



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Jennifer Hill, Secretary

Date: May June 3rd, 2021

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

Location: Zoom Conference

<https://cccconfer.zoom.us/j/92956610403>

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
- Estrada, Harvey
- Gonzalez, Citlali
- Hill, Jennifer
- Hobbs, Charles
- Kahn, Mahbub
- Madrid, Vanessa
- Mason, Don
- Martinez, Jose Manuel
- Martinez, Victoria

- Maruri, Carlos
- Maruyama, David
- McPatchell, David
- Mills, Jesse
- Moldoveanu, Minodora
- Monterroso, Noemi
- Moore, Sean
- Morales, Janette
- Phillips, Jasmine
- Schwitkis, Kent
- Sidhu, Rajinder

- Skorka, Evan
- Thomas, Shirley
- Van Overbeck, Michael
- Villalobos, Jose

Guests

- Berger, Sheri (VP Ac. Aff.)
- Gillis, Amber (Past Pres.)
- Schumacher, Holly (Ex Officio Voting Member, Union Pres.)
- Johnson, Susan (DE Chair)

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 May 20th, 2021**
4. **Reports**
 - a. President's Report
 - b. ASB President's Report
 - c. Vice President's Report
 - d. Faculty Board Representative Report
 - e. Accreditation Faculty Coordinator Report
 - f. Academic Affairs Report
 - g. Curriculum Report
 - h. Distance Education Report
 - i. Faculty Development Report
5. **Unfinished Business**
 - a. Second Read: BP/AR 4100
 - b. Second Read: BP 4106
 - c. Second Read: BP/AR 4250
 - d. Second Read: Accessibility Standard
 - e. Second Read: 504/508 Committee Recommendation
 - f. Second Read: Student Success – New Position – Director of Men of Color Success – Recommendation
 - g. Second Read: Adoption of Badger at Compton College - Recommendation
6. **Consent Agenda**
 - a. Course Inactivation: CHEM 122 - Survey of Organic and Biochemistry; CHEM 210 - Organic Chemistry I; CHEM 212 - Organic Chemistry II; and ENGL 200 - Shakespeare's Plays - Tragedies and Romances.
 - b. Course Review - Update Course Hours: CHEM 104H - Honors Beginning Chemistry; and NURS 103 - Nurse Assistant.
 - c. Course Review - Update Prerequisites: MATH 110 - Structures and Concepts in Mathematics; MATH 111 - Mathematics for Elementary School Teachers-Geometry, Probability & Statistics; and MATH 115 - Probability and Statistics for Prospective Elementary School Teachers; MTT 201 – Introduction to Aerospace Fastener Technology; and MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments.
 - d. Course Review - Update Course Description: MATH 110 - Structures and Concepts in Mathematics; and MATH 115 - Probability and Statistics for Prospective Elementary School Teachers.
 - e. Course Textbook Update: MTT 201 - Introduction to Aerospace Fastener Technology; and MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments.
 - f. 2-Year CTE Course Review: ACR 95 - Cooperative Work Experience Education; ACR 99 - Independent Study; ACRP 130 - Basic Automotive Painting - Refinishing; MTT 201 - Introduction to Aerospace Fastener Technology; MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments; NURS 103 - Nurse Assistant; NURS 230 - Mental Health Nursing; NURS 234 - Pediatric Nursing; NURS 238 - Nursing Skills Practicum II; NURS 247 - Advanced Medical-Surgical Nursing I; and NURS 248 - Advanced Medical-Surgical Nursing II Preceptorship.
 - g. 6-Year Course Review: ENGL 228 - Images of Women in Literature; FILM 113 - Screenplay Analysis; JOUR 112 - Mass Media and Society; MUSI 112 - Music Cultures of the World; MUSI 180 - Fundamentals of Electronic Music; MUSI 285 - Songwriting for Commercial Music; PHIL 101 - Introduction to Philosophy; RE 119 - Real Property Management; and THEA 103 - Theatre Appreciation.
 - h. CSU GE/IGETC Articulation Review: ANTH 101- Introduction to Physical Anthropology; ANTH 102 - Introduction to Cultural Anthropology; ANTH 103 - Introduction to Archaeology; ANTH 104 - Language and Culture; ANTH 106 - Native Peoples of North America; ANTH 107 - Native Peoples of South America; ANTH 108 - Ancient Civilizations of Mesoamerica; ANTH 109 - Women, Culture, and Society; ANTH 111 - Anthropology of Religion, Magic and Witchcraft; ANTH 112 - Ancient

Civilizations of the Old World; ART 141 - Digital Art Fundamentals; CHEM 104H - Honors Beginning Chemistry; ECON 101- Principles of Economics: Macroeconomics; ECON 102 - Principles of Economics: Microeconomics Theory; ECON 105 - Fundamentals of Economics; ENGL 102 -Literature and Composition; ENGL 102H - Honors Literature and Composition; ENGL 227 - Children's Literature; ENGL 241 - American Literature II; ENGL 243 - African American Literature; ENGL 244 - The Literature of American Ethnic Groups; HIST 101H- Honors United States History to 1877; HIST 102H - Honors United States History from 1877 to the Present; HIST 112- History of The Chicano in The United States; HIST 114 - History of the Asian American in the United States; HIST 122 - United States Social History: Cultural Pluralism in America; HIST 128 - History of California; HIST 145- History of World Religions; HIST 154- A History of Mexico; HIST 175- History of Asian Civilizations to 1600; HIST 176 - History of Asian Civilizations from 1600 to the Present; MATH 140 - Finite Mathematics for Business and Social Sciences; MUSI 116 - History of Rock Music; PE 103 - Boot Camp Fitness Training; PE 104 – Basketball; PE 107 - Baseball; PE 130 - Beginning Soccer; POLI 101 - Governments of the United States and California; POLI 101H - Honors Governments of the United States and California; PSYC 116 - Lifespan Development; PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences; SOCI 115 - Sociology of Death and Dying; SOCI 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences; and SPAN 105 - Advanced Spanish I.

- i. *Distance Education Online*: ACR 95 - Cooperative Work Experience Education; ACR 99 - Independent Study; ANTH 101 - Introduction to Physical Anthropology; ANTH 102 - Introduction to Cultural Anthropology; ANTH 103 - Introduction to Archaeology; ANTH 104 - Language and Culture; ANTH 106 - Native Peoples of North America; ANTH 107 - Native Peoples of South America; ANTH 108 - Ancient Civilizations of Mesoamerica; ANTH 109 - Women, Culture, and Society; ANTH 111 - Anthropology of Religion, Magic and Witchcraft; ANTH 112 - Ancient Civilizations of the Old World; ART 141 - Digital Art Fundamentals; AS 60 - Strategies for Success in Distance Education; CHEM 104H - Honors Beginning Chemistry; ECON 101 - Principles of Economics: Macroeconomics; ECON 102 - Principles of Economics: Microeconomics Theory; ECON 105 - Fundamentals of Economics; ENGL 228 - Images of Women in Literature; ENGL 102 -Literature and Composition; ENGL 102H - Honors Literature and Composition; ENGL 227 - Children's Literature; ENGL 241 - American Literature II; ENGL 243 - African American Literature; ENGL 244 - The Literature of American Ethnic Groups; ESL 22A - Reading and Vocabulary- Level 1; ESL 23 - Pronunciation and Conversation - Level 1; ESL 24 - Pronunciation and Conversation- Level 2; ESL 25 - Pronunciation and Speaking- Level 3; FILM 113 - Screenplay Analysis; HIST 101H - Honors United States History to 1877; HIST 102H - Honors United States History from 1877 to the Present; HIST 112 - History of the Chicano in the United States; HIST 114 - History of the Asian American in the United States; HIST 122 - United States Social History: Cultural Pluralism in America; HIST 128 - History of California; HIST 140 - History of Early Civilizations; HIST 141 - History of Modern Civilizations; HIST 145 - History of World Religions; HIST 152 - History of Latin America Through Independence; HIST 154 - A History of Mexico; HIST 175 - History of Asian Civilizations to 1600; HIST 176 - History of Asian Civilizations from 1600 to the Present; JOUR 112 - Mass Media and Society; LAW 104 - Legal Environment of Business; LAW 105 - Business Law; LIBR 110 - Library Research Using the Internet; MATH 110 - Structures and Concepts in Mathematics; MATH 111 - Mathematics for Elementary School Teachers-Geometry, Probability & Statistics; MATH 115 - Probability and Statistics for Prospective Elementary School Teachers; MATH 140 - Finite Mathematics for Business and Social Sciences; MTT 201 – Introduction to Aerospace Fastener Technology; MTT 203 - Advanced Inspection of Fasteners and Measuring Instruments; MUSI 103A - Theory and Musicianship I; MUSI 112 - Music Cultures of the World; MUSI 116 - History of Rock Music; MUSI 180 - Fundamentals of Electronic Music; MUSI 285 - Songwriting for Commercial Music; POLI 101 - Governments of the United States and California; PHIL 101 - Introduction to Philosophy; POLI 101H - Honors Governments of the United States and California; PSYC 116 - Lifespan Development; PSYC 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences; RE 119 - Real Property Management; SOCI 115 - Sociology of Death and Dying; SOCI 120 - Introduction to Statistics and Data Analysis for the Behavioral Sciences; SPAN 102 - Elementary Spanish II; SPAN 103 - Intermediate Spanish I; SPAN 104 - Intermediate Spanish II; SPAN 105 - Advanced Spanish I; and THEA 103 - Theatre Appreciation.

- j. Distance Education - Hybrid Only: NURS 103 - Nurse Assistant; NURS 234 - Pediatric Nursing; NURS 238 - Nursing Skills Practicum II; NURS 247 - Advanced Medical-Surgical Nursing I; and NURS 248 - Advanced Medical-Surgical Nursing II Preceptorship.
- k. Distance Education EFOMA: ACRP 130 - Basic Automotive Painting – Refinishing; NURS 230 - Mental Health Nursing; PE 103 - Boot Camp Fitness Training; PE 104 – Basketball; PE 107 – Baseball; and PE 130 - Beginning Soccer.
- l. Distance Education Addendum Only: RE 113 - Real Estate Practice; RE 114 - Real Estate Finance I; RE 116 - Real Estate Economics; RE 140 - Real Estate Appraisal; and RE 141 - Advanced Real Estate Appraisal.
- m. New Courses: ESL 22A - Reading and Vocabulary- Level 1; ESL 23 - Pronunciation and Conversation - Level 1; ESL 24 - Pronunciation and Conversation- Level 2; and ESL 25 - Pronunciation and Speaking- Level 3.

7. New Business

- a. First/Second/Vote: Officer Election- Non-tenured Officer
- b. First/Second/Vote: CNET course review proposal and new course proposal revised templates.
- c. College Hour Change – New Options
- d. First/Second/Vote: OER Goals
- e. First/Second/Vote: BP 4245
- f. First/Second/Read: BP 5052
- g. First Read: Play Posit – DEAC Recommendation
- h. First Read: Pope Tech – DEAC Recommendation
- i. First Read: Hybrid Best Practices – DEAC
- j. First Read: Interpreters in Canvas - DEAC
- k. First Read: Formation of Teach Integration Subcommittee – Recommendation
- l. First Read: LibreTexts – Recommendation
- m. Tom Norton – Professor Emeritus Upon Retirement

8. Discussion Items

- a. PD Calendar
- b. Campus Entry Protocol
- c. Legislative Expert - New Senate Role – Recommendation
- d. Honors Program Advisory Committee

9. Informational Items

- a. Substantive Change – Approved by the ACCJC
- b. Retirement: Tom Norton
- c. New Tenured Faculty:
 - i. Dominique Capozzolo
 - ii. Janette Morales
 - iii. Don Mason
 - iv. Jasmine Phillips
 - v. Evan Skorka
 - vi. Sophia Tse

10. Future Agenda Items

11. Adjournment

Next Scheduled Meeting: September 2nd, 2021, at 12:30 pm
Zoom Link: TBA

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

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

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

CCC Academic Senate Roster 2020-2021 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-22)
Vice President/Vice Chairperson	Carlos Maruri (20-21)
Secretary/Secretary	Jennifer Hill (20-21)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Mahbub Khan (20-21)
Board Representative	Jasmine Phillips
Distance Education Representative	Susan Johnson (20-22)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Jennifer Hill (20-23)
 David Maruyama (20-23)

Counseling (5)

Noemi Monterroso (21-24)
 Carlos Maruri (21-24)
 Theresa Barragan-Echeverria (20-23)
 Citlali Gonzales (20-23)
 Janette Morales (20-23)

Social Sciences (3)

Jesse Mills (20-21)
 Vacant (20-23)
 David McPatchell (20-23)

Business and Industrial Studies (3)

Vacant (20-21)
 Sean Moore (20-23)
 Michael Van Overbeck (20-23)

Science, Technology, Engineering and Mathematics (5)

Kent Schwitkis (20-23)
 Jose Villalobos (20-23)
 Jose Manuel Martinez (20-23)
 Rajinder Sidhu (20-23)
 Evan Skorka (20-23)

Health and Public Services (3)

Don Mason (20-23)
 Shirley Thomas (21-24)
 Jasmine Phillips (20-23)

Adjunct Faculty (2)

Mahbub Kahn (20-21)
 Victoria Martinez (20-23)

Ex Officio Voting Members

Holly Schumacher – Union President



Academic Senate Minutes



Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Jennifer Hill, Secretary

Date: May 20, 2021

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

Location: Zoom Conference <https://cccconfer.zoom.us/j/96789908627>

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Senators

X Barragan-Echeverria, Theresa
 X Estrada, Harvey
 X Gonzalez, Citlali
 X Hill, Jennifer
 X Hobbs, Charles
 X Kahn, Mahbub
 X Madrid, Vanessa
 X Mason, Don
 X Martinez, Jose Manuel
 X Martinez, Victoria
 X Maruri, Carlos
 X Maruyama, David
 X McPatchell, David

X Mills, Jesse
 X Moldoveanu, Minodora
 X Monterroso, Noemi
 X Moore, Sean
 X Morales, Janette
 X Phillips, Jasmine
 Richardson, Pamela
 X Schwitkis, Kent
 X Sidhu, Rajinder
 Skorka, Evan
 X Thomas, Shirley
 X Van Overbeck, Michael
 Villalobos, Jose
 X Washington, Cassandra

Guests

X Berger, Sheri (VP.)
 X Schumacher, Holly (Ex Officio
 Voting Member, Union Pres.)
 X Johnson, Susan (DE Chair)

1. Call to Order at 12:34 p.m.

2. Approval of Agenda

- Sean moved to approve agenda as amended. Carlos seconded. Approved.

