricUNET META file are matched to the course Student Learning Outcomes and course objectives of the prerequisite, co-requisite or recommended **course**. This may be done on the CurricUNET META **entry skills** page.

E.   CurricUNET META will automatically include the matching skills and content review information in the Course Outline of Record.

CATEGORY 4:

Communication / Computational – Any reading, writing, mathematics, or ESL course not in the department of the target course

JUSTIFICATION and DOCUMENTATION: Currently, data must be gathered to justify this category of requisite. Complete an **Entrance Requirements Needing Data Collection (Form B)** and place it on file in the division office. This is not available online.

CATEGORY 5:

Health and Safety

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, justify health or safety requisites by listing the skills which students should have in order to avoid creating hazards to themselves or others. No additional documentation is necessary.

CATEGORY 6:

Statute or Regulation

Program Requirement

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, cite the appropriate statute or regulation, or program requirement. No additional documentation is needed.

CATEGORY 7:

Standard Requisite

JUSTIFICATION and DOCUMENTATION: In CurricUNET META, list at least three UC or CSU examples of equivalent courses and requisite courses. Copies of the appropriate catalog pages of the UC or CSU examples should be uploaded on the **attached files** page in CurricUNET META.

3.   **Enrollment Limitations:** Title 5 allows enrollment limitations in nine categories: Band/Orchestra, Theatre, Speech, Chorus, Journalism, Dance, Intercollegiate Athletics, Honors Courses, and Blocks of Courses. In CurricUNET META, provide details about how the enrollment limitation can be met. For example, an audition may be required, in which a student performs a solo on an instrument at an intermediate difficulty level. Consult the Curriculum Analyst for guidance writing these conditions. In addition, describe any degree or certificate requirements the target course satisfies. If they exist, alternate courses that satisfy the same requirements, but do not have enrollment limitations, should be listed in CurricUNET META.

4.   **Course Student Learning Outcomes and Course Objectives**

Enter course student learning outcomes and their assessment methods in the CurricUNET META SLOs & Assessments Module. This information will be incorporated automatically into the Complete Course Outline of Record, the Brief Course Outline of Record, and the Course Syllabus Information Report. Course Student Learning Outcomes are NOT subject to CCC approval and can be changed at any time. Student Learning Outcomes should meet minimum standards for quality and must be assessable. All courses submitted for course review must have a complete set of Student Learning Outcomes.

Enter course objectives and their assessment methods in the CurricUNET META Curriculum Module. Course objectives are subject to CCC approval and can only be changed through the process of course review. Course objectives must be behaviorally measurable and some course objectives must expect students to conduct critical thinking.

5.   **Methods of Evaluation and the Typical Assignment**

The typical assignment must be evaluated using the primary method of evaluation for the course. The typical assignment should address students directly and should clearly indicate the product the instructor will evaluate, such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. The list of methods of evaluation should consist of those methods that are highly likely to be used by all instructors of the course. Instructors are not required to use the methods listed.

6.   **Critical Thinking Assignments**

The critical thinking assignments must have clear products and must clearly involve critical thinking skills. The critical thinking assignments should address students directly and should clearly indicate the product the instructor will evaluate,

such as a paper or an oral presentation of a specific length, an art object or performance, or a quiz. Critical thinking assignments are now required by Title 5 for **all credit courses, whether degree applicable or not.** Local standards encourage noncredit courses to include critical thinking assignments.

7. **Work Outside of Class** and **Instructional Methods**

For both of these areas, the lists should include everything that is highly likely to occur in all course offerings. Occasionally, faculty confuse instructional methods with work outside of class, so double-check these. Finally, only check "Field Trips" under instructional methods if these are trips that must receive prior Board of Trustees approval. (For more information about field trips and alternate class sites, contact your dean.)

8. **Textbooks/Materials**

Textbooks/Material should only include items that students may be asked to purchase. If there is doubt about a particular item, please contact the Curriculum Analyst.

Articulation is greatly facilitated when a course has at least one representative textbook with a recent publication date. When the appropriate textbook has no recent edition or printing, the faculty can justify the textbook by indicating that it is an "industry standard" or "discipline standard" or the "most recent edition available". Textbooks are inappropriate for some courses. There is no requirement that a course must have a textbook. However, faculty should consult with the Articulation Officer regarding any articulation issues that may arise as a result of requiring no textbook.

In CurricUNET META, textbooks and alternate texts should be entered under **texts** only if the title, edition, author, publisher, and date of publication are available. Otherwise, list other required readings under **supplemental readings or materials**. Using these other options allows faculty to list more general items, such as "Six Shakespeare plays, any version", "The Iliad, any translation", or "Students select four plays written in the last five years".

Proposal Submission Timeline

Curriculum proposals for each academic year must be submitted to the Curriculum Analyst for initial review no later than the third week in October. Exceptions will be made for exigent circumstances. Proposals will be reviewed through the stated curriculum process in the Fall term and submitted for Academic Senate and Board of Trustees (BOT) approval in December.

Proposals may be carried over for review and approval into the Spring term depending on the proposal load of any given academic year.

Proposals for new courses or programs, and course or program revisions that are submitted in the Fall term will be implemented in Fall of the following academic year after publication in either the Catalog or Catalog Supplement. The Curriculum Committee reserves the right to implement changes on an expedited time-scale in exigent circumstances by special vote and subsequent approval of the Academic Senate and BOT.

Proposals for new courses or programs will require two readings and approval votes from the Curriculum Committee prior to submission for approval to the BOT. Course or program revisions require one reading and vote of approval from the committee.

Selected Topics Courses must be submitted for approval with the first draft of the schedule for the semester for which they are being proposed.

Expedited Approvals

Expedited approval of curriculum proposals will be considered for the following reasons:

- Demonstrated Emergent Community Need
- Response to changes in Title 5 or the Education Code
- Response to Regional or Vocational accrediting agencies
- Error correction for catalog publication
- Response to recommendations from ACCJC
- Response to Grant mandates or other time-sensitive funding
- Other circumstances as approved by both the Faculty and Administrative Chairs

Implementation of Approved Proposals

Proposals approved by the Curriculum Committee are forwarded to the Academic Senate and then to the Board of Trustees (BOT) for final review and approval in December and May of each academic year. The implementation policies for all proposals is as follows:

Credit Courses

Credit course proposals approved by the Curriculum Committee are presented by the Curriculum chair at the December and May meetings of the Academic Senate. The Curriculum Analyst drafts the board agenda and submits to the Chief Instructional Officer. The Chief Instructional Officer submits the board agenda for approval by the BOT. Approved courses are entered into the Chancellor's Office Curriculum Inventory Database for approval by the Curriculum Analyst. The Curriculum Analyst receives notification of approval in Curriculum Inventory and notifies the division; course gets put into the registration system, class schedules and college catalog.

Credit Programs

All credit degrees and certificates must be approved through the regular curriculum process described in this handbook. All new or substantive changes to degrees and most certificates must first be submitted to the Curriculum Analyst for review to determine if the course meets requirements as outlined in the document from the Chancellor's Office for review and approval along with all requisite state documents. Once approved by the Chancellor's Office, all programs and certificates must be published in the catalog or catalog supplement prior to offering.

Non-Credit Courses

All non-credit course proposals must be approved by the Curriculum Committee, the Academic Senate, and the BOT and the Chancellor's Office prior to being scheduled; however, they do not need to be published prior to offering.

Selected Topics Courses

Selected Topics Courses approved may be scheduled the semester after they are approved. These courses cover topics not offered by the established curriculum and are not intended to meet program, or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations. Selected Topics Courses must receive approval from the Curriculum Committee.

Credit Course Proposal Submission and Approval Process

Step 1: Proposal originates from discipline faculty author

Step 2: Review by division chair, SLO Coordinator, Librarian, and Distance Education Coordinator

Step 3: Division Dean reviews proposal to ensure compliance with all curricular and institutional standards and ensures Division-level review of all proposals

Step 4: Curriculum Analyst reviews for:

- Compliance with writing standards.
- Completeness
- Course discipline assignment(s)
- Correct Supplemental Forms
- Chancellor's Office compliance

Step 5: Chief Instructional Officer reviews the course proposal

Step 6: Curriculum Committee review and approval

Step 7: Curriculum Analyst drafts the Board agenda and submits to Chief Instructional Officer

Step 8: Chief Instructional Officer represents the Curriculum Committee at the monthly Board meeting and Board approves curricular actions as recommended by the Curriculum Committee

Step 9: Curriculum Analyst submits course into Chancellor's Office Curriculum Inventory database for approval

Step 10: Upon notification of approval in Curriculum Inventory, the course is published in the catalog and schedule of classes

Selected Topics Course Submission and Approval Process

Selected Topics Courses cover topics not offered by the established curriculum. As they are experimental in nature, these courses are not intended to meet program, or general education requirements (AA/AS, CSU or IGETC) or to provide for course repetition beyond Education Code regulations.

Approved Selected Topics Courses may be offered two times. Selected Topics Courses successfully offered twice can then be submitted through the regular credit course submission process for approval as permanent credit courses.

Agenda Format

Courses submitted to the Curriculum Committee for review will be placed on the agenda in one of the following categories depending on the nature of the changes or proposal:

Full review for substantive changes

- Major changes in catalog description, objectives or content

- Changes in units or hours
- Changes in the number of repetitions
- Changes in Credit/No Credit status
- Changes to Prerequisites
- Major changes in the sections on Methods of Instruction, Assignments or Methods of Evaluation
- Addition of Distance Education mode
- Determination of imminent need to initiate expedited approval

Consent Agenda for minor changes

- Non-substantive changes in catalog description, objectives or content
- Changes in course number
- Changes in course title
- Minor changes in the sections on Methods of Instruction, Assignments or Methods of Evaluation
- Added or dropped from an AA/AS degree or certificate program
- Added or dropped from AA/AS degree GE list
- Added or dropped from CSU GE, IGETC or TCA lists
- Addition of SLOs

Information items for minor technical changes to courses or the approval of Selected Topics courses

- Changes in term length
- Changes in the text and/or instructional material
- Addition of a focus area to a special topics list for the next letter in the sequence
- Notification of approval of Selected Topics Courses by the Vice President of Instruction

Chapter Seven: General Education Requirements

Overview

A student has three options to complete the General Education Requirements:

- Option 1 is designed for students completing the Associate degree major.
- Option 2 is designed for students completing the CSU GE Breadth transfer requirements.
- Option 3 is designed for students completing CSU/UC (IGETC) transfer requirements.

Option 1: Associate Degree Requirements

Complete the specified number of units in categories 1-6 or 7.

Definition of Associate Degree

The associate degree leads students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

An Associate of Arts degree is granted in a discipline in which behavioral sciences, fine arts, human movement, humanities, public affairs, or social sciences are integral within the academic area.

An Associate of Science degree is granted in a discipline in which scientific thought and investigation are integral within the academic area or where there is emphasis on the application of mathematics, science, or technology.

1. **Natural Sciences**

   Courses in natural science are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific methods, and encourage an understanding of the relationships between science and other human activities.

   This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines that emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts.

2. **Social and Behavioral Sciences**

   Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of the methods of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

3. **Humanities**

   Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall be designed to help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign language, literature, philosophy, and religion.

4. **Language and Rationality**

Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

A.   English Composition

Courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.

B.   Communication and Analytical Thinking

Courses fulfilling the communication and analytical thinking requirement include oral communication, logic, computer languages and programming, and related disciplines.

5.   Health Education and Physical Education Course

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

6.   Mathematics Competency

A course satisfies the Mathematics Competency requirement if it integrates numeric, symbolic, functional, and spatial reasoning concepts, and enables students to apply their knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications. A course satisfying the Mathematics Competency must have the same rigor and be at or above the level of difficulty of intermediate algebra.

7.   American Institutions and California Government

A course in American Institutions and California government is required for Associate of Arts degrees but not Associate of Science degrees. A course proposed to meet American Institution and California government requirement must satisfy the requirements CSU executive order # 167 if the course is intended to meet the California State University graduation requirement as well as the Associate Degree requirement.

Associate Degrees for Transfer

California Community Colleges offer associate degrees for transfer to the CSU. These may include Associate of Arts (AA-T) or Associate of Science (AS-T) transfer degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are given priority admission consideration to a CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. If the AA-T or AS-T is deemed a similar degree by the CSU, students will be able to complete their remaining units for the bachelor's degree within 60 units.

Option 2. California State University (CSU) General Education

If a course is proposed for areas of CSU GE (Executive Order No. 595) (Title 5, Sections 40405.1), it must satisfy the following criteria:

Area A. Communication in the English Language and Critical Thinking

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

- A1. Oral Communication
- A2. Written Communication
- A3. Critical Thinking

Area B. Physical Universe and its Life Forms

Instruction approved for the fulfillment of this requirement is intended to impact knowledge of the facts and principles that form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors; namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

- B1. Physical Science
- B2. Life Science
- B3. Laboratory Activity
- B4. Mathematics/Quantitative Reasoning

Area C. Arts, Literature, Philosophy and Foreign Languages

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and

refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience.

Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

- C1. Arts
- C2. Humanities

Area D. Social, Political, and Economic Institutions and Behavior, Historical Background

Instruction approved for the fulfillment of this requirement should reflect the fact that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

- D1. Anthropology and archeology
- D2. Economics
- D3. Ethnic Studies
- D4. Gender Studies
- D5. Geography
- D6. History
- D7. Interdisciplinary Social or Behavioral Science
- D8. Political Science, Government, and Legal Institutions
- D9. Psychology
- D10. Sociology and Criminology

Area E. Lifelong Understanding and Self Development

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study.