3. Review and Approval of Minutes from May 6, 2021

- David Mc. moved to approve. Michael seconded. Approved.

4. Reports

a. President's Report

- We have discussed establishing a Faculty Onboarding Process, and the administration has pledged \$15K to developing the program. The next step is to develop a detailed proposal for administration to review.
- Two of our colleagues recently were recognized for outstanding service to the college in our 2021 Distinguished Faculty Awards. Professor Sean Moore received the full-time faculty of the year honor, and Professor Diego Back received the adjunct award. Our warmest congratulations to both recipients!

b. ASB Secretary Report

- Sandy said the ASB has been working on “Graduation Grams” a telegram sort of message for this year’s graduates. An ASB banquet also is planned for year-end.
- Stephanie of the ASB is working on a videography project, filming each ASB member to post on social media, but approval is pending.

c. Vice President’s Report

- Carlos reminded faculty about the final event for STEM Week on Friday, May 21, when students will present projects from the Make It Happen Spring 2021 Program.
- The Undocually Task Force is presenting an open discussion on Tuesday, May 21, from 1-2 p.m. regarding Deferred Action for Childhood Arrivals (DACA) to ensure that all of our undocumented students understand their rights. To protect privacy, this event is open to Compton College students exclusively.

d. Accreditation Report

- Amber reported that yesterday the accreditation steering committee met to discuss the composition of the committee and improving inclusion for participant groups across campus. They will be hosting an accreditation training session on June 3rd from 2-3:30. Details are posted on the [Professional Development webpage](#), and flex credit will be offered.

e. Academic Affairs

- Sheri reports that the fall schedule PDF has been posted, and priority enrollment will begin next week. Summer enrollment is going well.

f. Curriculum Report

- Sean thanked faculty for their efforts on CORs this semester. He encourages faculty who have outstanding changes to complete to contact him directly for assistance.
- One more Curriculum Open Lab is scheduled for faculty on 6/1, and the Curriculum Committee and DEFC will have one last meeting this semester at the beginning of the month.
- Sean also noted appreciation for the extensive efforts of ESL Professor Brittany Olayele, who has created and launched a number of vital new ESL courses this term.

g. Distance Education Report

- The last DEFC meeting of the semester is scheduled for next week.
- This year’s online teaching conference will be offered virtually on June 21-23, and flex credit will be available. See details on [the conference program and registration here](#).

h. Faculty Development Report

- Andree said that at their last meeting, Sheri presented an update about the VRC; the committee discussed the PD Calendar for 2021-2022 school year, as well as the development of the new faculty onboarding process. Other issues covered were 508 compliance and culturally responsive teaching.

5. Presentations:

- Amber presented an overview of the eLumen system and presented the new Overview & Training Guide ([See Senate Packet, page 92.](#)) Because of the changes in accreditation standards and BOT requests for disaggregated data, in addition to problems with data loss and general user frustration., we have transitioned from Nuventive to the eLumen software. There is now an eLumen tile in the Portal. Additional training opportunities will be available, and faculty who have tried the new system report that it appears far more effective and user friendly. Amber said that anyone who has problems should contact her or an SLO facilitator for assistance.
- We will be hosting an assessment day in the fall as well to help facilitate familiarity with the new eLumen system and make our data work better for us, not just assessing students, but assessing whether the SLOs, PLOs, and ILOs reflect what we do in our classrooms as well as our values as an institution.

6. Unfinished Business

- a. Second Read & Vote: BP 4021: Program Viability ([See Senate Packet, page 109.](#))
 - Carlos made a motion to approve as written. Amber seconded. Approved.
- b. Second Read & Vote: AR 4021: Program Viability ([See Senate Packet, page 110.](#))
 - Carlos made a motion to approve as written. Amber seconded. Approved.
- c. Second Read & Vote: BP 4070: Course Auditing & Auditing Fees ([See Senate Packet, page 116.](#))
 - Carlos made a motion to approve as written. Michael seconded. Approved
- d. Second Read & Vote: AR 4070: Course Auditing & Auditing Fees ([See Senate Packet, page 117.](#))
 - Carlos said that last meeting we discussed that if a student drops below a ten-unit threshold, whether or not they should have to pay an audit fee. Sheri said that students do not have to pay in this case. The ten-units-or-more issue is determined at census. Carlos suggested we make a change to this affect to clarify. Amber made a motion to approve with edits. Carlos seconded. Approved
- e. Second Read & Vote: BP 5050: Student Success & Mentoring Program ([See Senate Packet, page 118.](#))
 - Carlos made a motion to approve as written. Michael seconded. Approved
- f. Second Read & Vote: College-Level Examination Program ([See Senate Packet, page 119.](#))
 - Teresa previously had a question about our college not being listed on the College Board website, and Minodora said she'd look into that this week. Sean made a motion to approve as written. Carlos seconded. Approved
- g. Second Read & Vote: International Baccalaureate ([See Senate Packet, page 122.](#))
 - Sean made a motion to approve as written. Michael seconded. Approved
- h. Second Read & Vote: Distance Education Handbook ([See Senate Packet, page 125.](#))
 - Jasmine made a motion to approve as written. Michael seconded. Approved
- i. Second Read & Vote: DE - Grade Grievance Policy ([See Senate Packet, page 168.](#))
 - Don made a motion to approve as written. Carlos seconded. Approved

7. Consent Agenda: Michael moved to approve. Jasmine seconded. Approved.

- a. Course Inactivation: PHIL 106 - Introduction to Symbolic Logic; SLAN 114 - American Sign Language IV; and SLAN 115 - American Sign Language V.
- b. 2-Year CTE Course Review: ACRP 106 - Automotive Collision Repair for Non-Majors; ACRP 140 - Beginning Automotive Collision Repair I; ACRP 154 - Intermediate Automotive Refinishing I; ETEC 110B - Principles of Engineering Technology II; ETEC 112B - Introduction to Engineering Design II; ETEC 118B - Engineering Design and Development II; and NURS 238 - Nursing Skills Practicum II.
- c. 6-Year Course Review: DANC 164 - World Dance; FILM 113 - Screenplay Analysis; MUSI 101- Music Fundamentals; and MUSI 284 - Commercial Music Business Studies.
- d. Expedited Course Review - Revise Objectives and Resubmit for Area F: ESTU 101 - Introduction to Ethnic Studies; and ESTU 105 - Chicano Culture.
- e. Reinstated Item(s): New Courses: ESL 22B - Reading and Vocabulary- Level; and ESL 22C - Reading and Vocabulary- Level 3.

8. New Business:

- a. First/Second Read & Vote: Curriculum Committee Handbook Edits ([See Senate Packet, page 170.](#))
 - This was a brief change to allow adjunct faculty members to participate in curriculum if they desire. We now have an adjunct-at-large faculty position on the curriculum committee as noted in the Handbook. Carlos made a motion to approve with a minor edit to hyphenate the “at-large” title. Michael seconded. Approved.
- b. Senate Officer Elections
 - President Elect: Jasmine nominated Minodora to a second term; Carlos seconded. No other nominations were presented, and Minodora agreed to serve as our Senate president for another term.
 - Vice-President: Jennifer nominated Carlos for vice president. Minodora seconded. No other nominations were presented. Carlos agreed to serve another term as our vice president.
 - Secretary: Minodora nominated Noemi for secretary. Carlos seconded. No other nominations were made, and Noemi agreed to serve as our new secretary.
- c. First Read: BP/AR 4100: Graduation Requirement for Degree and Certificates ([See Senate Packet, page 237.](#))
 - There were some minor changes as noted in the BP document. Vanessa had questions about the AAT “in” vs “of” title. Carlos reported that it is presented both ways. Sheri said that there is indeed specific language in Title Five, but it is inconsistent. Carlos said that the Ed Policy Committee followed Title Five conventions. In the AR, there were some changes to distinguish our policy from ECC on diplomas and transcripts as noted in the document. Citlali and Karina had some concerns about students being denied certificates/degrees based on an erroneous “similarity” charge. There will be second read on this, so the EPC will look into it. Michael motioned to close. Carlos seconded.

- d. First Read: BP 4106: Nursing Program Applications ([See Senate Packet, page 240.](#))
- The Nursing Department wanted to eliminate one element of the application process that bestows points to those applicants who are bilingual, arguing that it is not “improving their pass rates” on the nursing exam and that there is no way to verify legitimate fluency. Carlos reported that the EPC discovered that the language was in keeping with common practice at other CCCs as well as the template language in the Community College League, and that second-language proficiency is one of many areas that grant points on the application. Carol said that if nursing faculty had a standard tool to measure language and verify second-language competency, they would be more comfortable with staying consistent with the template. This policy will be coming back for an additional read. Carlos motioned to close. Michael seconded.
- e. BP/AR 4250: Probation, Dismissal and Readmission ([See Senate Packet, pages 241 & 242.](#))
- Charles noted a clarity problem on page one of the BP where a sentence is unfinished. This is coming back for a second read, so we will revisit both policies at our next meeting after the EPC has made the correction. Carlos moved to close. Jasmine seconded.
- f. Chancellor’s Office Letter on Accessibility Standards ([See Senate Packet, page 246.](#))
- David M. explained that this is correspondence from the Chancellor’s Office on current mandates. The larger problem is legal issues, as some CCs are facing lawsuits due to issues with accessibility—not just in the classroom, but campus wide, including campus communications, particularly with regard to screen readers. The 504/508 Committee is making recommendations in this regard to help prevent such issues on our campus in the future. Carlos moved to close. Michael seconded.
- g. 504/508 Committee Recommendation ([See Senate Packet, page 248.](#))
- David M. continued from above that Dr. Curry asked the committee to prioritize specific things as noted in the document. The number one concern is that there is no way to file online reports or grievances when something is inaccessible. The committee is working with various campus personnel to correct this. David referred to other elements in the document, including the accessibility of OER textbooks, proprietary textbook resources, including publisher websites, etc., as well as professional development. The committee is currently working on a syllabus template for accessibility, etc. Charles moved to close. Carlos seconded.
- h. Student Success – New Position – Director of Men of Color Success – Recommendation
- This is a response to the brief discussion we had last time to recommend making this a release-time position rather than a management post. Jasmine motioned to approve the recommendation. Carlos seconded. Approved.
- i. Adoption of Badger at Compton College – Recommendation
- Jasmine discussed Badger as a way to award “badges” of accomplishment in Canvas courses and trainings. Faculty to “badge” portions of their course so that students could use this to communicate individual skillsets on resumes, applications, etc. The free version is manual, but if the school decides to purchase a “professional account” of the program, we could apply it far more easily and extensively. We could also link badges to ILOs, PLOs, and SLOs. Amber moved to recommend. Michael seconded. Motion carried.
- j. Amber moved that we extend the meeting by ten minutes. Jasmine seconded.

9. Discussion Items

- a. Fall Flex – Keynote Speaker
 - We were wondering who would be a good candidate to speak on culturally responsive teaching. If anyone has any suggestions, please contact Minodora.
- b. OER Goals
 - Katherine Marsh reported that Dr. Curry presented his list of goals regarding open-access texts with the hope that we could receive funding from philanthropic organizations. The committee has some suggestions for the goals based on the realities in the classroom with regard to textbooks, which are not all available in OER format. Liza said that she loved the idea of reaching a 100 percent OER goal, but that it's likely impossible for a number of disciplines. Jennifer concurred, explaining the issue with published fiction and non-fiction texts that are outside of the public domain.
- c. ISER Completion Timeline
 - Minodora said this was presented by the team working on accreditation. ([See Senate Packet, page 250.](#))

10. Adjournment

Amber made a motion to adjourn at 2:12. Carlos seconded. Approved.

The next Academic Senate meeting is scheduled for June 3, 2021.



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4100 Graduation Requirement for Degrees and Certificates

Issued: June 19, 2018
Reviewed: May 18, 2021

- Commented [CM1]: Pretty standard BP
- Commented [HS2R1]: Add date for revision underneath.

References:

Education Code Section 70902(b)(3); Title 5, Sections 55060 et seq.

The District grants the degrees of Associate ~~in~~-of Arts, Associate ~~in~~-of Science, Associate in Arts for Transfer (AA-T), and Associate in Science for Transfer (AS-T) to those students who have completed the subject requirements for graduation and who have maintained a 2.0 grade point average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations. **Students may be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree.**

- Commented [CM3]: Replace with Associate Degrees for Transfer (ADT)?
- Commented [CM4]: Mt. Sac. Has this added after: Students may be awarded multiple degrees provided that minimum requirements are satisfactorily met for each degree.
- Commented [HS5R4]: I like this addition, Carlos.

Students may be awarded Certificates of Achievement upon successful completion of a minimum of 16~~8~~ or more semester units of degree-applicable coursework designed as a pattern of learning experiences ~~designed~~ to develop certain capabilities that may be related to career or general education. **Student may also be awarded a Certificate of Achievement upon successful completion of 8 or more semester units of degree-applicable coursework if such certificate is approved by the state Chancellor**

- Formatted: Highlight
- Commented [HS6]: "designed" twice in one sentence?

~~ADD Certificates of Accomplishment~~ Students may be awarded a Certificate of Accomplishment upon successful completion fewer than 16 units of degree-applicable coursework designed as a pattern of learning experiences to develop certain capabilities that may be related to career. Note: Certificates of Accomplishments are not approved by the state Chancellor and are not noted on a student's transcript.

- Commented [CM7]: SDCCD had this added after: Students may be awarded the Certificate of Performance (our version of accomplishment), consisting of less than 18 units, without California Community Colleges Chancellor's Office approval after approval by the colleges' curriculum committees, the Curriculum and Instruction Council, and the Board of Trustees. Certificates of Performance are department awards which do not imply that graduation requirements have been met and may not be listed on a student's transcript.

~~ADD Certificate of Completion/Competency (non credit)~~ Students may be awarded a Certificate of Completion/Competency upon successful completion of a sequence of noncredit coursework designed to prepare students for employment or to be successful in college-level coursework. Certificates of Completion/Competency are approved by the state Chancellor and appear on the student's transcript.

- Commented [CM8]: SDCCD also addressed noncredit: Students may be awarded the noncredit Certificate of Completion and/or the noncredit Certificate of Competency for the completion of a pattern of noncredit courses approved by the Continuing Education curriculum committee, the Curriculum and Instruction Council, Board of Trustees, and California Community Colleges Chancellor's Office.

~~The President/CEO shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the Academic Senate. The President/CEO shall establish procedures to assure compliance with Title 5 regulations. Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.~~ The procedures shall assure that graduation requirements are published in the College Catalog and included in other resources that are convenient for students.

- Commented [CM9R8]: Prof. Olayele just spoke about this in counseling
- Commented [CM10]: from D&D
- Formatted: Strikethrough
- Commented [HS11]: "designed" twice in one sentence?
- Formatted: Strikethrough
- Commented [CM12]: frpm D&D
- Formatted: Strikethrough
- Commented [HS13]: We should be consistent with our BPs in relation to the 10+1 purview. How about, "Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate" in this spot instead?
- Commented [CM14]: from D&D



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

AR 4100 Graduation Requirement for Degrees and Certificates

Issued: April 20, 2021
Reviewed: May 18, 2021

References:

Title 5 Sections 55060 et seq.

~~For the purposes of meeting degree or certificate requirements, students may elect to meet the requirements of either:~~

- ~~— The catalog that was in effect at the time they began and maintained continuous enrollment at Compton College; or~~
 - ~~— The catalog that is in effect at the time they file an application for a degree or certificate~~
- ~~For degree and certificate purposes, continuous enrollment is defined as enrolling at Compton College at least one semester (fall or spring), each academic year and receiving a letter grade, "W" (Withdrawal), CR/NC (Credit/No Credit, or Pass/No Pass on the transcript.~~

1. Graduation requirements for Associate of Arts and Associate of Science degrees include:
 - a. Satisfactory completion of at least 60 semester units of college work. "College work" is defined as courses acceptable toward the associate degree including those that have been properly approved pursuant to Title 5, Section 55002(a) at a California Community College.
 - i. Courses taken at a California Community College may be used to satisfy general education and/or major requirements.
 - ii. If the a course is offered at Compton College, but the originating California Community College uses it in a different area than Compton College, the course will be used in the area that benefits the student.
 - iii. If the a course is not offered at Compton College, the college will honor the course in the same general education area in which the originating California Community College places the course.
 - iv. Courses taken at other than a California Community College may satisfy general education and/or major requirements if the institution is accredited by one of the regional accrediting associations and the scope and rigor of the course meets the guidelines set forth by the college.
 - v. If there is doubt of the reasonable application, the course(s) must be approved by the discipline faculty and/or the dean of the division or deignce in which the course(s) in question would normally be placed.
 - b. Completion of at least 18 semester units in general education and at least 18 semester units in which a grade of C or better has been earned in a major listed in the Community Colleges' "Taxonomy of Programs." The general education requirements must include a minimum number of units as specified in the college catalog in the natural sciences, social and behavioral sciences, humanities, and language and rationality. Ethnic studies must be integrated within general education offerings.
 - c. Completion of at least 12 semester units of study in residence within requirements for either the general education and/or major. Students who meet the continuous enrollment requirement from El Camino College as specified in AB 1299 are not

Commented [CM1]: PCC's AR states it will confer degree/certificate without requiring student to first petition, they notify student of potential degree and allow them to decline by a specific deadline

Commented [CM2]: From D&D: BP 4100.1 addresses catalog rights, not needed here

Commented [HS3]: Seems like "a" would make more sense than "the" here.

Commented [HS4]: Recommend, "Courses take at other California Community Colleges..."

Commented [HS5]: I don't think we do this. I think A&R just decides right now.

Commented [CM6R5]: New course sub form requires "director of dvision" and A&R director signatures. Match repeat form and require dean's signature?

Commented [CM7]: check in with Felecia

Commented [CM8R7]: if not, what is process for challenge?

- held to the 12-unit residence requirement but are required to complete one course at Compton College. This exemption is only through the 2021-2022 academic year.
- d. Demonstrated competence in reading, written expression, and mathematics.
2. Graduation requirements for Associate Degrees for Transfer:

Pursuant to the Student Transfer Achievement Reform Act, to obtain the Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) degree, students must meet the following requirements:

 - a. Complete a minimum of 60 semester units or 90 quarter units that are eligible for transfer to the California State University (CSU), including both of the following:
 - i. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth (CSU GE-B) Requirements.
 - b. A minimum of 18-semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
 - c. Obtaining of a minimum of a cumulative CSU transferable grade point average of 2.0.
 - d. Complete a minimum of 12 semester units in residence at the college granting the degree.
3. Students may receive credit for knowledge or skills to be counted toward satisfaction of the requirements for an associate degree as defined in Policy 4235 – Credit by Exam for Prior Learning. Advanced Placement Exams with a score of 3, 4, or 5 may be used toward general education as approved by the Academic Senate for California Community Colleges document entitled “Standardized Template for Advanced Placement Examination Information.” Credit may be used towards specific courses as determined by the faculty and listed in the college catalog.
 4. District policies and procedures regarding general education and degree requirements are published in the college catalog and are filed with the State California Community Colleges Chancellor’s Office.
 5. Requirements for Certificates of Achievement include:
 - a. Successful completion of a course of study or curriculum that consists of 18, 16 or more semester units of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.
 - i. Individual certificates specifically state the required number of units that must be completed at Compton College in the Catalog.
 - b. Successful completion of a course of study or curriculum that consists of 8 or more semester units of degree-applicable credit coursework if such certificate is approved by the state Chancellor.
 - c. Content and assessment standards that ensure the certificate programs are consistent with the mission of the Compton Community College District.
 - d. Shorter credit programs that lead to a certificate may be established by the District. Certificates for which the State Chancellor’s approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.
 6. Requirements for Certificates of Accomplishment:
 - a. Successful completion of a course of study or curriculum that consists of fewer than 16 units of degree-applicable credit coursework. The certificate of accomplishment shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career.

Commented [CM9]: from D&D

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Commented [CM10]: from D&D

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Commented [CM11]: S. Berger: This is in AR 4235 and AR 4236

Commented [CM12]: from D&D

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Commented [CM13]: from D&D

Commented [CM14]: PCC makes outline the CSU breadth and IGETC breadth specifically as a subsection here

Commented [CM15]: change to "16" to match BP

Commented [CM16]: from D&D

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Commented [CM17]: from D&D

- i. Individual certificates specifically state the required number of units that must be completed at Compton College in the Catalog.
 - b. Certificates of Accomplishments are not approved by the state Chancellor and are not noted on a student's transcript.
- 7. Requirements for Certificates of Competency/Completion:
 - a. Successful completion of a sequence noncredit coursework designed prepare students for employment or to be successful in college-level coursework.
 - b. Certificates of Completion/Competency are approved by the state Chancellor and appear on the student's transcript.
- 5.8. Students qualifying for more than one AA, AS, or ADT degree will receive each diploma and have them posted on their transcripts.
- 9. Students qualifying for more than one Certificate of Achievement will receive each certificate and have them posted on their transcripts.
- 6.10. Students qualifying for more than one Certificate of Completion/Competence will receive each certificate and have them posted on their transcripts.
- 7.11. A degree or certificate may be rescinded if it has been determined through a criminal or civil proceeding or through a violation of the student code of conduct that the degree or certificate was obtained through fraudulent means.

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Commented [CM18]: from D&D

Commented [CM19]: From D&D



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4106 Nursing Program

Issued: June 19, 2018

References:

Education Code §§66055.8, 66055.9, 70101-70107, 70120, 70124, 70125, 70128.578260,
78261, 78261.3, 78261.5, 87482, 89267, 89267.3, 92645
Title 5 §§55060, et seq., 55521
Health and Safety Code §128050

Nursing students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher learning are not required to complete any general education requirements that may be required for an associate degree. Instead, these students only need to complete the coursework necessary for licensing as a registered nurse. Prerequisite science courses must comply with the nursing program regency clause of not exceeding seven years. Required science courses that are older than seven years must be re-taken.

The District shall utilize criteria published on the nursing program’s website and in the current college catalog in addition to the following when screening nursing students:

- Academic degrees or diplomas, or relevant certificates, held by the applicant;
- Grade point average in relevant coursework;
- Life experiences or special circumstances of an applicant;
- Any relevant work or volunteer experience; and
- Proficiency or advanced level coursework in languages other than English.
- Achievement of a successful passing score on the ATI TEAS examination.

Nursing students are subject to all policies, regulations, and guidelines outlined in the Associate Degree Nursing (ADN) Student Handbook published by the Compton College Nursing Program.

Commented [CM1]: Comment from Dr. Thomas: Could you please remove. This was incepted of El Camino College during our partnership. The Program Director agrees with this action to be fair to students without a second language. This has also been the discussion of the nursing faculty for a couple of years.

Commented [CM2R1]: Ed policy suggests to keep



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4250 Probation Dismissal and Readmission

Issued: June 19, 2018
Revised: December 8, 2020
Revised: June 15, 2020

References:

Education Code Section 70902(b)(3);
Title 5 Section 55030 through 55034

Probation

A student shall be placed on academic probation if the student has earned a cumulative grade point average below (2.0).

A student shall be placed on progress probation if the student has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W," "I," "NC," and "NP" were recorded reaches or exceeds 50 percent.

A student shall be removed from academic probation when the student's cumulative grade point average reaches or exceeds 2.0. A student shall be removed from progress probation when the percentage of units of "W," "I," "NC," and "NP" drops below 50 percent.

A student who is placed on probation may submit an appeal in accordance with campus policy.

Dismissal

A student who is on academic probation shall be subject to dismissal if the student has earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive terms.

A student who is on progress probation shall be subject to dismissal if the percentage of cumulative units in which the student has enrolled for which entries of "W," "I," "NC," and "NP" are recorded in three consecutive terms reaches or exceeds fifty percent.