Option 3. Intersegmental General Education Transfer Curriculum (IGETC)

If a course is proposed for IGETC (Title 5, Section 40405.2), it must satisfy the following criteria:

- Requirements prior to submission for IGETC
- Course must be listed on the UC Transfer Course Agreement (TCA) list and
- Course must be transferable for CSU baccalaureate elective credit/baccalaureate list
- Course complies with Intersegmental General Education Transfer Curriculum   requirements in Title 5, Section 40405.2.

Area 1. English Communication

English as a Second Language courses cannot be used to fulfill the English composition requirement. Writing courses designed to meet the needs of a particular major, e.g., Writing for Accountants, cannot be used to meet the composition requirement.

The English Communication subject area includes a requirement for a combined course in critical thinking-English composition. The IGETC curriculum states that the course must have a prerequisite of a first-semester reading and composition course. The course must provide "as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays." Written work shall be evaluated for both composition and critical thinking.

- Group A: English Communication
- Group B: Critical Thinking-English Composition

Area 2. Mathematical Concepts and Quantitative Reasoning

Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey math/quantitative reasoning requirement.

Area 3: Arts and Humanities

Arts - The IGETC requires that courses meeting this requirement have as their major emphasis the integration of history, theory, aesthetics, and criticism. Courses which focus on technique or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theatre and Oral Interpretation courses focusing primarily on performance.)

Humanities - Acceptable humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, Spanish for Spanish Speakers, and all other elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they were taught with emphasis on historical, literary, or cultural aspects. The segments will also accept Logic courses as long as the focus is not solely on technique but includes the role of logic in humanities disciplines.

- Arts
- Humanities

Area 4: Social and Behavioral Sciences

Only courses which are taught from the perspective of a social or behavioral science were approved. Consequently, courses such as Physical Geography and Statistics did not meet the IGETC specifications for this area and were not approved. Community colleges may resubmit these courses in a more appropriate area. Courses with a practical, personal, or applied focus were not approved.

Administration of Justice courses may be approved on an individual basis if they focus on core concepts of the social and behavioral sciences.

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

Area 5: Physical and Biological Sciences

Biological Sciences - Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered.

Physical Sciences - Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way we live, are not acceptable.

- Physical Science with lab or Physical Science lab only (non-sequence)
- Physical Science lecture only (non-sequence)
- Physical Science lecture course
- Physical Science with lab or Biological Science lab only (non-sequence)
- Biological Science lecture only (non-sequence)
- Biological Science lecture course
- Biological Science lab course
- First Science course is a special sequence
- Second Science course in a special sequence

Appendix I

ARTICLE VI: OFFICERS

SECTION 1.

The Academic Senate shall choose its President, Vice President, President-Elect, Secretary,

Board Representative, Treasurer, from among the members of the Academic Senate. Senate

sub-committee chairs shall be officers of the Senate Executive Board. All Senate officers

must be tenured members of the full-time faculty when they take office.

SECTION 2.

Nominations: At the second meeting in April, the Vice President shall issue a call for

nominations. The Vice President is responsible for processing nominations and for verifying

the eligibility of each nominee. Nominees must be members of the Senate. Nominations for

office are made from the floor by Senators. At the time of nomination, the nominees must

indicate whether they wish to be considered for the position nominated. The order of

nomination of offices shall be President, President-Elect when applicable, Vice President,

Secretary, Treasurer, Board Representative. Presentation of Candidates: At the first meeting in May, the nominees shall

be presented to the Senate. A statement of candidacy shall be distributed.

Elections: The Vice President shall be responsible for conducting the election by secret

ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators

voting. If election voting should be deemed necessary due to campus closure because of an

Executive Order, the voting process shall follow the guidelines laid out in Article IIV,

SECTION 2: Electronic Voting.

Announcement of Election Results: The Vice President shall report the election results to the Senate President immediately and to the body of the Senate at the next scheduled meeting.

SECTION 3.

The Academic Senate shall elect its Senate Subcommittee Chairs from tenured members of the full-time faculty. The Vice President shall issue a call for nominations. The Vice President is responsible for processing nominations and for verifying the eligibility of each nominee. Nominations for chair positions are made from the floor by Senators. At the time of nomination, the nominees must indicate whether they wish to be considered for the position nominated. The Vice President shall be responsible for conducting the election by secret ballot vote. To be elected, a candidate must receive a vote from a plurality of those senators voting.

When applicable, the elected Subcommittee Chair will subsequently apply for the chair position through the District application process.

SECTION 4.

The term of officers, with the exception of the President-Elect which is one year, shall be 2 years from July 1 to June 30. Officers shall assume responsibilities on July 1 of his/her election.

SECTION 5.

The term of each officer shall be for two years, with the exception of the President-Elect, who will serve for one year as President-Elect and two years as President which is cumulatively three years. This shall not preclude an individual holding a given office at

another point in time. Officers may be elected to subsequent terms. The President may be elected to a subsequent term with a term limit of two terms consecutively. The President may run again following two consecutive terms after there is a minimum of a one term break.

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SECTION 6.

If the President cannot or does not complete the term of office, the Vice President shall serve as President. The Executive Board shall meet to determine if an election needs to be held.

If an officer, other than the President, cannot or does not complete the term of office, the Executive Board may appoint a replacement for the remainder of the term.

<p style="text-align:center; color:#8B2500;">
Compton Community College District
Compton College
Response to California Community Colleges
Chancellor's "Call to Action"
October 12, 2020
</p>

Introduction

As an institution, Compton College exists within a community hit hard by recent events centered on police brutality, COVID-19, and growing economic and political instability. Compton College and Compton Community College District (Compton CCD) is committed, now more than ever, to addressing these systemic issues around race and racism, through communitywide dialogue, proper planning, and direct action.

In June 2020, California Community Colleges Chancellor Eloy Ortiz Oakley issued the California Community Colleges Chancellor's Office "Call to Action" to actively strategize and take action against structural racism, poverty, and social injustice. Specifically, the Chancellor's Office "Call to Action" asks for systemwide mobilization around six key areas. Here is our interpretation of those areas:

1. Review of campus and communitywide law enforcement and expand first responder training and curriculum.
2. Initiate honest and open dialogue among faculty, staff, and administration that addresses issues surrounding campus climate.
3. Assess classroom climate and create an action plan with a focus on building a campuswide anti-racism curriculum and a more inclusive classroom space.
4. Review and update our equity plans with immediate speed.
5. Shorten the timeline for the full implementation of our Diversity, Equity, and Inclusion Integration Plan.
6. Join and engage in the Vision Resource Center, "Community Colleges for Change."

While these items are clearly stated in the Chancellor's Office "Call to Action," Compton College is uniquely situated to address and expand on these items. The items require considerable reflection and engagement. As an institution, we have operated in the eye of the storm around equity, inclusion, and diversity for many years; however, the current situation requires all stakeholders to act with due diligence and expediency.

Our Story, Our Commitment

Compton CCD was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond issue separating the college from the high school district. Construction of the new college campus was completed on the present site. Classes began on the new campus in fall 1956. The Compton CCD encompasses about 29 square miles, making educational services available to nearly 300,000 residents of Compton, Lynwood, Paramount, and Willowbrook, and portions of Athens, Bellflower, Carson, Downey, Dominguez,

Lakewood, Long Beach, and South Gate. On June 7, 2017, the Accrediting Commission for Community and Junior Colleges granted initial accreditation status to Compton College. Today, about 290 full-time and adjunct faculty teach more than 41degree programs and 38 certificate programs.

Over the years, Compton College has struggled with recruiting and retaining males of color, particularly African American males. As cited in the 2018-2019 Annual Fact Book, 21% of Compton College students are African-American, and only 32% of the 21% of African American students are African American male students. African American student success rates also fall behind those of our general population. In the 2018-2019 year, 63% of African American students had successful course completion, compared to 69% for the general population. 4% of the African American students successfully completed Transfer-level math in the first year, compared to 6% for the general population. 10% of African American students successfully completed Transfer-level English in the first year, compared to 15% of the general population. 52% of the African American students persisted from fall to spring, compared to 57% of the general population. Finally, 27% of African American students earned zero units in the first term, compared to 22% of the general population. With the declining number of African Americans in our community (14% of the district population) and these concerning success rates, Compton College must especially focus on this population to ensure that they obtain their degrees or certificates from our institution.

Our commitment to student success is evident in the Compton College 2024, Human Resources Staffing Plan, Technology Plan, Enrollment Management Plan, and the Compton CCD Resolution #06-16-2020A Affirming Our Commitment to Student Success for Black and African American Students. In the spring of 2017, Compton College received results from the Community College Success Measure (CCSM) Survey and the Improving Student Success Outcomes for Men of Color at Compton College - Student Perspectives focus groups that were conducted by the San Diego State University Community College Equity Assessment Laboratory (CCEAL) in spring and fall 2016. As a result of the research from CCEAL, Compton College established the Men of Color Taskforce, who provided several recommendations to the President/CEO in December 2019. Many of those recommendations were funded in the 2020-2021 year through Student Equity and Achievement Restricted Funding, including developing and implementing a Men of Color Brotherhood and Mentorship Programs.

To combat low student completion rates and with a focus on teaching and learning, Compton College joined the Achieving the Dream (ATD) Network in the spring of 2020. Participation in ATD provides expertise and networking opportunities for the college to realize change to improve student success. Throughout the partnership and engagement with ATD, the college expects to see improvement in teaching and learning, increased engagement and efficacy of faculty and staff with data and technology, and higher levels of implementation of the Guided Pathways and Completion by Design. Our first virtual kickoff took place July 14-July 16, 2020. The topics of discussion included: The Community College Reform Movement – What it Means to Be a Part of ATD's Network; Using Data to Identify Your Student Success Priorities – Strengthening Teaching and Learning; and Preparing Faculty to Ensure Students are Learning.

Compton College must be **bold** and **innovative** in addressing the issues our Black Male students face, and how we implement programs and services that support all underrepresented students through our Guided Pathway Divisions and our Tartar Success Teams. Utilizing the "Call to Action," recommendations from our constituents, support from the Compton CCD Board of Trustees, and with support from the ATD, below is Compton College's Response to the California Community Colleges Chancellor's Office "Call to Action."

Action 1: Law Enforcement and First Responder

The Chancellor called for a systemwide review of law enforcement officers and first responder training and curriculum on community college campuses. Compton College shall and will support innovative public safety efforts to serve as a model for community policing. This reimagining will require engagement from all stakeholders supporting collaborative community oversight of policing on campus and the surrounding areas. As an institution of learning, the larger question of how to build this trust and understanding can be addressed at the curricular level. Training and professional development opportunities must be ongoing and should include topics such as unconscious/implicit bias, de-escalation training, and community-oriented/de-militarized approaches.

We are also reviewing our current administration of justice program to determine how we can infuse equity into community policing discussion and perhaps encourage students to look at community safety and civil rights in a new progressive and empowering light. Since homelessness, unemployment risk, and food insecurity disproportionately affect students of color, this is an opportunity for Compton College to identify new ways to approach public safety, apart from the topic of policing.

Inspired by the work of Black Lives Matter, in November 2020, the President/CEO, through the Collaborative Governance, will establish the ***Compton College Task Force for an Equitable Approach to Community Safety and Health***, which will include our current peace officers, faculty, classified, administrators, and the broader Compton community, whose tax dollars support our institution. The task force will review all Compton College Police Department policies, procedures, and staffing plans, with the primary goal of removing, amending any policies, practices, recommendations, or other instruction or direction that correlate with the inequitable application of justice or stand contrary to Compton College's imperative to create an equity-minded and safe environment for all. The task force is expected to provide recommendations to the President/CEO on reimagining public safety at Compton College by May 1, 2021.

Action 2: Dialogue to Address Campus Climate

Discussions about campus climate should also reach beyond what is happening on campus. Recent events have made this apparent. Compton College comprises a diverse community of stakeholders who live in our service areas, the broader Los Angeles community, and beyond. They bring their optimism, knowledge, and concerns to the campus each day. The transient nature of commuter colleges makes it more challenging to foster dialogue and a sense of

community. Yet, these discussions are needed to guide students, staff, faculty, and administrators who have expectations that they will learn and work in a community that fosters equity, inclusion, understanding, and collaboration.

As an immediate step in this call to action, Compton College has partnered with the USC Race and Equity Center and joined the California Community College Equity Leadership Alliance. Membership in the Alliance will enable our institution to offer faculty, staff, and administrators opportunities to participate in monthly four-hour e-convening professional learning workshops focusing specifically on race and equity in the classroom and hiring practices. Participants of the e-convenings are expected to report out on the key takeaways and lessons learned to facilitate change on campus to better serve our students and improve communications among all constituents. Thus, participants will virtually discuss in a facilitated and recorded dialogue about what they have learned and how it can be applied to the campus and the surrounding community. Compton College will create a digital equity library hosted on the Diversity, Equity, and Inclusion website, which will serve as a repository for all the recordings that can be accessed by any member of the Compton College community and the public for further dialogue and action.