A student who is placed on dismissal may submit an appeal in accordance with campus policy. Dismissal may be postponed and the student may continue on probation if appeal is approved.

Readmission

A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. The appeal process is contained in Administration Regulation 4255 4250.

Commented [CM1]: Very similar to league template but template also has this: A student who is placed on probation may submit an appeal in accordance with procedures to be established by the [CEO].

Commented [CM2]: add, "if the student has enrolled in a total of at least 12 semester units and"

Commented [CM3]: Template also includes: A student who is subject to dismissal may submit a written appeal in compliance with administrative procedures. Dismissal may be postponed and the student continued on probation if the student [state the District's established criteria, such as evidence of extenuating circumstances or shows significant improvement in academic achievement.]

Commented [CM4R3]: this used to be like an "automatic" approved appeal if a student successfully completed a 2.0 semester or completed more than 50% of their coursework but their OVERALL GPA/progress was still below threshold for the third consecutive semester.

Commented [CM5]: double check

Commented [CM6R5]: If the appeal is approved, the student remains on probation as described in Administrative Regulation 4250.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

AR 4250 Probation, Dismissal, and Readmission Issued: December 11, 2018
Revised: December 8, 2020

Revised: June 15, 2021

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Reference:

Title 5, Sections 55031, 55032, 55033, 55034

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

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

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

~~The student has the right to appeal dismissal.~~

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

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

Academic and Progress Probation

A student shall be placed on academic probation if the student has earned a cumulative grade point average below (2.0). A student shall be placed on progress probation if the student has enrolled in a total of at least 12 semester units and the percentage of all units in which the student has enrolled, for which entries of "W" (Withdrawal), "I" (Incomplete), and "NP" (No Progress) were recorded reaches or exceeds 50 percent.

The district shall notify students placed on academic or progress probation of their status no more than 30 days after the end of the term that resulted in academic or progress probation. A student who is on academic or progress probation for two or more consecutive semesters is limited-recommended to take no more than 12 units in any fall or spring semester, and no more than 5 units in any winter or summer session. ~~Under special circumstances a student may petition for additional units through Counseling Department. There are two levels of probation, Probation Level 1 and Probation Level 2.~~

Commented [CM1]: Should we specify *how* student will be notified? The league template states we should also inform of the availability of college support services in the notification they receive

Commented [HS2]: Are we blocking registration? How is this enforced?

Placement of Academic Probation Level 1

- Academic Probation Level 1 occurs when a student has earned a cumulative grade point average (GPA) below a 2.0 for one semester.

Removal of Academic Probation Level 1

- A student will be removed from Academic Probation Level 1 when the cumulative grade point average (GPA) is 2.0 or higher.

Placement of Progress Probation Level 1

- Progress Probation Level 1 occurs when a student has not completed more than 50% of the courses attempted for one semester.

Removal of Progress Probation Level 1

- A student will be removed from Progress Probation Level when ~~student has completed more than 50% of the courses attempted for one semester the cumulative completion is more than 50% of courses attempted.~~

Commented [HS3]: Should be cumulative 50% or higher.

All students on Probational Level 1 are strongly recommended to complete a Student Success Workshop, facilitated by a designated Counselor.

Placement of Academic Probation Level 2

- Academic Probation Level 2 occurs when you have earned a cumulative grade point average (GPA) below a 2.0 for two consecutive semesters.

Removal of Academic Probation Level 2

- A registration hold is placed on Academic Probation Level 2 students. All students are required to complete a Student Success Workshop, facilitated by a designated Counselor, meet with a Counselor to update their Student Educational Plan (SEP), and complete an Academic Resiliency Contract before the hold can be lifted. A student will be removed from Academic Probation Level 2 when the cumulative grade point average (GPA) is 2.0 or higher.

Commented [HS4]: Is the correct name of the document?

Placement of Progress Probation Level 2

- Progress Probation Level 2 occurs when you have not completed more than 50% of the courses you attempted for two consecutive semesters.

Removal of Progress Probation Level 2

- A registration hold is placed on ~~Academic Progress~~ Probation Level 2 students. All students are required to complete a Student Success Workshop, facilitated by a designated Counselor, meet with a Counselor to update their SEP, and complete an Academic Resiliency Contract before the hold can be lifted. A student will be removed from Progress Probation Level when the cumulative completion is 50% or higher of courses attempted.

Commented [HS5]: Progress

Commented [HS6]: Should be cumulative 50% or higher.

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Academic Dismissal

A student who is on academic probation shall be subject to academic dismissal if the student has earned a cumulative grade point average below 2.0 in all units attempted in each of three consecutive terms.

A student who is on progress probation shall be subject to academic dismissal if they have not completed more than 50% of the courses attempted for three consecutive semesters.

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~~the percentage of cumulative units in which the student has enrolled for which entries of "W," "I," and "NP" are recorded in three consecutive terms reaches or exceeds fifty percent.~~

Commented [HS7]: We should be consistent and say when a student's completion is less than 50%. The reference to "exceeds" is confusing.

Readmission

A student who has been dismissed may return to the College after "sitting out" one semester or based on documented extenuating circumstances may submit an appeal for reinstatement. If the student has not attended for one or more semesters, an application for readmission is necessary.

The student has the right to appeal academic dismissal.

- e. The student must file the appeal with the Counseling Department within 30 days. ~~If the student fails to file petition within the specified period, the student waives all future rights to appeal the academic dismissal and must sit out that semester.~~
- f. It is the student's responsibility to indicate on the petition a clear statement of the grounds on which continued enrollment should be granted and to provide evidence supporting the reasons.
- g. Petitions will be reviewed by the Reinstatement Committee. ~~The Reinstatement Committee will include a Counseling Department designee, Financial Aid Office designee, and Office of Admissions & Records designee.~~ The student will be notified of the Committee's action in a timely manner, within 10 business days.
- h. The student may appeal the Committee's decision, in writing, to the Vice President of Student Services or designee within 30 calendar days of the date of notification. The decision of the Vice President of Student Services or designee is final.

Commented [HS8]: This is not student friendly and it is a barrier to enrollment. We are an open enrollment institution and this deadline should be removed.

Commented [HS9]: Is this committee structure accurate?

Commented [CM10]: Ask A&R how long to remove dismissal hold

A readmitted student ~~must-should~~ meet with a counselor before registration and update their SEP. A readmitted student will remain on probation until the cumulative average is 2.0 or above and/or the percentage of attempted units are above ~~"W," "I," and "NP" entries are below~~ 50%.

A student who withdraws from Compton College voluntarily while on probation will be

readmitted in the same status that existed at the time of withdrawal.

Program Appeals

Students on probation participating in programs on campus (such as SRC, CalWORKS, EOPS/CARE, Financial Aid) may have to submit additional appeals for each program.

Commented [HS11]: Should we add a sentence here about students needing to file an appeal in Financial Aid, so they understand that there is another process when on probation?

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**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 322-4005
<http://www.cccco.edu>



June 19, 2018

To: CEOs, CIOs, CBOs, and CSSOs
From: Eloy Ortiz Oakley, Chancellor California Community Colleges
Subject: Information and Communication Technology and Instructional Material
Accessibility Standard

Dear Colleagues,

Ensuring educational accessibility is foundational to achieving the *Vision for Success* goal of creating an equitable system of higher education, and is a critical piece of student success and degree completion. Research shows that utilizing universal design principles, which is fundamental to ensuring accessibility, improves student-centered pedagogical practice and student outcomes. In support of the *Vision*, I am fully committed to extending the benefits of universal access throughout the system.

In 1998, the Office of Civil Rights issued a compliance review of the California Community Colleges and identified systemic deficiencies with how we meet the needs of students with disabilities. To remedy the situation, the state legislature and our system made significant investments to provide our districts and colleges with the resources necessary to make information and communication technology and instructional materials accessible. Despite these investments, we need to do more to meet the needs of our students with disabilities. Just last December, the California State Auditor issued an audit of our system's accessibility practices and found numerous instances of colleges and districts not meeting their institutional accessibility obligations.

As a first step in addressing this situation, the California Community Colleges has adopted a new Information and Communication Technology and Instructional Material Accessibility Standard (Standard), which reinforces the requirement that colleges within the system create, purchase, and utilize instructional materials that comply with the accessibility requirements of Section 508 of the Federal Rehabilitation Act of 1973, in accordance with California Government Code §7405, Government Code §11135, Government Code §11546.7, as well as with best practices.

Historically, our system has handled accessibility issues by siloing it in Disabled Student Programs and Services. This is untenable and ignores the fact that accessibility is an institutional responsibility insofar as it touches every aspect of our students' and the public's experiences with our system. Our office is collaborating across divisions to support this work; and I request that you as a system leader advance an effort to bring your campus community together to discuss and implement policies, procedures, and practices that meet your legal obligations and help our students access, persist, and succeed in our colleges.

In the coming year, the Chancellor's Office, through the Digital Innovation and Infrastructure Division and the Institutional Effectiveness and Partnership Initiative, will support local community college districts in implementing the Standard by developing and disseminating Section 508 Guidance, including FAQs, checklists, best practices, institutional support and structures for implementing the Standard, and a variety of online and in-person professional development trainings and workshops.

June 19, 2018

Information and Communication Technology and Instructional Material Accessibility Standard

Page | 2

I encourage local districts to use these forthcoming resources to improve accessibility on campus, in order to provide equitable higher education for all students. For more information on the Standard and the resources, please see the [Policy, Standards & FAQs](#) page on the Accessibility Center website.

A handwritten signature in black ink, appearing to read 'EOO', with a stylized flourish extending from the end.

Sincerely,
Eloy Ortiz Oakley

Recommendation(s) to the President/CEO

Section 504/508 Committee Recommendations 5/14/2021

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.

As part of the Compton College Goals for 2021-2022 the Section 504/508 Committee is submitting the recommendations to minimize Section 504/508 complaints/litigation and maximize compliance. The goal is to implement Universal Design across all institutional services campus wide.

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
	1. Define a grievance process and make this information available through the district website (Tina Kuperman/Heather Parnock)			
	2. Create a process for procurement (VPAT) and review of the accessibility of ICT products and to inform vendors they are expected to meet WCAG 2.0, AA standards (Reuben James)- RFP for vendor to provide accessibility views of VPATS, OER and Canvas LTIs			
	3. Perform a periodic ICT audit using both automated and manual accessibility evaluation tools (RFP for 3 rd Party Vendor). Should be done in parallel with build out of new district website.			
	4. Create an ICT accessibility policy establishing that ICT resources and District websites are expected to meet WCAG 2.0, AA standards			
	5. Require all online instructional materials (ex OER, Syllabus) to meet WCAG 2.0, AA standards			
	6. Provide accessibility training to faculty, staff, and administrators (Pilar Huffman) We will consider a mandatory professional development activity on accessibility for faculty, classified, and managers/supervisors.			

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

- #1- Summer 2021
- #2-Summer 2021
- #3-Fall 2022
- #4- Fall 2021
- #5- Fall 2021
- #6- Fall 2021

Recommendation(s) to the President/CEO

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	Person(s) Responsible	Deadline	Status
Create and Implement 504/508 Grievance process	Tina Kuperman/Heather Parnock	July 1,2021	Pending
Create and Implement ICT Accessibility procurement process	Reuben James		Pending
Accessibility PD	Pilar Huffman		Some PD delivered but needs to be enhanced to include OER and Universal Design
RFP for accessibility vendor to support procurement process (#2)			
RFP for accessibility vendor to support audit/testing process (#3)			
RFP for training vendor to support accessibility PD			

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
		???	#2- RFP for Vendor to provide VPAT reviews, accessibility testing of ICT purchases, OER and Canvas LTIs
		???	#3 RFP for vendor to perform periodic ICT audits using both automated and manual accessibility evaluation tools of public website and MyCompton porta;
			#6 RFP for vendor to provide advanced accessibility training for

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



Curriculum	Approvals	168
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Create Proposal

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

Launch

Delete Draft

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	7/7
Content	
Course Objectives	1/1
Student Learning Outcomes	1/1
Methods of Evaluation and Examination	1/1
Course Materials	1/1
Conditions of Enrollment	4/4
Requisites	1/1
Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	1/1
Distance Education	15/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Basic Course Information

Course Discipline * (AJ) Administration of Justice

Division * Health and Public Services

Course Number * 100

Course Title * Introduction to Administration of Justice

Short Title * Intro to Admin of Justice

Noncredit Courses

This is a noncredit course

Include a rationale for all boxes selected in the justification

- 2-Year CTE Course Review
- 6-year Course Review
- Articulation/Transfer Review
- Conditions of Enrollment/Requisites
- Course Description DE Addendum will be added to the checklist.
- Course Title
- Grading Method
- Hours
- SLO Update
- Units
- Other Checking other will open a text box.