Compton College will also host trainings for campus administrators in the art of holding open and honest conversations within their departments about how we come together as an educational community to build inclusive and safe learning and working environments. For students, the college will continue the "Race Matters" student development workshop series every month. Previous topics have included "Race and Mental Health: Coping and Wellness Strategies," and "Healing Space: Uplifting the Community After Tragic Loss." Compton College will encourage and provide financial support for attendance at the African American Male Education Network & Development's (A2MEND) dialogues and conferences for employees and students.

The most recent School Climate Survey was administered in spring 2020. Results are currently being analyzed and will be published in November 2020. The previous School Climate Survey was administered in spring 2018 to Compton College students and employees. It assessed campus life, diversity and inclusiveness, classroom experiences, and physical environment views. The survey was sent to over 800 students (63% response rate) and 441 employees (15% response rate from employees). Although employees' low response rate made it impossible to disaggregate findings by employee type (e.g., faculty, Classified staff, managers/supervisors), the School Climate findings nonetheless provided excellent insight and recommendations to improve campus climate for both students and employees. The action plan to address the challenges identified in the results was developed to monitor our implementation of the recommendations. We must increase employees' participation in future climate surveys, and disaggregate findings by ethnicity among students, faculty, Classified staff, and managers/supervisors.

With these prior experiences in mind, in the spring of 2021, in collaboration with the USC Race and Equity Center, Compton College will administer the National Assessment of Collegiate Campus Climate (NACCC) survey on campus climate. The NACCC is a rigorous, expert-validated quantitative survey that measures belonging and inclusion, the frequency and depth of

cross-cultural interactions, students' appraisals of institutional commitment to diversity and inclusion, and other related topics. While the first year will measure student responses, the USC Race and Equity Center is also developing a pair of workplace climate surveys: one for staff at all levels, and another for faculty (including adjunct instructors). These two surveys will focus on topics such as employees' perceptions of equitable opportunities for promotion and advancement; a sense of belonging and how different groups of employees differently experience the workplace environment; employees' encounters with sexism, racism, homophobia, transphobia, and other "isms" at work; employee satisfaction with the college's responses to reports of abuse, unfair treatment, and climate problems; and appraisals of the college's commitment to equity. The staff and faculty surveys will be administered in 2022 and 2023, respectively. We will be able to disaggregate survey data by race, gender, sexual orientation, (dis)ability, and other demographic variables. Data from the two employee surveys will also be disaggregated by role type and level.

Compton College Office of Institutional Effectiveness will develop an action plan to identify exact steps toward meeting the reports' recommendations based on survey results. While these have been some of our more immediate responses toward addressing campus climate, we understand that change does not happen overnight. Thus, Compton College will continue to support ongoing open and conversations, careful planning, and thoughtful implementation of ideas and action items to improve campus climate.

Action 3: Inclusive Classrooms and Anti-Racism Curriculum

The Compton College Academic Senate has authored "A Resolution to Declare that Equity and Black Lives Matter" in response to recent events, the Chancellor's Office "Call to Action," and to be in solidarity with the initiatives of Black Lives Matter. The resolution states three key points:

1. The Compton College Academic Senate is committed to improving the cultural education and cultural intelligence of all of its constituent groups, and to fostering attitudes of unity, solidarity, and togetherness;
2. The Compton College Academic Senate pledges to treat all campus members with dignity and respect and to be an ally to Black Lives Matter; and
3. The Compton College Academic Senate will urge all faculty members to create a culturally relevant and inclusive curriculum to highlight the injustices of this country and to the unfair treatment of historically underrepresented groups in many aspects of our society; to include the voices of historically underrepresented groups in course material selection; and to increase awareness of implicit bias, stereotypes, discrimination, individual and systemic racism, and genocides.

In fall 2021, Compton College will add a culture, diversity, and equity requirement for all students who plan to graduate with a degree from Compton College, in compliance with Compton Community College District Administrative Regulation 4025 - Philosophy and Criteria for Associate Degree and General Education. A certificate in the subject area is also in the works as faculty begin to collaborate on expanding the curriculum in each program area. This would include not just the Social Sciences and Humanities, where these curriculum discussions often

take place around race and identity, but in all five Guided Pathways Divisions: Business and Industrial Studies; Fine Arts, Communications, and Humanities; Health and Public Services; Science, Technology, Engineering, and Math (STEM); and Social Sciences. To this end, the Academic Senate has called for the creation of the *Call to Action Curriculum Task Force*, made up of full-time and adjunct faculty who currently incorporate issues of social justice, public policy, health, environmental justice, and ethnic identity as part of their pedagogy and methodology on a local, global, and international level.

The requirement will allow students to analyze a wide range of past and contemporary issues among historically racialized populations while holistically developing a critical and intersectional understanding of race, ethnicity, class, gender, sexuality, and power in American society. Students will learn how systemic racism works, how it is embedded in all of our institutions, and how to advocate for change and challenge racism at the personal and structural level. The major prepares students for transfer and graduate studies and careers that serve communities of color, such as public and business administration, human and health services, marketing and communications, research and education, politics and government, fine and performing arts, and multicultural affairs. Compton College is committed to hiring up to three full-time faculty over the two years to assist with teaching courses associated with the new culture, diversity, and equity degree requirement.

Over the next two years, the *Call to Action Curriculum Task Force* will review all Compton College courses to examine anti-racism, diversity, equity, inclusion, and decolonize our curriculum. Finally, through the Program Review and Institutional Set-Goals, ensure the disaggregation of student success, retention, and persistence data from the Office of Institutional Effectiveness is shared and utilized by faculty and staff to improve academic programs and services.

Action 4: Board Reviews and Updates Equity Plans with Urgency

The "Call to Action" requires colleges to look at their Equity Plans with fresh eyes and answer the question of whether they are designed for compliance or outcomes. The Chancellor's Office calls on colleges to pull together a cross-campus team, including research, human resources, technology, faculty, support services, Classified staff, managers/supervisors, and others to focus on naming the barriers, identifying solutions, and then rallying the full campus to engage in meeting the needs.

Recognizing the importance of welcoming and honoring all voices on campus in the equity plan, Compton College will be assembling a team through the Student Success Committee to review the plan, provide insight, and make updates. The revised equity plan is expected to be presented to the Compton CCD Board of Trustees at the March 2020 board meeting. Additionally, Compton College understands that equity is embedded in everyone's work, rather than being encapsulated by a single person or position. Thus, the Director of Student Equity's title has been changed to the Director of Basic Needs and Student Success. Compton College will also be

updating the equity section of its website to reflect the needs elicited by structural racism and COVID-19.

Action 5: Shorten Time Frame for Full Implementation of Diversity, Equity, and Inclusion (DEI) Integration Plan

The California Community Colleges Chancellor Office's Vision for Success Diversity, Equity, and Inclusion Task Force called for full implementation of 68 recommendations over the next five years. In the "Call to Action," the Chancellor stated that "our system cannot afford to wait five years" and asks campus leaders to mobilize to implement all tier 1 recommendations in the next six to 12 months and to act with urgency to implement tier 2 recommendations. Compton College is on track to meeting this shortened timeframe.

In June 2020, the Compton CCD Board of Trustees adopted Resolution #06-16-2020F Affirming Compton Community College District Commitment to Faculty and Staff Diversity. A detailed action plan to implement the resolution was also created. The following month, Compton College applied for assistance from the Chancellor Office's Institutional Effectiveness Partnership Initiative (IEPI). The IEPI is committed to advancing the California Community Colleges' institutional effectiveness and enhancing the system's impact on serving students, advancing best practices, and avoiding potential pitfalls. Technical assistance teams, called Partnership Resource Teams (PRT), are subject matter experts and help institutions develop improvement strategies and timelines on their area of focus. Compton College's proposal for assistance from a mini-PRT to strengthen its professional development opportunities in relation to diversity, equity, and inclusion matters was approved. Compton College will receive up to a $75,000 grant in seed money toward the effort and technical assistance. The mini-PRT is expected to virtually visit Compton College in the fall of 2020, meet with various constituent groups, provide feedback and advice, and assist with drafting a plan on how to best design and implement the diversity, equity, and inclusion elements within professional development.

Finally, Compton College launched its new Diversity, Equity, and Inclusion webpage, which houses essential resources such as the Equal Employment Opportunity (EEO) Plan, the Human Resources Staffing Plan, and the USC Center for Urban Education (CUE) report and action plan. Over the course of the year, the Director of Diversity, Compliance, and Title IX, in consultation with the EEO Advisory Committee, will identify strategies to implement the various recommendations, including considering race, poverty, and service people of color.

Action 6: Vision Resource Center "Community Colleges for Change"

The Chancellor's Office has created a virtual community in the Vision Resource Center where content, dialogue, and modules are uploaded. Appreciating that we all need to continue to invest time to learn as an educational community, Compton College's Professional Development Manager is spearheading the initiative to get our staff involved and invested with the Vision Resource Center. The Professional Development Manager will send monthly updates to

employees with new information about the Vision Resource Center, provide sign-up assistance, and forward pertinent resources to the campus community. The goal is to have 100% of our employees and the Compton CCD Board of Trustees participating in the Vision Resource Center by March 1, 2021.

Conclusion

This document describes Compton College's status by implementing the six key actions from the Chancellor's "Call to Action." We will develop an action plan and timeline for each of the six key actions in the coming weeks. This is only the beginning of our work against structural racism. However, we recognize that the work ahead necessitates honest conversations, breaking down years of historical and societal barriers, and creating a new system that holds itself accountable for making progress. The journey of a thousand miles begins with a single step, and we are proud of our efforts as we march towards building a better future for our communities.

BP 3560 Alcoholic Beverages   **Issued: May 17, 2016**
                                              Revised: October 20, 2020

References:
   Business and Professions Code Section 25608;
   34 Code of Federal Regulations Section 668.46(b)

The *President/*Chief Executive Officer is authorized to enact procedures as appropriate and permitted by law regarding serving alcoholic beverages on campus or at fund-raising events held to benefit non-profit corporations. Alcoholic beverages shall not be served on campus.

Applicable Administrative Regulation
   AR 3564 *0* – Alcoholic Beverages

AR 3561~~0~~ Alcoholic Beverages **Issued: May 17, 2016**
Revised: October 20, 2020

References:
Board Policy 3560 - Alcoholic Beverages
Business and Professions Code Sections 24045.4, 24045.6, 25608, and 25658;
34 Code of Federal Regulations Section 668.46(b)

The possession, sale, or the furnishing of alcohol on campus is governed by California state law and these procedures. The possession, sale, consumption, or furnishing of alcohol is controlled by the California Department of Alcohol and Beverage Control. However, the enforcement of alcohol laws on-campus is the primary responsibility of the ~~El Camino~~ *Compton* College Police Department**.** The campus has been designated "Drug free" and only under certain circumstances is the consumption of alcohol permitted. The possession, sale, manufacture, or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by the ~~El Camino~~ *Compton* College ~~Compton~~ *Police* Department. Violators are subject to disciplinary action, criminal prosecution, fine, and imprisonment. It is unlawful to sell, furnish, or provide alcohol to a person under the age of 21. The possession of alcohol by anyone under 21 years of age in a public place or a place open to the public is illegal. It is also a violation of this policy for anyone to consume or possess alcohol in any public or private area of campus ~~without prior approval of the district~~. Organizations or groups violating alcohol or substance policies, or laws may be subject to sanctions by the District.

BP 3600 Auxiliary Organizations   **Issued: March 16, 2010**
                                               Revised: November 21, 2017
                                               Revised: October 20, 2020

References:
    Education Code Sections 72670, et seq.
    Title 5, Sections 59250, et seq.

The Board may recognize and approve auxiliary organizations established for the purpose of providing to the District any and all supportive services, specialized programs and functions identified in Title 5.

The *President/Chief Executive Officer (*CEO*)* shall establish the administrative regulations necessary to fully comply with California law relating to auxiliary organizations, and to submit this policy and those regulations to the Chancellor for the California Community Colleges as required by law. At a minimum, the regulations shall address the subjects required by Title 5.

Recognition and establishment of auxiliary organizations shall include a public hearing on the recommendation to recognize or establish an auxiliary organization; Board approval of the auxiliary organization; and approval of a written agreement between the District and the auxiliary organization describing the services, programs or functions to be performed. All such written agreements shall comply fully with the requirements of Title 5, Section 59257(j).

Any auxiliary organization recognized by the Board shall conduct its business in accordance with the administrative regulations ~~promulgated~~ *adopted* by the *President/*CEO pursuant to this policy. Notwithstanding anything contained in the administrative regulations, any auxiliary organization recognized by the Board shall comply with Education Code provisions regarding:

- The composition of a board of directors and the way in which it conducts its meetings;
- Conducting an annual audit;
- Employing its work force;
- Expending and appropriating its funds, and keeping its records.

No funds or resources, other than funds or resources derived from gifts or bequests, shall be transferred by the District to any of its auxiliary organizations for the purpose of either avoiding laws or regulations that constrain community college districts or providing the District with an unfair advantage with respect to any state funding mechanism. Such state funding mechanisms include, but are not limited to, general apportionment funding, capital outlay funding, Extended Opportunity Programs and Services funding, and funding for programs for disabled students.

The auxiliary organizations recognized by the Compton Community College District are:
- Foundation for the Compton Community College District
- Associated Student Body Compton Community College District

Applicable Administrative Regulation
  AR 3604*0* – Auxiliary Organization Protocols

AR 3601̶0 Auxilary Organization Protocols   **Issued: March 16, 2010**
                                                                      Revised: November 21, 2017
                                                                      Revised: October 20, 2020

References:
    Board Policy 3600 – Auxilary Organizations
    Education Code Sections 72670 et seq.;
    Government Code Sections 12580 et seq.;
    Title 5 Sections 59250 et seq.

Definitions

Board of Directors. The term board of directors as used herein means the governing board of an auxiliary organization.

Board of Trustees. The term Board of Trustees as used herein means the Board of Trustees of the District.

Board of Governors. The term Board of Governors as used herein means the Board of Governors of the California Community Colleges.

President/Chief Executive Offcier (*CEO)*. The term *Presdient/*CEO as used herein means the *President/*Chief Executive Officer of the Compton Community College District or designee.

District. The term District as used herein means the Compton Community College District.

Associated Student Body. The terms Associated Student Body, Associated Student Organization, Student Association, Student Organization, or ASB as used herein means an organization formed by any group of students of the District in accordance with the provisions of Education Code Section 76060. All clubs and organizations recognized by an Associated Student Body or Organization shall be included in any auxiliary organization established by the Student Body or Organization.

Recognition and Establishment of Auxiliary Organizations

The *President/*CEO shall submit a recommendation to the Board of Trustees to establish an auxiliary organization when the organization will serve the District. The recommendation includes, but is not limited to, the following:

- The purpose(s) for which the auxiliary organization is to be established;
- Whether the proposed auxiliary organization will primarily serve the District ~~or a particular District~~;
- The functions which the auxiliary organization is intended to perform;

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- The proposed bylaws and articles of incorporation for the auxiliary organization, including the size and composition of the board of directors; and
- The proposed written agreement between the auxiliary organization and the District, *addressing, among other things, all of the requirements of* ~~as required in~~ Title 5 Section 59259 *subdivision (j)*.

The process of recognition shall be as follows:

- When the *President/*CEO receives a request to establish an auxiliary organization, the *President/*CEO shall submit a recommendation concerning the establishment of said organization to the Board of Trustees within three months.
- The Board of Trustees shall hold a public hearing on each recommendation concerning the establishment of an auxiliary organization.

At a subsequent scheduled meeting after the public hearing, the board shall announce its decision concerning the establishment of the organization, and, if approved, authorize the functions it may perform, identify the number and category or categories of the board of directors and approve contractual arrangements.

At such time as the District recognizes an auxiliary organization, it shall submit to the ~~state~~ *California Community Colleges* Chancellor's Office any written agreements with the auxiliary organization, as well as the articles of incorporation, bylaws, or other governing instruments.

Recognized Services, Programs and Functions

Auxiliary organizations may be recognized and established by the Board of Trustees to perform ~~the following~~ services, programs and functions *which are an integral part of the community college educational programs. The following supportive services and specified programs have been determined to be appropriate*:

- Student association or organization activities;
- Bookstores;
- Food, *vending* and campus services;
- Student union programs;
- Facilities and equipment, including parking;
- Loans, scholarships, grants-in-aid;
- Workshops, conferences, institutes and federal and specially funded projects;
- Alumni activities;
- Supplementary health services;
- Gifts, bequests, devises, endowments and trusts*; and*
- Public relations programs.

~~No auxiliary organization shall be authorized by the Board of Trustees to engage in any other function unless the Board of Governors amends Section 59259 of Title 5 by adding~~

~~said function to the list of approved functions of auxiliary organizations.~~ This section shall not be construed to prohibit an auxiliary organization from taking actions essential to satisfy the non-profit corporation or tax laws of the State of California or the Federal tax laws.

Operations of commercial services on a campus shall be self supporting when operated by an auxiliary organization.

Authority and Responsibility of Auxiliary Organizations

> A. ~~Participation in workshops, conferences, or institutes offered by auxiliary organizations shall not be included in reports to the state for the purpose of receiving apportionment funding.~~

All services, programs and activities that may be undertaken by an auxiliary organization ~~shall be maintained for the general benefit of the educational program of the District. Upon~~ *must be for the purposes of providing activities that are an integral part of the community college educational programs. For example,* Board of Trustees approval, an auxiliary organization may assume any of the services, programs and activities listed in these procedures in order:

- To provide the fiscal means and the management procedures that allow the District to carry on educationally related activities not normally funded by State apportionment;
- To eliminate the undue difficulty that would otherwise arise under the usual governmental budgetary, purchasing and other fiscal controls except as expressly prohibited by the Education Code or Title 5, or the District's procedures; *or*
- To provide fiscal procedures and management systems that allow effective coordination of the auxiliary activities with the District in accordance with sound business practices.

Composition of Boards of Directors

The board of directors of each auxiliary organization shall have the following composition:

Student Associations or Organizations. The board of directors shall consist primarily of students. The Associated Student Body Advisor may attend and participate in meetings of the board of directors in order to advise on policy and to provide for the control and regulation required by Education Code Section 76060.

Other Auxiliary Organizations. Any other District approved auxiliary organization that is established pursuant to *Education Code* Section 72670 et seq. ~~of the Education Code~~ shall have a board of directors appointed in accordance with the organization's articles of incorporation or bylaws and consisting of voting membership from one or more of the following categories: administration, staff; members of the community; students.

The size of the board of directors of an auxiliary organization shall be at least large enough to accommodate the one or more categories from which board members are selected.

The board of directors shall have the advice and counsel of at least one attorney admitted to practice in California and at least one certified public accountant. Upon being notified of the certified public accountant selected by an auxiliary organization, the district shall forward the applicable auditing and reporting procedures to the selected certified public accountant.

Conduct of Boards of Directors

No member of the *any* board of directors of an auxiliary organization shall be financially interested in any contract or other transaction entered into by the board of which he/she is a member. Any contract or transaction entered into in violation of this section is void.

No contract or other transaction entered into by the board of directors of an auxiliary organization is void under the provisions of Education Code Section 72677; nor shall any member of such board be disqualified or deemed guilty of misconduct in office under such provisions, if pursuant to Education Code Section 72678 both of the following conditions are met:

- The fact of such financial interest is disclosed or known to the board of directors and noted in the minutes, and the board thereafter authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient for the purpose without counting the vote or votes of such financially interested member or members.
- The contract or transaction is just and reasonable as to the auxiliary organization at the time it is authorized or approved.

The provisions of Education Code Section 72678 above shall not be applicable if any of the following conditions are met:

- The contract or transaction is between an auxiliary organization and a member of the board of directors of that auxiliary organization.
- The contract or transaction is between an auxiliary organization and a partnership or unincorporated association of which any member of the governing board of that auxiliary organization is a partner or in which he or she is the owner or holder, directly or indirectly, of a proprietorship interest.
- The contract or transaction is between an auxiliary organization and a corporation in which any member of the board of directors of that auxiliary organization is the owner or holder, directly or indirectly, of five percent or more of the outstanding common stock.
- A member of the board of directors of an auxiliary organization is interested in a contract or transaction within the meaning of Education Code Section 72677 and without first disclosing such interest to the governing board at a public meeting of the

board, influences or attempts to influence another member or members of the board to enter into the contract or transaction.

It is unlawful for any person to utilize any information, not a matter of public record, which is received by the person by reason of his/her membership on the board of directors of an auxiliary organization, for personal pecuniary gain, regardless of whether he or she is or is not a member of the board at the time such gain is realized.

To help ensure compliance with these provisions, the Board of Directors of any auxiliary organization should adopt a conflict of interest policy. Each director must review and acknowledge the conflict of interest policy annually. The conflict of interest policy may address, among other things, the following: appropriate board conduct, gifts, confidentiality, fiduciary responsibilities, and conflicts of interest.

Bylaws

The bylaws of an auxiliary organization shall include, but not be limited to, specifying:

- The number of members of the board of directors, the categories from which members shall be selected and the method by which they shall be selected.
- The size of the board of directors.
- That at least one public business meeting will be held each quarter.
- The time table for the preparation and adoption of its program and annual budget and the submission of both for review to the *President/*CEO*.*
- That an attorney admitted to practice in this state and a licensed certified public accountant shall be selected to provide advice and counsel to the board of directors. Each shall have experience appropriate to the responsibility and shall have no financial interest in any contract or other transaction entered into by the board which he/she serves. Neither the attorney nor the certified public accountant needs to be a member of the board of directors.
- The procedures for approving expenditures.
- The procedures for accepting gifts, donations, bequests, trusts and specially funded grants and other income.

Master Agreement between the District and Auxiliary Organizations

In the recognition and establishment of an auxiliary organization, there shall be a written agreement between the District and the auxiliary organization which sets forth the purposes of the auxiliary organization as permitted under this Regulation, and Title 5 Section 59259.

Should an auxiliary organization provide more than one service, program or function, such service, program or function may be authorized in one of more written contracts with the District. Such services, programs and functions thereby performed by an auxiliary organization may also be part of a joint powers agreement in accordance with Education Code Section 72671 and Government Code Sections 6500 *et seq.*

An auxiliary organization shall provide only those services, programs or functions authorized by a written agreement. No other service, program or function shall be permitted or performed unless a written agreement between the District and the auxiliary organization is amended to provide otherwise.

The agreement shall include, but is not limited to, the following provisions:

- The services, programs, or functions the auxiliary organization is to manage, operate or administer.
- A statement of the reasons for administration of the functions by the auxiliary organization instead of by the District under usual District procedures.
- The areas of authority and responsibility of the auxiliary organization and the District or College.
- The facilities and services to be made available by the District to permit the auxiliary organization to perform the services, programs or functions specified in the written agreement.
- The charge or rental to be paid to the District by the auxiliary organization for the facilities used or services provided in connection with the performance of its function. The charge or rental specified shall be identified in sufficient time before it is incurred so that the organization may determine to what extent it is liable.
- Full reimbursement to the District for services performed by the District or by District employees in support of the auxiliary organization. No more than 50% of the reimbursement may be made in the form of non-monetary benefits that the auxiliary organization provides to the District, such as increased community officials and the auxiliary organization. The District shall assign a good-faith reimbursement value to such non-monetary benefits. Student body auxiliary organizations may be exempt from reimbursing all or any portion of the costs for such services*, unless the organization was established as an "auxiliary organization" pursuant to Education Code Sections 72670 et seq..* ~~Methods of proration where services are performed by District employees for the organization shall be as mutually determined.~~
- *Simple and equitable methods of proration where services are performed by District employees for the organization shall be mutually determined.*
- A *simple and stable* mutually agreed upon method of determining in advance to what extent the organization shall be liable for indirect costs relating to specially funded programs (including federally sponsored programs).
- The responsibility for maintenance and payment of operating expenses.
- Proposed expenditures for public relations or other purposes which would serve to augment District appropriations for operation of the District. With respect to these expenditures, the auxiliary organization may expend funds in such amount and for such purposes as are approved by the board of directors of the auxiliary organization. The board of directors shall file with the *President/*CEO a statement of such policy on accumulation and use of public relations funds. The statement shall include the policy and procedure on solicitation of funds, source of funds, amounts,

and purpose for which the funds will be used, allowable expenditures, and procedures of control.

- The disposition to be made of net earnings derived from the operation of the auxiliary organization, including earnings derived from facilities owned or leased by the auxiliary organization, and provisions for reserves.
- The disposition to be made of net assets and liabilities on dissolution of the auxiliary organization or cessation of the operations under the agreement.
- The covenant of the auxiliary organization to maintain its organization and to operate in accordance with *Education Code* Sections 72670 ~~through~~ - 72682 ~~of the Education Code~~ and with ~~the regulations contained in~~ Title 5~~,~~ Sections 59250 *et seq.*, as well as ~~District Board Policy~~ *board policy and these procedures*.
- The understanding that the auxiliary organization shall obtain the services and counsel of an attorney admitted to practice in the State of California whenever the need arises.
- The understanding that the auxiliary organization shall not enter into any contract or other business arrangement involving real property either by lease involving payments of more than $25,000 per annum and duration terms of more than one year, or by purchase without prior notification and consultation with the *President/*CEO*.

Personnel

Each auxiliary organization shall develop general regulations to govern its operations, including policies and regulations concerning the salaries, working conditions and benefits of its employees.

The aforesaid regulations shall not conflict with the implementing policies adopted by the Board of Trustees or with these procedures.

Except as otherwise provided in any board rules, the board of directors of each auxiliary organization shall, pursuant to Education Code Section 72672, provide salaries, working conditions and benefits for its full-time employees that are comparable to those provided District employees performing substantially similar services. For those full-time employees who perform services that are not substantially similar to the services performed by District employees, the salaries established shall be *at least equal* ~~comparable~~ to the salaries prevailing in other educational institutions in the area or commercial operations of like nature ~~in the area~~.

Regular District employees may be employed by the auxiliary organization. District employees must resign or request a personal leave of absence from the District in order to accept employment with the auxiliary organization. District officers and employees who are required by the *D*~~d~~istrict's Conflict of Interest *Code* ~~Disclosure Regulation~~ (AR *27101*) to file disclosure of financial information are responsible to determine whether or not they are eligible to accept employment with the auxiliary organization immediately upon resignation from the district.

- **Educational Administrators or other Management Employees** may be granted a personal leave of absence for two semesters, which may be extended to a maximum of ten consecutive semesters.
- **Classified management employees** may be granted a personal leave of absence for up to one year. This leave may not be extended beyond one year without the employee first having returned to active duty.
- **Academic (faculty) employees** may be granted personal leave of absence for two semesters. The leave may be extended for not more than six consecutive semesters.
- **Classified employees** may be granted a personal leave of absence for up to one year. This leave may not be extended beyond one year without the employee first having returned to active duty.