Justification for proposing course review *

Catalog Description *

This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. It examines the evolution of the principles and approaches utilized by the justice system and the evolving forces which have shaped those principles and approaches. The emphasis is placed on the United States justice system, particularly the structure and function of police, courts, and corrections. Students are introduced to the origins and development of criminal law,



Curriculum	Approvals 168
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[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

[Launch](#)

[Delete Draft](#)

Basic Course Information	6/7
<u>Teaching Disciplines, Minimum Qualifications</u>	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	7/7
Content	
Course Objectives	1/1
Student Learning Outcomes	1/1
Methods of Evaluation and Examination	1/1
Course Materials	1/1
Conditions of Enrollment	4/4
Requisites	1/1
Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	1/1
Distance Education	15/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Teaching Disciplines, Minimum Qualifications

Minimum Qualification

Show Details

[+ Add Item](#)

Administration of Justice



Curriculum Approvals 168

Create Proposal

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

Launch

Delete Draft

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	7/7
Content	
Course Objectives	1/1
Student Learning Outcomes	1/1
Methods of Evaluation and Examination	1/1
Course Materials	1/1
Conditions of Enrollment	4/4
Requisites	1/1
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General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Cross Listed Course

Cross Listed Course

Show selected
 Clear All

- ACR 121 - Air Conditioning Fundamentals (Active)
- ACR 123 - Commercial Refrigeration Applications (Active)
- ACR 125 - Energy Efficient Residential, Commercial and Industrial Air Conditioning (Active)
- ACR 127 - Heating Technologies (Active)
- ACR 130 - Electric Controls (Active)
- ACR 131 - HVAC Electronics (Active)
- ACR 134 - HVAC Customer Service and industry certifications (Active)

0 of 1042 items are selected



Curriculum	Approvals 168
------------	---------------

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

[Launch](#)

[Delete Draft](#)

Basic Course Information	6/7
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Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Co-Contributor(s)

Last updated by Maya Medina on 5/26/2021 at 2:17 PM

Co-Contributor(s)

Show selected

- Barber, Lessie
- Berger, Sheri
- Henderson, Valerie
- Obah, Obiageli
- Phillips, Jasmine
- Thierry, Linda
- Wiggins, Lynell

0 of 7 items are selected



Curriculum Approvals 168

Create Proposal

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

Launch

Delete Draft

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
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Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Standards

Credit Status

D - Associate Degree Credit

This is a CTE Course

This course has variable units

This course has lab content This will be changed to read "This course has activity/lab content"

Lecture Units/Hours

Min

Lecture Hours (1 unit = 18 hours) * 54.000

Activity Units/Hours

Activity Units/Hours will only show if the box above is checked.

Min

Activity Hours (1 unit = 36 hours) * 0.000

[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (lecture, discussion, seminar, and related work)	1	2
Activity (activity, lab w/homework, studio, and similar)	2	1
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0

Min Outside-of-Class Hours 108 Calculated

Total Units/Hours

Min

Total Units * 3.00

Total Units Override * 3.000 Units override will only apply to Nursing classes.

Total Hours 54.00

Grading Method

Grading Method *

L - Letter grade only

Special Characteristics

SAM Priority Code *

D - Possibly Occupational

TOP Code

2105.00 - Administration of Justice*

Repeatability

This course is repeatable



Curriculum	Approvals 168
------------	---------------

Create Proposal

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

Launch

Delete Draft

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
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General Education/Transfer	
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Supporting Documents	
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ASSIST	
ASSIST Preview	

Grading Method
L - Letter grade only

Special Characteristics

SAM Priority Code *
D - Possibly Occupational

TOP Code
2105.00 - Administration of Justice*

Repeatability

This course is repeatable

The pull down will look like:

Number of Repeats Allowed *
2 - One Repeat for D,F,Nc Grade

Justification for Repeatability *

If students are not successful and receive a less than passing grade, some students is a prerequisite for employment or continued employment.

Repeatability

This course is repeatable

Number of Repeats Allowed *

- R1 - Repeatable x1
- R2 - Repeatable x2
- R3 - Repeatable x3

course since this course for certificate of completion.

Credit By Examination

Approved Special Class

This class is an approved special class for disabled students

Active Participatory Course

This is being corrected to Art, Dance, Music, PE, Theater disciplines.

This is an active participatory course (only applies for the ART, MUSIC, PE, THART disciplines)

This is a Basic Skills Course.

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)

Y - Not Applicable



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

Launch
Delete Draft

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
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Supporting Documents	
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ASSIST	
ASSIST Preview	

Content

Lecture and Lab Hours

Lecture Hours: 54.000

Lab Hours:

Lecture/Activity/Lab hours will appear here from the Course standards to make it easier to remember.

Content

Show Details

+ Add Item

Lecture

Outline:

OVERVIEW OF THE CRIMINAL JUSTICE SYSTEM Defining criminal behavior - Conflict and Consensus Models Compare and contrast the Crime Control vs. The Due Process models The purpose and goals of the criminal justice system

Approximate Time In Hours: 3.00

Lecture

Outline:

EXPLANATIONING THE CAUSATIONS OF CRIME Concepts of crime causation and criminological theories Criminal victimology and fear of crime The role of discretion in criminal processes

Approximate Time In Hours: 3.00

Lecture

Outline:

CRIME MEASUREMENT AND TRENDS IN THE UNITED STATES The Uniform Crime Report Victim surveys Crime trends in the United States The costs of crime to society The war on drugs

Approximate Time In Hours: 3.00

Lecture

Outline:

OVERVIEW OF CRIMINAL LAW Written sources of criminal law The purposes of criminal law Crime classification system Elements of a crime Criminal defenses Protecting civil liberties

Approximate Time In Hours: 3.00

Lecture

Outline:

THE HISTORY AND STRUCTURE OF LAW ENFORCEMENT IN THE UNITED STATES The evolution of American law enforcement Becoming a police officer Recruitment of women and minorities The structure of a law enforcement agency The three levels of law enforcement in the United States The role of private security in the criminal justice system

Approximate Time In Hours: 6.00

Lecture

Outline:

PROBLEMS AND SOLUTIONS IN MODERN POLICING Policing strategies including Problem-Oriented Policing (POP), community policing, and COMPUTER STATistics (COMPSTAT) Building partnerships with the community Accountability- police corruption and ethics

Approximate Time In Hours: 3.00

Lecture

Outline:

POLICE AND THE CONSTITUTION The Bill of Rights including the 4th and 5th Amendments Due process including the 6th, 8th, and 14th amendments Changes in patrol and investigative methodology Reasonable suspicion and probable cause The elements of an arrest Case law surrounding the Constitution

Approximate Time In Hours: 4.00

Lecture



Curriculum	Approvals	168
------------	-----------	-----

Create Proposal

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

Launch

Delete Draft

Basic Course Information	6/7
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Distance Education	15/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Objectives

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives Show Details + Add Item

- Click on this item to modify its details.
- Objective:** Demonstrate an understanding of criminological theories used to explain crime and criminality
- Click on this item to modify its details.
- Objective:** Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.
- Click on this item to modify its details.
- Objective:** Understand the history, development, and structure, and function of American police, courts, and corrections.
- Click on this item to modify its details.
- Objective:** Demonstrate an understanding of the history, structure, and function of the police.
- Click on this item to modify its details.
- Objective:** Convey an understanding of the process of adjudication
- Click on this item to modify its details.
- Objective:** Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails.
- Click on this item to modify its details.
- Objective:** Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development.
- Click on this item to modify its details.
- Objective:** Critically analyze and discuss issues of crime and justice from varying perspectives.
- Click on this item to modify its details.
- Objective:** Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice.
- Click on this item to modify its details.
- Objective:** Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal justice.
- Click on this item to modify its details.
- Objective:** Effectively follow the appropriate writing style practiced in the social sciences.
- Click on this item to modify its details.
- Objective:** Explain the definitions of crime and understand the extent of the crime problem in America.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

Launch	Delete Draft
------------------------	------------------------------

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
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Distance Education	15/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Student Learning Outcomes

Please list each outcome individually.

Upon completion of this course, the student should be able to:

Learning Outcomes

Show Details

[+ Add Item](#)

It is required that at least 1 ILO is selected for each SLO.

SLO #1 Components of the Criminal Justice System. Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to understand the concept of the criminal justice system and be able to identify and explain its various components.

Please check all that align with the Institutional Learning Outcomes (ILOs)

- **1. 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.
- **2. Communication:** Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
- **3. 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.

SLO #2 Police Agency Structure Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to describe the basic structure of a policing agency and explain its component functions such as patrol, criminal investigation, traffic and its various administrative support functions.

Please check all that align with the Institutional Learning Outcomes (ILOs)

- **2. Communication:** Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
- **1. 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.
- **6. Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

SLO #3 Crime Causation Theories Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to be able to interpret a behavioral profile and be able to identify at least three crime causation theories that explain such behavior.

Please check all that align with the Institutional Learning Outcomes (ILOs)

- **6. Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.
- **1. 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.
- **2. Communication:** Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
- **3. 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.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

Launch
Delete Draft

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
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Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Methods of Evaluation and Examination

Evaluation Method

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes
- Other If other is checked a text box opens.

Typical Assignments

- Some assignments require critical thinking

Sample

Source

Styles Format Font Size

Read and prepare a literature review summary of a law enforcement journal article. Utilize conclusions from the research to prepare a 400-500 word essay in American Psychological Association (APA) format presenting an informed position on a controversial issue in law enforcement.

In a 1200-1300 word essay in APA format, prepare a case study analysis of an emerging issue in the criminal justice system. Analyze the impact of that issue to the system. Utilize a minimum of four different research sources.

Words: 80, Characters: 427

- Reading Assignments

- Writing Assignments

- Other Assignments

Sample

Source

Styles Format Font Size

In a two-page essay compare and contrast the Crime Control and Due Process criminal justice models and explain how they affect the balance of power in the criminal justice system.

Words: 30, Characters: 150

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Press Select to browse for files. To attach selected files to this record, press Upload files.

Select...

Attachments

There are no attachments to display. Press Select to browse for files to attach to this record.



Curriculum Approvals 168

Create Proposal

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

Launch

Delete Draft

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
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ASSIST	
ASSIST Preview	

Course Materials

Have you added the materials needed for this course? * Yes No This question will be removed.

Textbook (Minimum 3 Recommended)

	Author(s)	Title	Edition	Publisher	ISBN-13	Year	Rationale for older textbook
<input type="button" value="Edit"/>	Schmallenger	Criminal Justice: A Brief Introduction	12th	Pearson		2018	

Displaying items 1 - 1 of 1

Manual

	Author(s)	Author:	Title	Title:	Edition	Edition:	ISBN-13	ISBN-13:	Publisher
--	-----------	---------	-------	--------	---------	----------	---------	----------	-----------

No records to display.

Displaying items 0 - 0 of 0

Software

	Title	Title:	Edition/Version	Edition/Version:	Publisher/Manufacturer	Publisher/Manufacturer:
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No records to display.

Displaying items 0 - 0 of 0

Other Learning Materials

	Other
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No records to display.

Displaying items 0 - 0 of 0



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

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Delete Draft

Basic Course Information	6/7
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ASSIST	
ASSIST Preview	

Conditions of Enrollment

Enrollment Fees

Does this course have additional enrollment fees? *

No

Enrollment Conditions

Is this course an open entry/open exit? *

No

Requisite Removal

Have you removed a requisite from this course record? *

No

Placement Exam

Does this course have a placement exam option? *

No



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

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General Education/Transfer	
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Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Requisites

Last updated by Maya Medina on 5/26/2021 at 2:32 PM

If you need to remove a requisite, please make sure you first remove the mapping on the Content Review tab

Course Requisites

Does this course need course requisites? *

No

No



Curriculum	Approvals	168
------------	-----------	-----

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

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Delete Draft

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Supporting Documents	
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ASSIST	
ASSIST Preview	

Content Review

If you have any issues with this page Consider the following:

- If the Requisite Course dropdown is not populated then make sure that requisites courses have been added to the Requisites tab.
- If there are no Current Course Objectives listed make sure that objectives have been entered on the Objectives tab.
- If there are no Requisite Course Objectives listed make sure that:
 - A Requisite Course has been selected at the top of the page.
 - The Requisite Course that has been selected has objectives entered on its Objectives tab.

This course requires content review *

Yes



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

[Launch](#)

[Delete Draft](#)

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General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Prerequisite/Corequisite Validation

Comparable to Show Details [+ Add Item](#)

There are no comparable to to display.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

[Launch](#)

[Delete Draft](#)

Basic Course Information	6/7
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ASSIST	
ASSIST Preview	

Methods of Instruction

Check all that apply:

- Demonstration
- Discussion
- Field trips
- Group Activities
- Guest Speakers
- Internet Presentation/Resources
- Laboratory
- Lecture
- Multimedia presentations
- Role Play
- Simulation
- Other (please specify) If other is checked a text box opens.



Curriculum	Approvals	168
------------	-----------	-----

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

Launch	Delete Draft
------------------------	------------------------------

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
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Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Distance Education

Last updated by Maya Medina on 5/27/2021 at 10:04 AM

Distance Education is instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)

Does (or will) this course have a DE component?

Form of Distance Education

Mode of delivery

Emergency Fully Online by Mutual Agreement

This pull has the three options of Online, EFOMA, and Hybrid. If EFOMA is selected the EFOMA statement appears. Based on the mode of delivery - the hours will be pre-populated for lecture/activity/lab from the course standard. Currently the hybrid does not include the online portion, but that is being corrected.

Emergency Fully Online by Mutual Agreement Statement

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

Hours for Content Delivery and Interaction

Please specify the hours anticipated for student activities that take place to fulfill the requirements of an in-class time as indicated in the course outline of record. For example, a three-hour lecture course requires 48 to 54 hours of in-class time. Activities may include reading modules, quizzes, exams, participation in discussion forums, etc. Activities do not include homework that may include reading the textbook and preparing and studying for exams.

Online Lecture	<input type="text" value="54.000"/>
Online Activity	<input type="text" value="0.000"/>
Online Lab	<input type="text"/>
Total Hours per Semester	<input type="text" value="54"/>

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the Course Outline of Record differ by offering this course via distance education?

Student Performance Objectives

Assignments

Assessment

General Information

Date Division / Faculty notified of DE petition? *



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

[Launch](#)

[Delete Draft](#)

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	7/7
Content	
Course Objectives	1/1
Student Learning Outcomes	1/1
Methods of Evaluation and Examination	1/1
Course Materials	1/1
Conditions of Enrollment	4/4
Requisites	1/1
Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	1/1
Distance Education	15/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits. *

Distance education will give a student population the who may not otherwise be able to attend campus a learning opportunity. Student populations such as reentry, working adults, and those who may have challenges attending class in person will be have a learning opportunity with the use of technology via computer, tablet, and application via the Learning Management System.

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges. *

The anticipated challenges to offering online instruction may be the following: Students may not have the technological requirements necessary to complete online instruction. Also students may not be able to independently complete the coursework without face to face instruction. The online course will provide a readiness link <http://www.compton.edu/academics/distance-ed/Documents/Info/Successful-Online-Learner.pdf> for students to access their readiness for online learning.

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent? *

Yes

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented? *

Yes

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA. *

Yes

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

4. If you are using either more than one language or words which are "imported" from another language (such as faux pas), ensure that any changes in language be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation? *

Yes

Any multi-language or words will be identified by using the HTML "lang" attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.



Curriculum	Approvals	168
------------	-----------	-----

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

Launch	Delete Draft
------------------------	------------------------------

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
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Course Materials	1/1
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General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing? *

Yes

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing? *

Yes

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities? *

Yes

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact? *

Yes

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns? *

Yes

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame? *

Yes

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

[Launch](#)

[Delete Draft](#)

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
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Course Standards	7/7
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Course Materials	1/1
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Distance Education	15/16
General Education/Transfer	
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Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above. *

Yes

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact. *

Yes

Instructor-Initiated Contact

- Direct personal contact with students via e-mail, phone, or LMS messaging
 - Daily M-F
 - Weekly
 - Periodically
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

Per Susan, these will be a list and there will be a question that says "Instructors will use one or more from the list. with a "Yes" drop down menu that must be selected.

How will students receive feedback on their work? Check all that apply:

This is removed per Susan.

Student-Initiated Contact

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing
- Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus
- Other (please specify)

Per Susan, these will be a list and there will be a question that says "Instructors will use one or more from the list. with a "Yes" drop down menu that must be selected.

I have at least selected one of the checkboxes above. *

Yes

[Save](#)



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

Launch

Delete Draft

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
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Prerequisite/Corequisite Validation	
Methods of Instruction	1/1
Distance Education	15/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

General Education/Transfer

Removing GE?

Per Melain, a new category of Transfer is being added for CSU and UC transferrability.

General Education

Local GE

- 1 – Natural Sciences
- 2 – Social and Behavioral Sciences
- 3 – Humanities
- 4A – Language and Rationality – English Composition

4B – Language and Rationality – Communication and Analytical Thinking

- 5 – Health and Physical Education
- 6 – Mathematics Competency
- 7-Culture, Diversity and Equity

CSU GE

- A1 - Oral Communication
- A2 - Written Communication
- A3 - Critical Thinking
- B1 - Physical Sciences
- B2 - Life Science
- B3 - Laboratory Activity
- B4 - Mathematics/Quantitative Reasoning
- C1 - Arts
- C2 - Humanities
- D - Social Sciences
- E - Lifelong Learning and Self-Development
- F - Ethnic Studies
- US-1: Historical development of American institutions and ideals
- US-2: United States Constitution and government
- US-3: California state and local government

IGETC

- 1A - English Composition
- 1B - Critical Thinking-English Composition
- 1C - Oral Communication (CSU Requirement Only)
- 2A - Mathematical Concepts & Quantitative Reasoning
- 3A - Arts
- 3B - Humanities
- 4 - Social and Behavioral Sciences
- 5A - Physical Science
- 5B - Biological Science
- 5C - Lab
- 6 - Language Other Than English (UC Only Requirement)

Transfer and Articulation

C-ID

UC-TCA

- UC-B Social and Behavioral Sciences
- UC-E English Composition
- UC-H Arts and Humanities
- UC-M Mathematical Concepts and Quantitative Reasoning
- UC-S Physical and Biological Sciences



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 3

[Launch](#)

[Delete Draft](#)

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
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Distance Education	15/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Articulation

Submit for Course-to-Course Articulation



Curriculum	Approvals	168
------------	-----------	-----

[Create Proposal](#)

Course Review: AJ 100 - Introduction to Administration of Justice

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **3**

[Launch](#)

[Delete Draft](#)

Basic Course Information	6/7
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
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Course Materials	1/1
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Requisites	1/1
Content Review	0/1
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Methods of Instruction	1/1
Distance Education	15/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Material Fees

Course routinely requires a materials fee

Material Fee Amount

Check one

- This fee is to be charged to the student when he/she registers for a class, and it will be printed in the schedule of classes. If at all possible, it is preferable to handle all materials and their purchase through the Bookstore.
- This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus.
- A waiver is to be provided for students who wish to provide their own materials.

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student:

The material is "solely available from the district", is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

[Launch](#) [Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	0/5
Content	
Course Objectives	0/1
Student Learning Outcomes	0/1
Methods of Evaluation and Examination	0/1
Course Materials	0/1
Conditions of Enrollment	0/4
Requisites	0/1
Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Basic Course Information

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Course Discipline *

Division *

Course Number *

Course Title *

Short Title *

Noncredit Courses

This is a noncredit course

Justification Proposing New Course *

Catalog Description *

Test Description

Course Resource Requirement

Staffing/Faculty - Is the current faculty and staff adequate to support the offering of the course? *

Facilities and Equipment

Are the facilities and equipment for teaching the course available? *

Library/Learning Resources

In consultation with a Librarian representative, have the Library and learning resource been determined to be adequate for the proposed course? *



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
<u>Teaching Disciplines, Minimum Qualifications</u>	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	0/5
Content	
Course Objectives	0/1
Student Learning Outcomes	0/1
Methods of Evaluation and Examination	0/1
Course Materials	0/1
Conditions of Enrollment	0/4
Requisites	0/1
Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Teaching Disciplines, Minimum Qualifications

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Minimum Qualification

Show Details

[+ Add Item](#)

There are no minimum qualification to display.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title [Reset CB Codes](#)

Status: Draft
Remaining Launch Requirements: **22**
[Launch](#)
[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	0/5
Content	
Course Objectives	0/1
Student Learning Outcomes	0/1
Methods of Evaluation and Examination	0/1
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Content Review	0/1
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Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Cross Listed Course

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Cross Listed Course

Show selected [Clear All](#)

- ACR 121 - Air Conditioning Fundamentals (Active)
- ACR 123 - Commercial Refrigeration Applications (Active)
- ACR 123 - Commercial Refrigeration Applications (Draft)
- ACR 125 - Energy Efficient Residential, Commercial and Industrial Air Conditioning (Active)
- ACR 127 - Heating Technologies (Active)
- ACR 130 - Electric Controls (Active)
- ACR 131 - HVAC Electronics (Active)

0 of 1043 items are selected



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
<u>Co-Contributor(s)</u>	
Course Standards	0/5
Content	
Course Objectives	0/1
Student Learning Outcomes	0/1
Methods of Evaluation and Examination	0/1
Course Materials	0/1
Conditions of Enrollment	0/4
Requisites	0/1
Content Review	0/1
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Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Co-Contributor(s)

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Co-Contributor(s)

Show selected

[Clear All](#)

0 of 0 items are selected



Curriculum Approvals 168

Create Proposal

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 22

Launch

Delete Draft

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	0/5
Content	
Course Objectives	0/1
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Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Standards

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Credit Status

C - Non-Degree Credit

C - Non-Degree Credit

This is a CTE Course

This course has variable units

This course has lab content **This will be changed to read "This course has activity/lab content"**

Lecture Units/Hours

Min

Lecture Hours (1 unit = 18 hours) *

Activity Units/Hours

Activity Units/Hours will only show if the box above is checked.

Min

Activity Hours (1 unit = 36 hours) *

[instructions] Outside-of-class hours are determined by the following standard ratio. If you override the calculation, you must provide an explanation below. Keep in mind that deviation from this ratio can affect articulation agreements with other institutions.

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (lecture, discussion, seminar, and related work)	1	2
Activity (activity, lab w/homework, studio, and similar)	2	1
Laboratory (traditional lab, natural science lab, clinical, and similar)	3	0

Min Outside-of-Class Hours Calculated

Total Units/Hours

Min

Total Units *

Total Units Override * Units override will only apply to Nursing classes

Total Hours

Grading Method

Grading Method *

Special Characteristics

SAM Priority Code *

TOP Code

Repeatability

This course is repeatable



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **38**

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
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Distance Education	0/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Min Outside-of-Class Hours Calculated

Total Units/Hours

Min

Total Units *

Total Units Override *

Total Hours

Grading Method

Grading Method *

Special Characteristics

SAM Priority Code *

TOP Code

Repeatability

This course is repeatable

Credit By Examination

Approved Special Class

This class is an approved special class for disabled students

Active Participatory Course

This is is being corrected to Art, Dance, Music, PE, Theater disciplines.

This is an active participatory course (only applies for the ART, MUSIC, PE, THART disciplines)

This is a Basic Skills Course.

Levels Below Transfer

Levels Below Transfer (only applies for the ENGL, ESL, MATH disciplines)



Curriculum	Approvals 168
------------	---------------

Create Proposal

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 22

Launch

Delete Draft

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Content

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Lecture and Lab Hours

Lecture Hours: Lecture/Activity/Lab hours will appear here from the Course standards to make it easier to remember.

Lab Hours:

Content Show Details

There are no content to display.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Objectives

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Please list each objective individually.

Upon successful completion of the course, the student will demonstrate the ability to

Objectives Show Details [+ Add Item](#)

Launch Requirement: This list requires a minimum of 1 item

There are no objectives to display.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

Launch	Delete Draft
------------------------	------------------------------

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Co-Contributor(s)	
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Conditions of Enrollment	0/4
Requisites	0/1
Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Student Learning Outcomes

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Please list each outcome individually.

Upon completion of this course, the student should be able to:

Learning Outcomes Show Details [+ Add Item](#)

Launch Requirement: This list requires a minimum of 1 item

There are no learning outcomes to display.

It is required that at least 1 ILO is selected for each SLO.



Curriculum	Approvals	168
------------	-----------	-----

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title [Reset CB Codes](#)

Status: Draft
Remaining Launch Requirements: **22**
[Launch](#)
[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	0/5
Content	
Course Objectives	0/1
Student Learning Outcomes	0/1
Methods of Evaluation and Examination	0/1
Course Materials	0/1
Conditions of Enrollment	0/4
Requisites	0/1
Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Methods of Evaluation and Examination

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Evaluation Method

Launch Requirement: This list requires a minimum of 1 item

- Substantial writing assignments
- Problem solving demonstrations (computational or non-computational)
- Skills demonstrations
- Exams/Quizzes
- Other If other is checked a text box opens.

Typical Assignments

- Some assignments require critical thinking When each of these is checked a box opens to provide explanation.
- Reading Assignments
- Writing Assignments
- Other Assignments

Attached Files

Attach any required or supporting documents here. Supported file types include Word, PDF, Excel, and other similar file types.

Press Select to browse for files. To attach selected files to this record, press Upload files.

Select...