The board of directors of each auxiliary organization may provide retirement benefits different from those provided comparable District employees and may withhold retirement benefits or permanent status benefits or both from temporary employees *and executive employees*. For the purposes of this Procedure, a temporary employee is:

- An employee employed for a specific research project, workshop, institute or other special project funded by any grant, contract or gift; or
- An employee whose contract of employment is for a fixed term not exceeding three years.

~~The board of directors of each auxiliary organization may withhold permanent status benefits from executive employees.~~ For the purposes of this procedure, an *"*executive employee" is any management employee with responsibility for the development and execution of the auxiliary organization's policies and includes, but is not limited to, general managers, *business* managers, directors and the like, as determined by the board of directors of each auxiliary organization.

Should retirement benefits be provided, they may but need not be provided by the Public Employees' Retirement System. Any newly created auxiliary organization is exempted from the requirement of providing retirement benefits for a period not to exceed three years from the date on which the Board of Trustees recognizes the establishment of such auxiliary organization.

An auxiliary organization may contract with the District for the services of a District employee and reimburse the District for that portion of the employee's full-time assignment (and corresponding benefits) that is spent in providing said services.

Accounting and Reporting for Auxiliary Organizations

The fiscal year of the auxiliary organization shall coincide with that of the District.

Each auxiliary organization shall develop an accounting system that is in accordance with generally accepted accounting principles.

The auxiliary organization shall implement financial practices that will assure its fiscal viability. Such standards shall include professional management, adequate working capital, adequate reserve funds for current operations, capital replacements, contingencies and adequate provisions for new business requirements.

Each auxiliary organization serving the District shall submit its programs and budgets for review at a time and in a manner specified by the *President/*CEO*.*

Funds derived from indirect cost payments shall only be appropriated with the specific approval of the *President/*CEO. All uses of such funds shall be regularly reported to the district governing board.

Should the *President/*CEO determine that any program or appropriation planned by an auxiliary organization is not consistent with District policy, the program or appropriation shall not be implemented. Further, should a program or appropriation which has received approval, upon review, be determined by the *President/*CEO to be operating outside the acceptable policy of the Board of Governors or the District, then that program or appropriation shall be discontinued by direction of the *President/*CEO until further review is accomplished and an appropriate adjustment is made.

The board of directors of an auxiliary organization shall approve all expenditure authorizations.

If the auxiliary organization receives or accrues in any fiscal year gross revenue of two million dollars ($2,000,000) or more, it shall also include in its bylaws an audit committee appointed by the board of directors. The audit committee may include persons who are not members of the board of directors, but the member or members of the audit committee shall not include any members of the staff, including the president or chief executive officer and the treasurer or chief financial officer. If the auxiliary committee has a finance committee, it must be separate from the audit committee.

Members of the audit committee shall not receive any compensation from the auxiliary in excess of the compensation, if any, received by members of the board of directors for service on the board and shall not have a material financial interest in any entity doing business with the auxiliary. Subject to the supervision of the board of directors, the audit committee shall be responsible for recommending to the board of directors the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the board of directors.

The auxiliary organization must also make its annual audited financial statements available to the public in the same manner prescribed by IRS for Form 990 and no later than nine months after the close of the fiscal year to which the statements relate.

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The board of directors, or an authorized committee of the board, shall review and approve the compensation, including benefits, of the President or Chief Executive Officer and the Treasurer or Chief Financial Officer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

Records and Annual Report of Auxiliary Organizations

Personnel and payroll records shall be maintained as permanent records by each auxiliary organization.

Adequate records of all other transactions of an auxiliary organization shall be maintained for a minimum of five years. Transactions of the organization include, but are not limited to, purchases, disbursements, and investments.

An annual report shall be submitted to the Board of directors of the auxiliary organization and to the *President/*CEO by September 15. The report shall include, but is not limited to:

- All financial statements required to be filed with the ~~state~~ *California Community Colleges* Chancellor's Office.
- A comparison of budgeted and actual expenditures.
- A description of major accomplishments of the organization.
- A description of improvements proposed for operation of the organization.

Records maintained by an auxiliary organization shall be available to the public to inspect or copy at all times during the office hours of the auxiliary organization, pursuant to and with the exceptions provided in Education Code Sections 72690 et seq.

Annual Audit

Each auxiliary organization shall have an annual fiscal audit of any and all funds. The audit shall be performed by a certified public accountant in accordance with procedures prescribed by the Chancellor. Copies of the annual audit report shall be submitted to the Board of Trustees and to the ~~state~~ *California Community Colleges* Chancellor's Office within 30 days after it is received by the auxiliary organization. Thereafter, it shall be a public record, except as otherwise provided by law. Such audits may be conducted as part of a fiscal audit of the District itself.

Auxiliary organizations shall annually publish an audited statement of their financial condition, which shall be disseminated as widely as feasible and be available to any person on request. A reasonable fee may be charged to cover the costs of providing a copy. An auxiliary organization shall comply with this requirement by:

- Publishing the audited financial statement in a campus newspaper; *or*
- Publishing a notice in a campus newspaper indicating the on-campus location where copies of the financial statement may be obtained or reviewed; *or*
- Publishing or noticing the audited statement in a campus bulletin or other appropriate medium if a campus newspaper is unavailable.

Insurance

An auxiliary organization shall secure and maintain insurance adequate to protect its operations from catastrophic losses and as required by law, including but not limited to, the following:

- Comprehensive *general* liability;
- Property and extended coverage, when applicable;
- All risks, money and securities;
- F̶fidelity and performance bonds covering its chief fiscal officer;
- A̶automotive liability when applicable; *and*
- Workers' compensation.

In any insurance policy secured by the auxiliary organization, the District shall be named as additional insured.

A copy of each policy or endorsement or insurance certificates setting forth the coverage and limits shall be provided to the District within 30 days from the receipt of the document.

In obtaining the insurance coverage, the auxiliary organization may secure the insurance directly through its own broker or through the District.

Auxiliary Organizations: Use of Facilities

Facilities may be made available by the District to an auxiliary organization to perform the functions specified in these regulations or in an agreement, under the following circumstances:

- The auxiliary organization may occupy, operate and use such District facilities as are mutually identified as appropriate for the functions a̶n̶d̶/or activities that have been undertaken by the auxiliary organization.
- The auxiliary organization shall pay to the District a charge or rental for the District facilities t̶o̶ ̶b̶e̶ used by it in connection with the performance of its function or functions.
- The charge or rental to be paid by the auxiliary organization shall not require involved methods of computation, and shall be identified by the District and the auxiliary organization in sufficient time before it is incurred so that the auxiliary organization may determine to what extent it shall be liable.

- The charge or rental to be incurred by an auxiliary organization for use of District facilities ~~in excess of five days~~ shall be incorporated into the agreement between the parties.
- An auxiliary organization shall provide full reimbursement to the District for any services performed by District employees under the direction of the auxiliary organization. Methods of proration where services are performed by District employees for the auxiliary organization shall be simple and equitable.

List of Auxiliary Organizations in Good Standing

Each year, the *President/*CEO shall provide to the Board of Trustees a list of all auxiliary organizations in good standing. All auxiliary organizations which, after periodic review in the manner specified hereinafter in these regulations, are found to be in compliance with applicable laws, policies and regulations shall be included in the list.

When the *President/*CEO has reason to believe that a particular organization should be removed from the list of auxiliary organizations in good standing, a conference shall be held to determine whether such grounds for removal do in fact exist. The ~~board of directors~~ *President/*CEO ~~of such organization~~ shall be ~~entitled to participate in this~~ *present at the* conference, *along with other appropriate District representatives, as determined by the President/*CEO*. The District shall give the auxiliary organization Board of Directors reasonable notice that such conference will be held, and representatives of the Board shall be entitled to be present at the conference, and to be heard. The board of directors of such organization shall be entitled to participate in this conference* and shall have a minimum of one month*'s* notice to prepare response to the issues which have been raised.

Based upon such conference, the *President/*CEO shall ~~decide~~ *recommend to the District's governing board* whether the particular organization shall be removed from the list of auxiliary organizations in good standing. *The District's governing board may, in its sole discretion, remove such an auxiliary organization from the list, and may make such other provisions consistent with law as may be appropriate with respect to an auxiliary organization not included on the list*.

An organization so removed shall not be permitted to do any of the following:

- Use the name of the District;
- Have as a director any official in the District acting in his/her official capacity;
- Operate a commercial service for the benefit of the District or any of its Colleges; *and*
- Receive gifts, property or funds to be used for the benefit of the District or any of its Colleges.

If the auxiliary organization is dissolved or ceases operations upon removal from the list of organizations in good standing, its net assets and liabilities shall be distributed according to the terms of the written agreement between the organization and the District.

Limitation on Transfer of Funds to Auxiliary Organizations

No funds or resources, other than funds or resources derived from gifts or bequests, shall be transferred by the District to any of its auxiliary organizations for the purpose of either avoiding laws or regulations which constrain community college districts or providing the District with an unfair advantage with respect to the application of any state funding mechanism. Such state funding mechanisms include, but are not limited to, general apportionment funding, capital outlay funding, Extended Opportunity Programs and Services funding, and funding for programs and services for disabled students.

Compliance Review by *President*/CEO

All auxiliary organization procedures and practices shall be reviewed to determine compliance with Education Code Sections 72670 *et seq.*, and the policies, rules and regulations of the Board of Governors, and of the District. The *President*/CEO shall designate the individual to conduct this review, which shall be conducted at the end of the first complete fiscal year after its establishment and at least once every three years thereafter.

When the *President*/CEO's designee determines, after inspection and review, that certain auxiliary organization procedures and practices are not in compliance with policies, rules and regulations of the Board of Governors and the District, a recommendation concerning the items of noncompliance shall be communicated in writing to the *President*/CEO and to the board of directors of the auxiliary organization. The board of directors shall reply in writing within one month, either describing the actions which will be taken, including time table, to bring said procedures and practices into compliance; or describing the reasons why the board considers the procedures already to be in compliance.

If the *President*/CEO's designee considers the proposed corrective actions to be acceptable, the auxiliary organization shall be so informed. A second compliance review shall be held at the end of the time agreed to and the results communicated in writing to the *President*/CEO and to the board of directors.

When the auxiliary organization fails to provide an acceptable proposal for corrective actions or fails to implement successful corrective actions within the agreed upon time, the *President*/CEO shall inform the board of directors of such further action as he/she considers appropriate, which may include a recommendation to the Board of Trustees for termination of the contract.

Revision of Rules and Procedures and Reports to the CCC System Office

Rules and procedures for the administration of auxiliary organizations may be revised as necessary by the *President*/CEO or designee. The board of directors of each auxiliary organization in good standing shall be promptly notified in writing of such revisions and be

informed of the date by which any changes in the organization's procedures must be accomplished.

Any such revisions shall be submitted to the ~~state System~~ *California Community Colleges Chancellor's* Office for approval.

The District shall report, as may be required from time to time, on the operation of its auxiliary organizations.

Disposition of Bookstore, Food Services, and Campus Vending Services Funds

To the extent that the bookstore, food services, and campus vending services generate a net profit, after deducting district expenses for maintenance and utilities, the funds may be deposited in the following auxiliary organization accounts: 50% of the net funds may be deposited in the Associated Student Body for Compton Community College District accounts; 15% of the net funds may be deposited in the Foundation for the Compton Community College District accounts to be used for student scholarships (see AR 3602 Student Scholarships), the Academic Awards Tea and graduation related expenses; and the remaining 35 % of the net fund may be deposited into the Foundation for the Compton Community College District account to be used for the College Promise.

BP 3900 Speech: Time, Place and Manner

Issued: March 16, 2010
Revised: December 12, 2017
Revised: October 20, 2020

References:
    Education Code Sections 76120, 666301

Students, employees, and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this policy.

Compton Community College District is considered a non-public forum, except for those areas of the college that are designated as areas generally available for use by students or the community, which are designated public forums. The *President/*Chief Executive Officer *(CEO)* or designee shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free expression in the designated public forums.

The administrative regulations promulgated by the *President/*CEO or designee shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards, the distribution of printed materials or petitions, and the wearing of buttons, badges, or other insignia. Students shall be free to exercise their rights of free expression, subject to the requirements of this policy. (Education Code Section 76120).

Speech shall be prohibited that is defamatory, obscene according to current legal standards, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District property or the violation of District policies or procedures, or the substantial disruption of the orderly operation of the District. (Education Code Section 76120).

Nothing in this policy shall prohibit the regulation of hate violence directed at students in a manner that denies their full participation in the educational process (Education Code Section 66301(e)), so long as the regulation conforms to the requirements of the First Amendment to the Unit*ed States Constitution, and of Section 2 of Article 1 of the California Constitution. "Hate violence" is defined in subdivision (a) of Section 4 of Chapter 1363 of the Statutes of 1992 (Senate Bill 1115) to mean any act of physical intimidation or physical harassment, physical force or physical violence, or the threat of physical force or physical violence, that is directed against any person or group of persons, or the property of any person or group of persons because of the ethnicity, race, national origin, religion, sex, sexual orientation, disability, or political or religious beliefs of that person or group. Acts shall not be considered "hate violence" based on speech alone, except upon a showing that the speech itself threatens violence against a specific person or group of persons, that the person or group of persons against whom the threat is directed reasonably fears that the violence will be committed because of the speech, and that the person threatening violence had the apparent ability to carry out the threat. (Education*

Code section 66301.) Students may be disciplined for harassment, threats, or intimidation unless such speech is constitutionally protected.