Attachments

There are no attachments to display. Press Select to browse for files to attach to this record.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title [Reset CB Codes](#)

Status: Draft
Remaining Launch Requirements: **22**
[Launch](#)
[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Course Materials	0/1
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Requisites	0/1
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Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Materials

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Have you added the materials needed for this course? *
 Yes No
 This question will be removed.
Yes

Textbook (Minimum 3 Recommended)

	Author(s)	Title	Edition	Publisher	ISBN-13	Year	Rationale for older textbook	Or Equiv
No records to display.								
Add new record								
Displaying items 0 - 0 of 0								

Manual

	Author(s)	Author:	Title	Title:	Edition	Edition:	ISBN-13	ISBN-13:	Publisher
No records to display.									
Add new record									
Displaying items 0 - 0 of 0									

Software

	Title	Title:	Edition/Version	Edition/Version:	Publisher/Manufacturer	Publisher/Manufacturer:
No records to display.						
Add new record						
Displaying items 0 - 0 of 0						

Other Learning Materials

	Other
No records to display.	
Add new record	
Displaying items 0 - 0 of 0	



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

Launch	Delete Draft
------------------------	------------------------------

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Prerequisite/Corequisite Validation	
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Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Conditions of Enrollment

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Enrollment Fees

Does this course have additional enrollment fees? *

Yes

Yes

Enrollment Conditions

Is this course an open entry/open exit? *

Requisite Removal

This is being corrected to says "Does this course need requisites?" The Requisite Removal remains on the course review template.

Have you removed a requisite from this course record? *

Placement Exam

Does this course have a placement exam option? *



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 22

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
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Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Requisites

If you need to remove a requisite, please make sure you first remove the mapping on the Content Review tab

Course Requisites

Does this course need course requisites? *

Yes

Yes



Curriculum	Approvals	168
------------	-----------	-----

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

Launch	Delete Draft
------------------------	------------------------------

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Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Content Review

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

If you have any issues with this page Consider the following:

- If the Requisite Course dropdown is not populated then make sure that requisites courses have been added to the Requisites tab.
- If there are no Current Course Objectives listed make sure that objectives have been entered on the Objectives tab.
- If there are no Requisite Course Objectives listed make sure that:
 - A Requisite Course has been selected at the top of the page.
 - The Requisite Course that has been selected has objectives entered on its Objectives tab.

This course requires content review *

No



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

Launch

Delete Draft

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
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Content Review	0/1
<u>Prerequisite/Corequisite Validation</u>	
Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Prerequisite/Corequisite Validation

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Comparable to

Show Details

[+ Add Item](#)

There are no comparable to to display.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **22**

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Prerequisite/Corequisite Validation	
Methods of Instruction	0/1
Distance Education	
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Methods of Instruction

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Check all that apply:

Launch Requirement: This list requires a minimum of 1 item

- Demonstration
- Discussion
- Field trips
- Group Activities
- Guest Speakers
- Internet Presentation/Resources
- Laboratory
- Lecture
- Multimedia presentations
- Role Play
- Simulation
- Other (please specify) If other is checked a text box opens.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **38**

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	0/1
Distance Education	0/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Distance Education

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Distance Education is instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology (§ 55200)

Does (or will) this course have a DE component?

Form of Distance Education

Mode of delivery

This pull has the three options of Online, EFOMA, and Hybrid. If EFOMA is selected the EFOMA statement appears.

Based on the mode of delivery - the hours will be pre-populated for lecture/activity/lab from the course standard. Currently the hybrid does not include the online portion, but that is being corrected.

Instructor-Student Contact

Below are possible types of regular and effective instructor-student communication that an instructor could use with this curriculum. The instructor's *syllabi *and *effective communication *statement should reflect at least three of the examples below, and how they will be utilized in the course.

Examples of online class communication:

- Announcements Chat
- Discussion Board Email
- Phone Text / App Text Telephone
- Schedule face-to-face meetings Conferencing
- Facilitation of student-to-student contact Social Networking Sites
- Feedback on individual student work LMS wikis and blogs
- Publisher provided software Blogs
- Interactive instructor designed lecture videos. 3rd party interactive software

Please note: it is the instructor's responsibility to ensure that all course materials, including videos, webcasts, podcasts, audio, and visual, are made accessible (with The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135). (see #5)

Do the following sections of the *Course Outline of Record* differ by offering this course via distance education?

Student Performance Objectives

Assignments

Assessment

General Information

Date Division / Faculty notified of DE petition? *

What is the rationale for teaching this course via distance learning? Consider the pedagogical, practical, and technical benefits. *

[Save](#)



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 38

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
Course Standards	0/5
Content	
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Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	0/1
Distance Education	0/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

What are the anticipated challenges with teaching this course via distance learning? Consider the pedagogical, practical, and technical challenges. *

Section 508 Compliance

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Will the course:

1. Provide a text equivalent for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, enabling a screen reader to read the text equivalent? *

All course text equivalencies for all non-text elements such as images, animations, applets, object, audio/video files, and ASCII art, screenreader will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

2. Provide descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented? *

All descriptions for important graphics if they are not fully described through alternative text or in the documents' content with enough detail to inform a sight-impaired student of what a picture represented will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

3. Ensure that information conveyed by the use of color is also understandable without color. For example, a sight-impaired or color-blind student could understand a color-coded representation of DNA. *

The information conveyed by the use of color is also understandable without color, will be in compliance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

[Save](#)



Curriculum	Approvals	168
------------	-----------	-----

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **38**

Launch	Delete Draft
------------------------	------------------------------

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
Co-Contributor(s)	
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Content Review	0/1
Prerequisite/Corequisite Validation	
Methods of Instruction	0/1
Distance Education	0/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	
ASSIST	
ASSIST Preview	

4. If you are using either more than one language or words which are “imported” from another language (such as faux pas), ensure that any changes in language be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation? *

Any multi-language or words will be identified by using the HTML “lang” attribute to enable Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that “speak” multiple languages to generate the proper pronunciation in accordance to the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

5. Provide textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing? *

There will be textual equivalents to audio information (captioning) to enable hearing-impaired students to know what others are hearing in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

6. Provide an alternative audio description for multimedia presentations to enable sight-impaired students to know what others are seeing? *

There will be alternative audio descriptions for multimedia presentations to enable sight-impaired students to know what others are seeing on the screen in accordance with the approved Distance Education Rubric the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students with certain disabilities? *

Flickering will be avoided on the screen and faculty will ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen to avoid distraction for students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse) to provide students with mouse-dexterity problems an alternative to interact? *

Page elements via keyboard or voice input will provide an alternative for students with mouse-dexterity of varying abilities to interact with the instructor and students in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.



Curriculum	Approvals	168
------------	-----------	-----

Create Proposal

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: 38

Launch

Delete Draft

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Distance Education	0/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

9. Identify, by labeling or other appropriate means, row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns? *

Course material will be identified by labeling or other appropriate means, as well as row and column headers to enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

10. Provide title frames and include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame? *

Title frames will include sufficient information as to their purpose and relationship to each other to help sight-impaired students understand the organizational purpose of the frame in accordance with the approved Distance Education Rubric, the campus Special Resource Center and all Distance Education related state and federal laws and accreditation regulations. This competency will be demonstrated in the faculty's LMS course shell.

Communication Methods and Frequency

Instructor-Initiated Contact: Each section of the course that is delivered through distance education will include regular, effective contact between instructor and students (§ 55204). The use of the term "regular, effective contact" in this context suggests that students should have frequent opportunities to interact with the instructor of record.

Frequency: DE courses are considered the equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. Contact shall be distributed in a manner that will ensure that regular contact is maintained over the course of a week and should occur, at the very least, the same number of instructor contact hours per week that would be available for face-to-face students. (Reference AP 4105)

I acknowledge reading the definitions and guidelines above. *

I understand that syllabi for DE classes must include methods of instructor- and student-initiated contact. *

Instructor-Initiated Contact

Per Susan, these will be a list and there will be a question that says "Instructors will use one or more from the list. with a "Yes" drop down menu that must be selected.

- Direct personal contact with students via e-mail, phone, or LMS messaging
- Establishing/moderating virtual small groups
- Facilitating student-to-student contact (chat, discussion, groups, etc.)
- Instructor-prepared class materials (lecture, handouts, etc.)
- Leading/moderating discussions
- Office hours (face to face, phone, virtual)
- Posting announcements (written, audio, or video)
- Student polls/surveys
- Timely feedback on student work

How will students receive feedback on their work? Check all that apply: This is removed per Susan.

Student-Initiated Contact

Per Susan, these will be a list and there will be a question that says "Instructors will use one or more from the list. with a "Yes" drop down menu that must be selected.

- Online
- Email
- Listserv
- Chat Room
- Interactive Videoconferencing Website/Bulletin Board
- Telephone
- U.S. Mail
- On Campus
- Other (please specify)

I have at least selected one of the checkboxes above. *

Save



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **38**

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
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Course Materials	0/1
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Distance Education	0/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

General Education/Transfer

Per Melain, a new category of Transfer is being added for CSU and UC transferrability.

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Removing GE? This is the new course template and will be removed as the question does not make sense.

General Education

Local GE

CSU GE

IGETC

Transfer and Articulation

C-ID

UC-TCA



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **38**

Launch

Delete Draft

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
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Distance Education	0/16
General Education/Transfer	
Course Articulation	
Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Course Articulation

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

Submit for Course-to-Course Articulation



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title

[Reset CB Codes](#)

Status: Draft

Remaining Launch Requirements: **38**

[Launch](#)

[Delete Draft](#)

Basic Course Information	4/10
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Material Fees	
Supporting Documents	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

- This material is to be required of the student to take the class, but is to be purchased after registration. It is typically included as information on the class syllabus.
- A waiver is to be provided for students who wish to provide their own materials.

All conditions addressed below must be met to charge a material fee.

The materials used must be required to achieve the learning outcomes of a course. We need to be able to identify specific outcomes that cannot be met without the use of the specific materials we are requiring.

Which learning outcomes for this course require the use of the materials listed?

The students receive tangible personal property (material) for the fee charged.

List all materials covered by the fee. (ex. 1, 2, 3, etc.)

The material is owned or primarily controlled by an individual student.

Describe how the material is in the control and ownership of the student:

The material is "solely available from the district", is provided at District cost OR there are health and safety reasons for the District being the sole provider OR The District is providing the material at lower cost than it is available elsewhere.

Describe how either of these two conditions is being met: If the college charges a fee, rather than have students furnish the materials, why should the students have to pay a fee to the college rather than supply the materials themselves?

The material can be taken from the classroom setting and is it not wholly consumed, used up, or rendered valueless as it is applied in achieving the learning outcomes of a course.

Describe how material has continued value outside of the classroom.



Curriculum	Approvals 168
------------	--

[Create Proposal](#)

New Course Proposal: ANAT 1 - Test Title [Reset CB Codes](#)

Status: Draft
Remaining Launch Requirements: **38**
Launch
Delete Draft

Basic Course Information	4/10
Teaching Disciplines, Minimum Qualifications	
Cross Listed Course	
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General Education/Transfer	
Course Articulation	
Material Fees	
<u>Supporting Documents</u>	
Codes and Dates	1/1
ASSIST	
ASSIST Preview	

Supporting Documents

Last updated by Maya Medina on 5/26/2021 at 9:38 AM

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Press Select to browse for files. To attach selected files to this record, press Upload files.

Select...

Attachments

There are no attachments to display. Press Select to browse for files to attach to this record.