Non-students may obtain use of areas, classrooms, rooms, buildings, facilities, and grounds, not reserved and open for speech or expressive activities, pursuant to the Civic Center Permit rules set forth in Board Policy 6700, regarding "Civic Center and Other Facilities Use."

Applicable Administrative Regulation:
    AR 3900 Speech: Time, Place and Manner

AP ~~5551A~~ *3900* Speech: Time*,* Place, and Manner   **Issued: June 28, 2010**
                                                                Revised: November 17, 2015
                                                                Revised: October 20, 2020

1. ***Scheduling Request:*** Individuals or groups desiring to use the Free Speech Area(s) are to request use of the space by submitting a Facility Use Application to the Facilities Coordination Office. See AP 6701A, Civic Center and Other Facilities Use, for details.

   A. Use of the space is assigned on a first, come first served basis with District-sponsored events having <u>first</u> priority on the use of campus grounds.

   B. The District reserves the right to locate any assembly to ensure that the activity does not interfere with the normal District operations.

   C. A request for use of the free speech <u>area(s)</u> may be denied if the *President/Chief Executive Officer (*CEO*)* determines that the proposed speech/activity will constitute a clear and present danger to the college's orderly operation.

2. ***Time:*** Any person or group desiring to exercise its right of free speech at the <u>Compton Community College District</u> may do so as follows:

   A. The free speech <u>area(s)</u> is not reserved or scheduled for an official college activity.

   B. Between the hours of 8:00 <u>a.m.</u> to 5:00 <u>p.m.</u> Monday through Friday.

   C. Use of the campus Free Speech <u>Area(s)</u> is limited to two hours per day by an individual or group during specified time period.

3. **Manner of Use**

   A. Driving into the free speech area<u>(s)</u> is prohibited. A loading/unloading permit may be issued by the Campus Police allowing individuals to park up to 30 minutes in designated areas to load/unload supplies. A cart ~~(provided by the Student Development Office) is available~~ to transport supplies, *can be provided by the Office of Student Development,* to the Free Speech <u>Area(s).</u>

   B. ***Distribution and/or Display of Materials:*** Persons using a Free Speech Area shall be allowed to distribute petitions, circulars, leaflets, newspapers, miscellaneous printed matter and other materials, subject to the following restrictions.

      1) Such distribution shall take place within the geographic limits of the Free Speech <u>Area(s).</u>

      2) Any material being distributed which is discarded or dropped in or around the Free Speech <u>Area(s)</u> other than in an appropriate receptacle must be retrieved

and removed or properly discarded by those persons distributing the material prior to their departure from the Free Speech <u>Area(s)</u> that day.

3) Persons distributing material shall not impede the progress of passersby nor shall they force or coerce passersby into taking the proffered material.

4) Any containers or displays used to distribute material or display posters, photographs, drawings, etc. shall be kept out of walkways.

4. **Speech and Public Assembly Guidelines**

A. ***Speakers:*** The Free Speech <u>Area(s)</u> is open to speakers for whom official arrangements to speak have been made with the college independent of the college's official position on an issue.

B. ***Right to Dissent:*** The right to dissent complements the right of a speaker to speak. Such rights do not, however, need to occupy the same forum at the same time. A speaker is entitled to communicate his/her message to the audience during his/her allotted time. The audience is entitled to hear the speaker's message and see the speaker during that time. A dissenter must not substantially interfere with the speaker's ability to communicate or the audience's ability to hear and see the speaker. Simultaneously, the audience must respect the right to dissent.

C. ***Picketing and Distribution of Literature:*** Picketing in an orderly manner or distributing literature within the Free Speech <u>Area(s)</u> is permissible with an appropriate Civic Center Permit. Picketing is not permitted inside buildings. Picketing may not be disruptive or impede access.

D. ***Symbolic Protest:*** Displaying a sign, gesturing, wearing symbolic clothing, or otherwise protesting silently is permissible during a presentation unless it is a disruptive active, impedes access, blocks the audience's view, or prevents the audience from being able to pay attention.

E. ***Marches:*** In order to ensure the safety of participants and bystanders, campus marches are acceptable with an appropriate Civic Center Permit. The permit is to identify expected attendance, and approved parade/march route. Permits should be requested at least two working days in advance of the event for campus marches.

5. **Conduct and Manner**

A. Individuals who schedule speech or public activities on campus are shall not:
   - Threaten passersby.
   - Interfere with, impede, or cause blockage of the flow of pedestrian or vehicular traffic.
   - Commit any act likely to create an imminent safety or health hazard.
   - Interfere with or disrupt any other lawful activity by anyone in the same general location at the same time.

- Post materials on any walls, windows, doors, sidewalks, trees, light poles, etc., or on other District equipment except in designated posting areas.
- Conduct speech that includes fighting words *and hate speech*, which are those words that by their very utterance tend to incite an immediate breach of the peace.
- Engage in any other speech or action that is not allowed by law.

B. Upon request of a college official or law enforcement official, any person on campus shall identify him/herself by presenting a student, faculty/staff identification card, driver's license or other appropriate form of government-issued identification as allowed by law.

C. Individuals who damage or destroy District property shall be held responsible for such damage or destruction. District property includes buildings, grounds, landscape, and equipment.

D. All applicable District and College regulations, municipal ordinances, and state and federal laws are to be followed when engaging in activities on campus. Failure to do so may result in immediate removal from the campus and other appropriate action by District officials and/or Campus Police.

AR 3900 Speech: Time, Place and Manner   Issued: November 17, 2015
                                                Revised: December 12, 2017
                                                Revised: October 20, 2020

References:
    Board Policy 3900 – Speech: Time, Place and Manner
    Education Code Sections 76120 and 66301

Students and employees of the District and members of the public shall be permitted to exercise their right of free expression subject to the time, place, and manner policies and procedures contained in Board Policy 3900 Speech: Time, Place and Manner and these procedures.

The District shall not restrict free expression in areas generally available to students and the community. Areas generally available to students and the community are grassy areas, walkways or other similar common areas. Areas generally available to students and the community are designated public forums.

In areas generally available to students and the community, no person may engage in the circulation of petitions, leaflets, newspapers and other printed matter in the following areas: within 25 feet of doorways opening to outdoor areas of campus, all indoor facilities including, but not limited to campus offices, classroom facilities, libraries, performing art facilities, indoor or outdoor athletic facilities, parking lots, warehouses, and maintenance yards. All areas generally available to students and the community, as set forth above, may be temporarily reserved by the District, including recognized student organizations, for specific uses.

The use of areas generally available to students and the community shall be subject to the following:

A. Groups of persons wishing to engage in speech or expressive activities in areas generally available to students and the community are encouraged to inform the Facilities Rental Department of their intent to be present in such areas. The District encourages such check-in as a means to provide for safety and for the equitable use of such areas. Individuals availing themselves of such areas generally available to students and the community, whether they decide to check-in or not, may remain anonymous.

B. No person using the areas shall touch, strike, or physically impede the progress of passerby, except for incidental or accidental contact or contact initiated by a passerby.

C. Persons using areas shall not use any means of amplification that creates a noise or diversion that disturbs the orderly conduct of the campus or classes taking place at that time.

D. Persons using the areas reserved for expressive activities shall not disrupt the orderly operation of the college.

No illegal activities, no activities that violate District or campus rules, including rules and laws on illegal harassment and discrimination, and none that will substantially interfere with or disrupt activities already scheduled for that day and time in the designated areas, as described in this procedure, will be permitted. In the event the area sought to be used for expressive activities has already been reserved for another activity so that there will be substantial interference or disruption based on noise, overcrowding, or other considerations unrelated to content, the District will make a good faith and reasonable effort to offer alternative areas or if none are available offer alternative dates. Students, outside organizations, and others are encouraged to make reservations in advance to use the areas for their expressive activities through the use of reservation forms.

Distribution of Materials
All persons using the areas that are designated public forums shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter. Such distribution shall take place only within those areas. Those persons distributing printed material must, prior to their departure from the areas that day, make reasonable efforts to retrieve, remove, or properly discard material that is discarded or dropped in or around the areas other than in an appropriate receptacle.

Posting
Bulletin boards shall be provided for use in posting materials at campus locations convenient for use by students, staff, and members of the public. All materials displayed on a bulletin board shall clearly indicate the author or agency responsible for its production and shall be dated with the date of posting by the *Office of* Student Development ~~Office~~. Materials displayed shall be removed after the passage of the date of the event or after the passage of ten *(10)* days.

Rules Governing the Posting of Materials:

1. *Do not post on glass, painted surfaces (including painted light posts and railings), or trees.*

2. *All postings must use painters tape only. Staples may be used on the bulletin boards. Duct tape is not allowed.*

3. *Postings may not be placed over previously posted or approved materials.*

4. *Originating individuals and organizations are requested to take responsibility for maintaining its posting in a neat manner.*

Solicitation on Campus Related to Conducting Research
Anyone conducting research and soliciting on campus for human subjects must obtain permission to do so pursuant to ~~the~~ Institutional Review Board *Policy 3226 and Administrative Regulation 3226.* ~~policies and procedures~~. Please contact the office of *Institutional Effectiveness* ~~Institutional Research & Planning~~.

BP 4300 Field Trips and Excursions   **Issued: June 20, 2017**
                                                          Revised: October 20, 2020

Reference:
    Title 5 Section, 55220

The *President/Chief Executive Officer (*CEO*)* shall establish procedures that regulate the use of District funds for student travel and attendance at conferences and other activities that are performed as a class assignment or co-curricular activity.

The *President/*CEO, under authorization from the Board of Trustees, may authorize field trips and excursions for students in connection with courses of instruction or college-related social, educational, cultural, athletic or musical activities to and from places in California, or any other state, the District of Columbia, or a foreign country.

The *President/*CEO may delegate the authority to the appropriate Vice President.

The District does not endorse, support or assume liability in any way for any employee or student of this District who does not follow established procedures for field trips and student travel.

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source. The expenses of instructors, chaperones, and other personnel traveling with students may also be paid from District funds. No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus.

Applicable Administrative Regulation:
    AR 4300 Field Trips and Excursions

AR 4300 Field Trips and Excursions   **Issued: September 12, 2017**
                                                Revised: October 20, 2020

References:
Board Policy 4300 - Field Trips and Excursions
Title 5, Section 55220

I.   Definitions

   A. *Field Trip* shall be defined as an instructional trip which provides for registered students to attend a designated program of instruction away from Compton College for a specified period of time and for which the instructor arranges transportation.

   B. An *Alternate Class Site* Meeting shall be defined as one in which the regularly scheduled class location is changed and for which students arrange their own transportation.

       A field trip within the boundaries of the District or within a fifty (50) mile radius of the campus may be designated as a class held at an alternate site off-campus, if the period of instruction is to run for seven (7) or fewer hours.

   C. An *Excursion* shall be defined as an instructionally-related social, educational, cultural, athletic, or musical activity.

   D. The District may provide transportation by use of District equipment or contracted transportation to the sites of approved field trips/excursions. When District equipment is used the governing board shall secure liability insurance as appropriate.

   E. Every effort shall be made to allow students with disabilities to participate in field trips and alternate class site meetings. In the event that a student with a disability is unable to participate, an alternate activity shall be provided.

   F. The following activities must be coordinated with, and approved by the Vice President of Student Services or designee:

       1. Athletic activities
       2. Off-campus activities involving student organizations, clubs, etc.
       3. Participation in recreational/sports activities and events
       4. Dances
       5. Picnics
       6. Approved and calendared non-District sponsored activities

II. Procedures for Field Trips and Excursions

    A.   Planning and Approval Procedures for Field Trips

        1. Notice of required field trips should be provided in advance on the instructor's syllabus. The instructor must submit properly completed forms to his/her division dean at least four (4) weeks prior to the date of the event.

        2. The Vice President of Academic Affairs or their designee must approve all field trips.

        3. No class or group may be authorized to take a field trip under this policy if any student who is a member of such an identifiable group would be excluded from participation in the field trip because of lack of funds or disability. All students shall be given an equal opportunity to participate.

        4. All field trips shall be supervised by an employee of the District.

        5. If the field trip is canceled, immediate notification shall be given to the responsible dean.

        6. Only regularly-enrolled members of the class may participate in the field trip.

        7. Reconnaissance: If instructor reconnaissance is deemed necessary in preparation for the field trip, approval and District transportation shall be obtained from the responsible Dean.

        8. Immediately prior to departure, an accurate roster of all participants shall be left with the Transportation Department, Campus Police *Department* ~~Office~~ and the Vice President of Student Services.

    B.   Planning and Approval Procedures for Excursions

        1. A completed "Excursion Approval Form" with a copy of the minutes showing approval of the excursion by the club shall be submitted to the *Office of Student Development* ~~Office~~ at least three (3) weeks prior to the event.

        2. All excursions must receive prior approval by the Vice President of Student Services or designee.

        3. Other co-curricular excursions must be approved by the appropriate Dean/Director and submitted to the Vice President of Student Services Office.

        4. In order for faculty or staff to use a District vehicle and gas card on an approved field trip or excursion they must complete a transportation request form and submit the form to the transportation office at least two weeks in advance of the trip.

5. *Students who wish to drive their own vehicles must complete a Student Volunteer Transportation Agreement. This agreement must be completed in its entirety and be submitted to the division/department office prior to departure. All submissions are subject to approval. Once clearance is obtained the student may use his/her personal vehicle.*

C. Transportation

1. The instructor/employee must schedule the use of District-owned vehicles through the Vice President of Administrative Services or designee. The instructor/employee must complete appropriate vehicle-use forms and submit them to his/her Dean or Director at least four (4) weeks prior to the event.

2. All field trips and excursions shall proceed directly to the location designated in the original application using the safest route unless emergency or hazardous conditions shall make it unsafe to do so. When such conditions arise, the only acceptable alternative is to return to the College by the shortest safe route available. It shall be the duty of the employee designated as the responsible representative to determine when conditions are too hazardous to continue the trip.

D. Regulations

1. The employee designated as the responsible representative shall make such counts or checks of students during field trips/excursions as may be deemed necessary for the safe return of all students and other personnel.

2. All students participating in field trips/excursions shall be subject to the supervision and discipline of the employee designated as the responsible representative.

3. It shall be the duty of the employee designated as the responsible representative of the District to notify all selected students of the starting time and location of the trip, and under the jurisdiction of his/her Dean/Director, to complete any other arrangements necessary for the purpose and safety of the trip.

4. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill." Ordinary care and skill mean that District authorities must ascertain the following:

   a. All persons who drive District or contracted rental vehicles must receive the District's Safe Driver training from our *Campus* Police Department prior to departure and pass certification requirements to operate a 12-passenger van.

b. Drivers will rotate every three hours and will observe posted speed limits.

c. All drivers of personal vehicles transporting participants must have completed the District's Safe Driver training from our *Campus* Police Department.

d. Drivers, at the time of the proposed driving, are not physically ill, under disabling medication, or otherwise physically or emotionally unfit to safely drive the vehicle.

e. The District-owned vehicles in question have been inspected by designated District employees and such employees are reasonably satisfied that the vehicles are safe, having established a reasonable inspection system and by requiring meticulous adherence to that system of providing regularly scheduled maintenance of said vehicles.

f. Contracted vehicles must be inspected by the designated responsible employee for safety, including all lighting systems, license plate, registration, brakes, and spare tires. Verification of the registration and appropriate license plates must also be conducted.

g. Each District vehicle must carry a current copy of the District's insurance certificate and procedures for necessary actions in the event of an accident. In addition, prior to departure each driver is responsible for securing (and inspecting the contents of) a first aid kit for each vehicle. (See Section V.B and V.D of this Procedure)

III. Procedures for Alternate Class Sites

A. Planning and Approval Procedures

1. It is recommended that the instructor notify his/her division dean at least one (1) or more weeks prior to the date of the event.

2. All alternate class sites shall be supervised by an academic employee of the District.

3. If the alternate class site is canceled, immediate notification shall be given to the responsible dean, the students and the Transportation Department.

4. Only regularly-enrolled members of the class and auditors may participate in the alternate class site.

5. Students shall be notified of the alternate class site at least two (2) meetings in advance and shall be convened and dismissed at the alternate class site.

B. Transportation

    1. Students shall travel to the alternate class site in the same manner in which they travel to attend the regularly assigned class.

    2. The instructor shall NOT arrange private transportation for students either to or from the alternate class site.

C. Regulations

    1. All students participating at the alternate class site shall be subject to the supervision and discipline of the certificated employee designated as the responsible representative.

    2. It shall be the duty of the academic employee designated as the responsible representative of the District to notify all selected students of the starting time, location, and duration of the alternate class site meeting, and under the jurisdiction of his/her dean, complete any other arrangements necessary for the purpose and safety of the meeting.

    3. Designated District employees, in order to reduce their liability, must exercise "ordinary care and skill" when conducting a class at an alternate class site.

IV. Insurance and Liabilities for Field Trips, Excursions and Alternate Class Sites

A. The Vice President of Administrative Services or designee shall ensure that the District has sufficient insurance to protect the District and its employees from liability in the performance of their approved, legitimate duties under these procedures.

B. The District shall provide or make available medical, hospital service, or accident insurance for students participating in field trips, excursions, and alternate class site meetings.

C. All participants in voluntary field trips, excursions, and alternate class site meetings are deemed to have waived all liability claims against the District.

    1. All participants and the parents/guardians of minor student participants must sign a statement advising them of this waiver.

    2. A Field Trip/Excursion Waiver Form must be filled out and signed by each participant prior to the departure of each field trip/excursion.

    3. The Waiver, Release and Indemnity Agreement (hereafter referred to as ("Waiver Form") shall be submitted to the Transportation Department prior to departure.

D. An employee of the District shall be present for the entire duration of the field trip, excursion or alternate class site meeting. He/She will have the same liability coverage as for on-campus activities.

V. <u>Emergencies and Inappropriate Activities for Field Trips, Excursions and Alternate Class Sites</u>

A. <u>Misconduct</u>

1. The instructor/employee shall inform students prior to the field trip, excursion or alternate class site meeting that misconduct could result in suspension from the trip, additional discipline, and/or that participants may be sent home during a trip if their conduct is deemed detrimental to the purpose and safety of the group. The student is responsible for the cost of transportation home.

2. The instructor may supplement the standards of conduct with additional regulations, which must be explained prior to the event *(per BP 5500 Standards of Student Conduct).*

3. The instructor shall exercise the same amount of care that a "reasonable person" would exercise in any incidents involving student misconduct or questionable legal activities.

4. Should a problem or concern arise during the field trip, excursion or alternate class site meeting, the instructor shall notify his/her dean and Office of Student Development immediately upon the return to campus and initiate the appropriate course of action.

B. <u>Accidents involving a student, District employee, or vehicle</u>

1. The instructor/employee shall obtain prompt emergency treatment for any injured individuals.

2. If the injury needs immediate care, the instructor/employee shall call 911 and have the individual transported to the paramedic-designated hospital. If the instructor/employee has any doubts, he/she is to follow the most conservative path -- call for help and send the individual to the hospital as soon as possible.

3. The District provides accident coverage for all students. This insurance is secondary to the individual's own medical coverage (per BP 5205 Student Accident Insurance). In an emergency, this insurance may be used to get the student treated in any hospital. In a non-emergency situation, care must be taken to refer the student to the appropriate medical facility. All first aid kits should contain the District's medical insurance form.

4. If a vehicle is involved in an accident, the passengers and injured should be removed to a point of safety. The nearest law enforcement agency should be contacted. Employee(s) and students should not leave the scene of the accident until the accident is reported to the law enforcement officials and the

disposition of passengers and vehicle has been arranged.

5. In the event of a mechanical breakdown or other road emergencies, the employee should contact Campus Police to determine the best means to get the vehicle back to campus.

6. The appropriate accident report form shall be completed and filed immediately upon return.

C. Illness

1. Each participant shall be cautioned that health care is his/her personal responsibility. (Students should be warned about this in advance.)

2. A student who appears to be ill prior to the trip or who becomes ill may be sent home upon the decision of the employee. The student may be responsible for the cost of transportation home in such an instance.

D. First Aid Kits:

A first aid kit shall be in the possession of the instructor for all field trips.

VI. Fees, Costs and Reimbursement for Field Trips/Excursions and Alternate Class Sites

A. All fees or related costs required of participants in field trips shall be clearly listed in advance of enrollment in the course. The refund policy shall conform to the District's general refund policies.

B. District representatives shall be reimbursed for authorized and/or emergency expenses.

BP 7400 Employee Travel   **Issued: July 20, 2010**
                                                    Revised: July 18, 2017
                                                    Revised: October 20, 2020

Reference:
   Education Code Sections 87032

The *President/Chief Executive Officer (*CEO*)* is authorized to attend conferences, meetings and other activities that are appropriate to the functions of the District.

The *President/*CEO shall establish regulations regarding the attendance of other employees at conferences, meetings, or activities. The regulations shall include authorized expenses, advance of funds, and reimbursement.

All travel outside the United States must be approved in advance by the Board.

Applicable Administrative Regulation:
   AR 7400 Reimbursement of Travel Expenses

AR 7400 Field Trips and Excursions   **Issued: May 15, 2018**
                                               Revised: October 20, 2020

The *President/*Chief Executive Officer (CEO) directs that the following regulations apply to the Compton Community College District:

 I. *Travel Purposes:* The District recognizes the following purposes of travel, each of which requires authorization and documentation of participation before processing and/or reimbursement can occur. Only reasonable and necessary costs are eligible for reimbursement.

   A. *Institutional Travel:* The objective of institutional travel is to attend meetings with Federal, State, or local agencies; to meet with elected officials; to consult with colleagues at other institutions for such purposes as curriculum planning, administrative practices, student services, and community college funding; and to serve on an accreditation team.

   B. *Professional Travel:* The objective of professional travel is to permit participation in activities of organizations whose primary purpose is advancing the legitimate and constructive cause of community college education in the State of California or nationally. Such organizations include, but are not limited to:
   - Academic Senate of the California Community Colleges
   - Accrediting Commission for Community for Junior Colleges
   - American Association of Community Colleges
   - American Association of Community College Trustees
   - California Association of School Business Officials
   - Community College League of California
   - National Association of Colleges
   - Other Community Colleges/Districts

   C. *Instructional Travel*: The objective of instructional travel is to encourage faculty and staff to keep abreast of new knowledge and new techniques in their areas of responsibility.

 II. *Applicability:* This regulation applies to all Academic and Classified employees of the District. Members of the Board of Trustees are considered employees of the District for purposes of this regulation. This regulation does not apply to:

A. ***Students or student employees***. Students shall follow procedures developed for student travel.

B. ***Consultants and contractors***. Travel expenses incurred by a consultant or contractor are reimbursable only if such expense is specified in the consultant/contractor's contract with the District and submitted to the District via an invoice.

III. ***Authorized Activities:*** For purposes of this regulation, off-campus travel is defined as attendance and participation in at meetings, conferences, conventions, commissions, in-service training, and other groups whose principal business includes community college instruction and/or support functions or the advancement of the discipline or professional area in which the employee normally teaches or works. Off-campus travel does not include:

A. Meetings that pay a salary, expenses, or honorarium to the employee as a participant.

B. Meetings which are lobbying or legislative in nature without the prior approval of the *President/*CEO.

C. Meetings of professional or other organizations whose interest are outside the scope of the employee's normal work assignment.

D. Special interest meetings outside the scope of the employee's normal work assignment.

IV. ***Travel Categories:*** The District shall develop procedures for authorizing and reimbursing travel that address legal requirements associated with reimbursing employees for business-related expenses they may incur as follows:

A. ***Mileage and Parking Reimbursement:*** Employees authorized to use a personal vehicle in the performance of their assigned workday duties are eligible for reimbursement for mileage and parking fees incurred while on District business, except in the case where the employee receives a contractual travel allowance. All expense claims requested for reimbursement shall be substantiated and submitted be on the District's approved form.

B. ***Conference Attendance:*** Trips requiring overnight absences from the employee's established residence, payment of a participant fee, and/or reimbursement for employee incurred actual and necessary expenses shall be requested prior to the employee's attendance and participation. All conference attendance must be requested and approved prior to the employee's participation using the District's approved form. All expense claims requested for reimbursement shall be on the District's approved form.

V. **Vehicle Use and Mileage Reimbursement Requirements**

    A. ***District Vehicle:*** Employees may use a District vehicle providing the employee meets District vehicle use requirements. College vehicle use generally occurs for the purpose of transportation of students to athletic events. When a District vehicle is used:

        1. The employee driving the vehicle must meet District vehicle use requirements pertaining to driver's license, driving record, insurance, etc.

        2. Mileage is not reimbursable.

        3. Gas purchases should be made using a District credit card.

    B. ***Personal Vehicle:*** Employees may be authorized to use their personal vehicle during the course of the workday.

    C. ***Mileage, Parking, and Related Fee Reimbursements:*** Employees authorized to attend an off-campus event for a purpose as defined above in section "I" may be reimbursed for mileage as follows:

        1. Mileage is reimbursable based on a commonly-used direct surface route, e.g. Google maps. The District cannot reimburse for extra miles logged due to a "roundabout" or another preferred route. Transportation by personal automobile shall be reimbursed using IRS Standard Mileage Rate based on mileage not to exceed air coach equivalency.

        2. If two or more employees share a personal vehicle, only the employee who provides the vehicle shall be reimbursed for mileage.

        3. ***Parking and Related Fees:*** Parking, toll, bridge, and other related fees are reimbursable when the expense is substantiated (receipt or bank record).

        4. ***Call-Back Mileage:*** In the event an employee is off-duty and called back to work by a supervisor, the employee may be paid for all mileage traveled in connection with that event or as specified in the applicable collective bargaining agreement.

        5. ***Not-Reimbursable:*** Employees shall not receive reimbursement for the following:

a. Miles to and from the District to their personal residence. If at the start or end of the work-day, the employee is required to travel on District business to a destination that is farther from the District Office that is the employee's normal commute, only the excess miles are reimbursable. The District should only pay for necessary and reasonable mileage.

- *Example:* If the employee normal commute is 10 miles to the District but travels from his residence directly to work-related destination that is 15 miles from the District, only the additional five (5) miles are reimbursable.

b. Gas purchases. Mileage reimbursement rates include fuel expenses.

c. Damage or theft to an employee's personal vehicle or items kept within the vehicle while on District business. A portion of the reimbursement rate is intended to defray individual insurance costs.

6. The Director of Accounting ~~Accounting Manager~~ shall annually review and publish mileage reimbursement rates within United States General Service Administration (GSA) or Internal Revenue Service (IRS) requirements.

VI. **Conference Attendance**

A. *Approval Processing Requirements:* When requesting off-campus travel, prior approval is required to ensure the activity is related to District business, adequate funding is budgeted in an appropriate line-item, and minimal interruption to District programs and operations occur. When appropriate, substitutes may be arranged. Signatures are required as follows:

1. The employee's supervisor and division vice president must approve all travel requests as confirmation the trip and related expenditures are appropriate for District business.

2. The administrator overseeing the charge account must approve the expenditure of funds and the Accounting Department must approve that the funds are available. Additional signatures are required as follows:

a. When requested travel is out of the country, the Board of Trustees approval is required.
b. State of California specified restrictions may apply.

B. *Internal Revenue Services (IRS) Regulations:* Employers are required to track the amount of expense reimbursement allowances paid to employees. Amounts employers pay employees to reimburse for substantiated business expenses are not generally subject to income tax or employment tax. Reimbursements can be

subject to such taxes if the employer pays an amount in excess of the federal per diem rate and the employee does not return unsubstantiated expenses covered by the per diem rate to the employer.   (IR-2006-175, Nov. 9, 2006).

C. *Meals.*

1. No Receipts - Actual expenses not to exceed $50/day (25 Dinner, 15 Lunch and 10 Breakfast).

2. With Receipts - Actual expenses not to exceed a maximum of $65/day.

3. *When the cost of meals is included as part of the conference registration fee, that portion is not reimbursable. However, when the employee is unable to eat the deductible meal due to medical requirements or religious beliefs, effort will be made to accommodate the employee's requirements.*

D. *Prepay.* An employee may request the Business Office to directly pay for airfare, registration, and lodging if an approved request form and required documentation is submitted to the Business Office in a timely manner.

E. T**ransportation** (Prepaid Expense and/or Reimbursable Expense)

1. *Air / Rail Travel:* ~~Air travel will be arranged and paid for through the business office if the request is submitted three weeks in advance~~. *Air travel, hotel and lodging will be arranged by the employee or through the business office and paid by the business office.* ~~If not submitted within that timeline,~~ The employee *can* purchase~~s~~ their tickets, *hotel and lodging* directly and submits for reimbursement as an expense claim. Fares must be at the lowest possible rate, e.g., economy, coach, etc. Upgrades are not reimbursable. If an employee wishes to upgrade, it is done at the employee's expense. Baggage charges may be reimbursed subsequent to the trip with the submission of receipts.

2. *Personal Airplane Use:* Reimbursement shall not exceed the economy/coach rate for public carriers.

3. *Personal Vehicle:* A personal vehicle is approved for travel within 100 miles or so of the District. When the distance exceeds 100 miles, the lesser of mileage or coach airfare is reimbursed regardless of what mode of transportation is used. Reimbursements are the same as discussed in Section V.C., Mileage, Parking, and Related Fee Reimbursement, above.

4. *Taxi and Shuttle Services:* When an employee is on an approved conference, taxi, bus, and shuttle services are the preferred transportation mode to and from the airport. A receipt is required for reimbursement.

5. ***Rental Cars:*** Employees on approved conferences outside of Los Angeles County may be authorized to rent a car when the cost of transportation is greater than the cost of other transportation modes, e.g., taxi, airport limousine, shuttle, multiple employees traveling together, etc.

   a. Employees are to rent the car in their name, not the District's name.

   b. Reimbursable rental charges are limited to a compact or standard size car. If the employee wishes an upgrade, he/she may do so providing at his/her own expense.

   c. Rental charges should be at the best promotional rate and/or net of any discounts.

   d. Gasoline for rental car use is reimbursable with proper documentation, e.g., rental agreement requirement and receipt(s).

F. **Parking and Related Fees**

   1. Metered or any other parking fee, or a toll fee, are reimbursable when receipts are provided as a part of a conference claim. If receipts are not available, these fees would be considered covered as part of the incidentals allowance.

   2. ***Airport / Rail Station Parking:*** Parking fees for leaving an employee's personal vehicle at the airport/train station is reimbursable at the shuttle/long-term parking lot rate. If the travel is for an extended period of time, an airport shuttle to/from the employee's home is reimbursable if the shuttle cost is less than parking cost.

   3. ***Related Fees:*** Toll, bridge, and other related fees are reimbursable if a receipt is provided. If a receipt is not provided, the expense would be considered if listed on the itemized page.

G. **Personnel Considerations**

   1. ***Leave of Absence:*** When a leave of absence of any kind is taken by an employee while on travel status, the exact date and hour of departure and return to duty shall be shown on the reimbursement claim. No expense of any kind will be allowed for time in a leave of absence status.

   2. ***Salary-Status:*** An employee authorized to attend a conference, is considered to be in regular status for the duration of the absence from his/her

normal assignment. Disregard for District travel policy, regulations, and procedures and/or altering receipts can result in disciplinary action.

3. **Overtime:** Overtime is not permitted unless expressly authorized in advance by the *President/*CEO.

TABLE AR 7401-2		
ALLOWABLE CONFERENCE EXPENSES		
PER DIEM [1] *(Allowance Rate)*	**OTHER THAN PER DIEM** [2] *Receipts required:(Reimbursable)*	**NOT ALLOWED** *(Not Reimbursable)*
Lodging	Lodging taxes to the extent such taxes increase lodging cost to an amount greater than the per diem lodging rate.	• Additional lodging costs resulting from additional travel time for the employee's convenience. • Lodging furnished by non-commercial or other means, e.g., staying with family/friends living in the conference area. • Mini-bar charges
Meals		• Meals consumed while enroute to / from the conference. • Alcoholic beverages and/or other intoxicating spirits. • Cost of meals furnished by non-commercial or other means, e.g., family and/or friends.
Incidental Expenses	***Miscellaneous Expenses***	***Other Not Reimbursable***
• Telephone, fax, and/or other electronic communication methods. • Minor supplies, postage, and reproduction costs • Porter service where charged as a specified fee • Laundry and valet	• Personal vehicle mileage. • Air, rail, or bus fare to conference destination if receipted. • Airport parking. • Vehicle rental / gas. • Taxi and shuttle service	• Gasoline purchases associated with personal vehicle use. • Avoidable "no-show" charges for hotel or car service. • Upgrade fees. 7 • Excess baggage fees.

expenses when employee's absence from regular service extends beyond five (5) nights. • Other miscellaneous items directly related to District business for which no receipt is available: i.e. metered parking, bridge fees, bus fare, etc.	including tip. • Registration fee. • Training fees.	• Lost baggage. • Transportation to / from places of entertainment and similar facilities. • Conference-arranged leisure tours or personal side-trip expenses. • Traffic or parking citation while using a district or private vehicle • Entertainment expenses, radio or television rental, and other items of a similar nature. • Individual membership dues or fees, e.g., airline clubs, gyms, etc. • Personal telephone calls and other expenses of a personal nature. • Loss / theft of personal property • Gifts.

[1] Per diem rates combine lodging, meals, and incidental expenses for primary destinations. Receipts are not required but lodging must be substantiated. See AP 7401A Travel for details.

[2] Other than Per Diem Expenses may not exceed amount authorized in Section A of Form 7401-2A, Conference Request and Expense Claim.

AR 5500 Standards of Student Conduct   Issued: October 20, 2020

References:
Education Code Sections 66300 and 66301;
ACCJC Accreditation Standards I.C.8 and 10;
BP 5500 – Standards of Student Conduct

Student conduct at Compton College must conform to federal and state laws and District policies and procedures. Standards will apply to all students on District owned facilities or controlled property or at District-sponsored or supervised functions or electronic media. Violation of such laws, policies, and procedures or behavior adversely affecting suitability as a student, will lead to student disciplinary action. Student disciplinary actions as noted in Board Policy 5500, Administrative Regulation 5520, and Administrative Regulation 5530 may be taken against any person who engages in behavior defined as misconduct.

Students alleged to have violated the Sexual Misconduct Policy with regards to sexual assault, sexual harassment, rape, domestic violence, dating violence, stalking, and retaliation, will be referred to the Director of Diversity, Compliance, and Title IX. The Director of Diversity, Compliance, and Title IX will work in coordination with the Director of Student Development and Athletics or designee to address any violations to the Standards of Student Conduct that are in addition to the allegations of sexual misconduct.

Students who engage in any of the following conduct are subject to the procedures outlined in Administrative Regulation 5520.

Definitions*: The following misconduct shall constitute good cause for discipline including, but not limited to, the removal, suspension, or expulsion of a student.*

  I. Dishonesty

1. *Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined in the College catalog.*

2. *Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.*

3. *Copying from another student or former student or allowing another student to copy from one's work.*

4. *Allowing another individual to assume one's identity or assuming the identity of another individual.*

5. *Unauthorized collaboration-intentionally sharing or working together on an academic exercise when such actions are not approved by the course instructor.*

6. *Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.*

   a. *Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.*
   b. *Obtaining or copying exams, test questions, or other course materials when prohibited by the instructor.*
   c. *Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.*
   d. *Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor or District personnel.*
   e. *Handing in the same paper or other assignment in more than one class when prohibited by the instructor.*
   f. *Any other action which is not an honest reflection of a student's own academic work.*

7. *Dishonesty, forgery, alteration, or misuse of District documents, records or identification, or knowingly furnishing false information to the District.*

8. *Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typed class notes, still photos, audio, or video recording, except as permitted by any District policy or administrative procedure.*

II. **Disruptive Behavior, Innapropriate Behavior, Innapropriate Condcut, and Expression**

1. *Disruptive behavior, willful disobedience, profanity or vulgarity, or the open defiance of the authority of, or abuse of, District personnel or another person.*

2. *Causing, attempting to cause, threatening, or acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm to another person.*

3. *Lewd, indecent, or obscene conduct or expression on District-owned facilities or controlled property or at District-sponsored or supervised functions, including public urination or defecation, public sexual acts, taking intimate pictures of another person without consent, disrobing in public, possession and distribution of any obscene material, or viewing pornographic material.*

4. *Engaging in expression which is obscene, libelous or slanderous, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District-owned facilities or controlled property or at District*

sponsored or supervised functions, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.

5. *Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including, but not limited to, its community service functions or to authorized activities held off-campus.*

6. *Obstruction or disruption includes, but is not limited to, the use of skateboards, bicycles, radios, and roller skates.*

7. *Failure to comply with the directions of a member of the District certificated personnel, college management or supervisory personnel, college staff member, or campus police acting within the scope of his or her duties.*

8. *Conducting, organizing or participating in any activity involving gambling except as permitted by federal and state law.*

III. Drugs, Alcohol, and Smoking

1. *Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5 on District-owned facilities or controlled property or at District-sponsored or supervised functions.*

2. *Willful or persistent smoking (including tobacco and vapor cigarettes) in any area where smoking has been prohibited by law or by regulation of the District.*

IV. Theft, Robbery, and Damage

1. *Committing or attempting to commit robbery or extortion.*

2. *Causing or attempting to cause damage to District property or to private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.*

3. *Stealing or attempting to steal District property or private property or knowingly receiving stolen District property or private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.*

4. *Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals District-owned facilities or controlled property or at District-sponsored or supervised functions.*

V. Sexual Misconduct

1. *Committing sexual misconduct including, but not limited to, sexual harassment, domestic violence, dating violence, stalking, sexual assault (non-consensual sexual contact and/or intercourse), sexual exploitation, intimidation, retaliation, and rape as defined by law or by District policies and procedures.*

2. *Lewd, indecent, or obscene conduct on District-owned or controlled property or at District-sponsored or supervised functions.*

3. *Other misconduct offenses in violation of the Compton College Sexual Misconduct Policy.*

VI. Harrassment, Thereatening, and Violent Behavior

1. *Causing, attempting to cause, or threatening to cause physical injury to another person on District-owned facilities or controlled property or at District-sponsored or supervised functions.*

2. *Engaging in intimidating conduct or bullying against another person through words or actions, including direct physical contact, verbal assaults, such as teasing or name-calling, social isolation or manipulation, and cyberbullying.*

3. *Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property on District-owned facilities or controlled property or at District-sponsored or supervised functions.*

4. *Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel or another person.*

5. *Willful misconduct which results in injury or death to another person or which results in cutting, defacing, or other injury to any real or personal property owned by the District or controlled property or at District-sponsored or supervised functions.*

6. *Other misconduct offensives relative to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law including, but not limited to, bullying, discrimination, threatening, or causing abuse (including physical and/or verbal).*

7. *Violence between those in intimate/dating relationships to each other, and stalking, as defined by law or by District policies and procedures.*

VII.   *Weapons*

Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object including, but not limited to, any facsimile firearm, knife, or explosive on District-owned facilities or controlled property or at District-sponsored or supervised functions, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the President/Chief Executive Officer (CEO) or designee.

VIII.   *Misuse of Facilities*

Unauthorized entry upon or use of District-owned facilities or controlled property or at District-sponsored or supervised functions.

IX. *Mscellaneous*

1. *Introduction of animals on District-owned facilities or controlled property or at District-sponsored or supervised functions are not permitted with the exception of service animals that provide assistance as permitted by federal and state law. Emotional Support Animals, as an accommodation, must be approved by the Special Resource Center.*

2. *Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.*

3. *The commission of any act constituting a crime under federal or state law on District-owned facilities or controlled property or at District-sponsored or supervised functions.*