Fall & Spring Time Patterns for 16-Week Calendar

		3-Hour Classes		4-Hour Classes**			5-Hour Classes		6-Hour Class	
		2 days per week (85 min/mtg)	1 day per week (190 min/mtg)	2 days per week (125 min/mtg)	3 days per week (75 min/mtg)	1 day per week (255 min/mtg)	2 days per week (150 min/mtg)	4 days per week (70 min/mtg)	2 days per week (190 min/mtg)	4 days per week (85 min/mtg)
1-Hour Classes 1 day or eve. per week (65 min/mtg) Any Day or Eve. 1 Hour, 5 Min. Schedule Over 14 weeks	MORNING BLOCKS	MW or TTh	F or Sa	MW or TTh*	MWF or TThF	F or Sa	MW or TTh	MTWTh	MW or TTh	MTWTh*
	A	8:00 - 9:25	8:00 - 11:10	(7:30 - 9:35) 8:00 - 10:05	8:00 - 9:15	8:00 - 12:15	(7:00 - 9:30) 8:00 - 10:30	8:00 - 9:10	8:00 - 11:10	8:00 - 9:25
	B	9:45 - 11:10		9:45 - 11:50	9:45 - 11:00		9:45 - 12:15	9:45 - 10:55	9:45 - 12:55	9:45 - 11:10
2-Hour Classes 1 day or eve. per week (125 min/mtg) Any Day or Eve. 2 Hours, 5 Min. or 2 days or eve. per week Stand Alone (no other class component) Schedule Over 14 weeks For 1 and 2 Hour Classes: Please schedule to end at least 10 minutes before the start times of the time blocks for 3-Hour classes.	C	11:30 - 12:55	11:30 - 2:40	11:30 - 1:35 (MW Only)	11:30 - 12:45		11:30 - 2:00 (MW Only)	11:30 - 12:40	11:30 - 2:40 (MW only)	11:30 - 12:55
	AFTERNOON BLOCKS									
	D	1:15 - 2:40 (MW only)		1:15 - 3:20 (MW only)	1:15 - 2:30 (MWF only)	12:45 - 5:00	1:15 - 3:45	2:00 - 3:10	1:15 - 4:25	
E	3:45 - 5:10		3:45 - 5:50			3:00 - 5:30	3:45 - 4:55		3:45 - 5:10	
	EVENING BLOCKS	3-Hour Classes		4-Hour Classes			5-Hour Classes		6-Hour Class	
		1 eve. per week (190 min/mtg) Any Evening		2 eve. per week (125 min/mtg) MW or TTh	1 eve. per week (255 min/mtg) Any Evening		2 eve. per week (150 min/mtg) MW or TTh		2 eve. per week (190 min/mtg) MW or TTh	
	F	6:00 - 9:10		6:00 - 8:05	5:30 - 9:45		6:00 - 8:30		6:00 - 9:10	
<p>*For example, a course with 2 hours lecture and 2 hours lab should be scheduled as two 2-hour class sessions. For classes that do not conform to the grid, classes should either start or end on a grid time. No high-unit/ high-hour evening class should end after 10:00 pm except in extreme circumstances. ** 4-hour classes may also be scheduled over 4 days MTWTh if they are scheduled for 14 weeks or less. Dual Enrollment classes may not necessarily conform to grid times as they are arranged with the high schools. Discipline such as Nursing, Cosmetology, etc have unique scheduling patterns, consult with the dean.</p>										

Fall & Spring Time Patterns for 16-Week Calendar

		3-Hour Classes			4-Hour Classes**					5-Hour Classes			6-Hour Class		
		2 days per week (85 min/mtg)	2 days per week (85 min/mtg)	1 day per week (190 min/mtg)	2 days per week (125 min/mtg)	2 days per week (125 min/mtg)	3 days per week (75 min/mtg)	3 days per week (75 min/mtg)	1 day per week (255 min/mtg)	2 days per week (150 min/mtg)	2 days per week (150 min/mtg)	4 days per week (70 min/mtg)	2 days per week (190 min/mtg)	2 days per week (190 min/mtg)	4 days per week (85 min/mtg)
1-Hour Classes	MORNING BLOCKS	MW	TTh	F or Sa	MW*	TTh*	MWF	TThF	F or Sa	MW	TTh	MTWTh	MW	TTh	MTWTh*
1 day or eve. per week (65 min/mtg)	A	8:00 - 9:25	8:00 - 9:25	8:00 - 11:10	(7:20 - 9:25) 8:00 - 10:05	(7:20 - 9:25) 8:00 - 10:05	8:00 - 9:15	8:00 - 9:15	8:00 - 12:15	(7:00 - 9:30) 8:00 - 10:30	(7:00 - 9:30) 8:00 - 10:30	8:00 - 9:10	8:00 - 11:10	8:00 - 11:10	8:00 - 9:25
Any Day or Eve.	B	9:35 - 11:00	9:35 - 11:00		9:35 - 11:40	9:35 - 11:40	9:35 - 10:45	9:35 - 10:45		9:35 - 12:05	9:35 - 12:05	9:35 - 10:45	9:35 - 12:45	9:35 - 12:45	9:35 - 11:00
Schedule Over 14 weeks	C	11:10 - 12:35	11:10 - 12:35	11:30 - 2:40	11:10 - 1:25	11:10 - 1:25	11:10 - 12:25	11:10 - 12:25		11:10 - 1:40	11:10 - 1:40	11:10 - 12:20	11:10 - 2:20	11:10 - 2:20	11:10 - 12:35
2-Hour Classes	D	12:45 - 2:10	12:45 - 2:10		12:45 - 2:50		12:45 - 2:00	12:45 - 2:00	12:45 - 5:00	12:45 - 3:15		12:45 - 1:55	12:45 - 3:55		12:45 - 2:10
1 day or eve. per week (125 min/mtg)	E	2:20 - 3:45	College Hour 2:30 - 3:30		2:20 - 4:25	College Hour 2:30 - 3:30	2:20 - 3:35	College Hour 2:30 - 3:30		2:20 - 4:50	College Hour 2:30 - 3:30	College Hour 2:30 - 3:30	2:20 - 5:30	College Hour 2:30 - 3:30	College Hour 2:30 - 3:30
Any Day or Eve.	F	4:00 - 5:25	3:45 - 5:10		3:45 - 5:50	3:45 - 5:50	3:45 - 5:50	3:45 - 5:50		3:45 - 6:15	3:45 - 6:15	3:45 - 4:55	3:40 - 6:50	3:40 - 6:50	3:45 - 5:55
2 Hours, 5 Min. or	EVENING BLOCK	3-Hour Classes			4-Hour Classes					5-Hour Classes			6-Hour Class		
2 days or eve. per week Stand Alone (no other class component)		1 eve. per week (190 min/mtg)	1 eve. per week (190 min/mtg)		2 eve. per week (125 min/mtg)	2 eve. per week (125 min/mtg)	1 eve. per week (255 min/mtg)	1 eve. per week (255 min/mtg)		2 eve. per week (150 min/mtg)	2 eve. per week (150 min/mtg)		2 eve. per week (190 min/mtg)	2 eve. per week (190 min/mtg)	
Schedule Over 14 weeks		M or W	T or Th		MW	TTh	M or W	T or Th		MW	TTh		MW	TTh	
For 1 and 2 Hour Classes: Please schedule to end at least 10 minutes before the start times of the time blocks for 3-Hour classes.	G	6:00 - 9:10	6:00 - 9:10		6:00 - 8:05	6:00 - 8:05	5:30 - 9:45	5:30 - 9:45		6:00 - 8:30	6:00 - 8:30		6:00 - 9:10	6:00 - 9:10	6:00 - 9:10
<p>*For example, a course with 2 hours lecture and 2 hours lab should be scheduled as two 2-hour class sessions. For classes that do not conform to the grid, classes should either start or end on a grid time. No high-unit/ high-hour evening class should end after 10:00 pm except in extreme circumstances. ** 4-hour classes may also be scheduled over 4 days MTWTh if they are scheduled for 14 weeks or less. Dual Enrollment classes may not necessarily conform to grid times as they are arranged with the high schools. Discipline such as Nursing, Cosmetology, etc have unique scheduling patterns, consult with the dean.</p>															

Open Educational Resources (OER)* Action Plan Goals

- 25% of course sections will be utilizing OER by 2023.
- 50% of course sections will be utilizing OER by 2027.
- 75% of course sections will be utilizing OER by 2031.
- 85-100% of course sections will be utilizing OER by 2035

*Until suitable OER are available for certain courses, the focus will be on offering ZTC courses.
Katherine



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4245 Academic Rank

Issued: October 1, 2013
Revised: January 21, 2020

Revised: June 15, 2021

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Reference:

Education Code Sections 87601, 87605, 87608, 87608.5 & 87609

Academic Rank for faculty employees is recognized by the Board of Trustees.

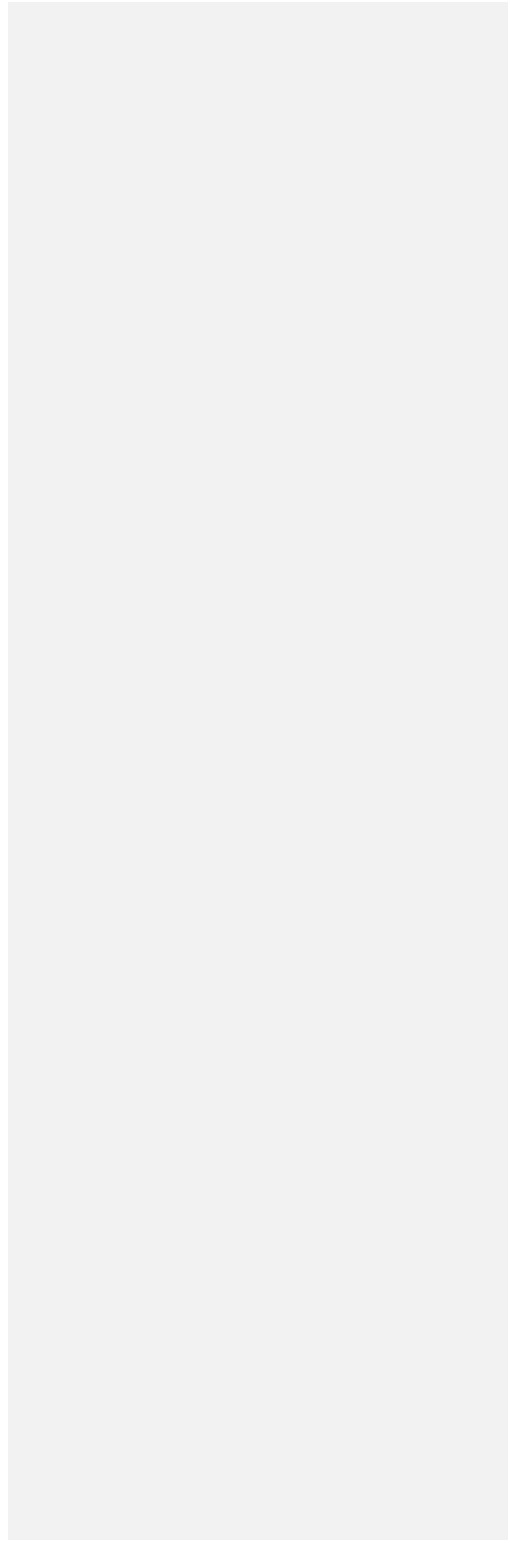
Qualifications and procedures to obtain rank shall be recommended by the Academic Senate, approved by the President/Chief Executive Officer (CEO), and published in District publications, including the Faculty Handbook.

Academic rank for faculty members of the Compton Community College District shall be awarded as follows, and upon the recommendation of the President/CEO, it being understood that academic rank shall in no way involve salary consideration.

- A. The title of "LECTURER" shall be applied to all part-time faculty.
- B. The title of full-time faculty members in non-tenured status shall be "INSTRUCTOR."
- C. The rank of "ASSISTANT PROFESSOR" shall be granted upon the receipt of tenure at the District.
- D. The rank of "ASSOCIATE PROFESSOR" shall be granted upon the receipt of tenure and after the completion of seven years of full-time teaching for the District.
- E. The rank of "PROFESSOR" shall be granted upon the receipt of tenure and after the completion of ten years of full-time teaching for the District.
- F. Emeritus faculty shall be ranked as "FACULTY EMERITUS" upon retirement and completion of a combination of at least twenty years of part-time and full-time teaching for the District.
- G. Non-teaching faculty shall be ranked as "ASSISTANT PROFESSOR," "ASSOCIATE PROFESSOR," "PROFESSOR," or "FACULTY EMERITUS," based on the prescribed years of District service mentioned above for teaching faculty.
- H. Any individual already serving on the faculty will not have his/her ranking adversely affected by this policy.
- I. Any individual joining the faculty from another accredited institution will not suffer any reduction in rank upon employment with Compton Community College District.

J. Any required correction to academic rank should be addressed with Human Resources.

~~Applicable Administrative Regulation
AR 4245—Academic Rank~~





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

BP 5052 Open Enrollment

Issued: June 19, 2018

Revised: June 15, 2021

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Reference:

Title 5, California Code of Regulations, Sections 51006, 58106 and 55200

Every course, course section, or class, unless specifically exempted by statute or regulation, shall be fully open to enrollment and participation by any person who has been admitted to Compton College and who meets such prerequisites as may be established pursuant to regulations established in Title 5, Section 55200 or local procedures developed for implementing SB 288, unless specifically exempted by statute or regulations established in Title 5, Section 58106.

The President/CEO shall assure that this policy is published in the catalog and in the schedule of elasescourses.



Play Posit

Formal Recommendation to DEAC

Name of Requester: Jasmine Phillips

Role of Requester: Faculty Instructional Designer

Guided Pathway Division or Department of Requester: Distance Education Department

Requester Email: jphillips@compton.edu

Date submitted to DEAC: April 27, 2021

First read: April 27, 2021 Second May 25, 2021

Request: The purpose of the Play Posit tool is to increase interactivity and engagement in the online modality which directly correlates with Title 5 language regarding regular and effective contact. This platform will be useful for all faculty to add interactivity to their videos for assignments, lectures and quizzes.

Rationale: The CCCC has funded the tool through TechConnect. TechConnect has partnered with PlayPosit to give faculty the ability to add interactivity to their videos for class assignments, lectures and more. Use interactivity in videos to assess student learning by using in-video quizzes. Every student watches the same video and answers predetermined questions. Students can receive immediate feedback, grades, types in notes, comments and participates in discussion forums.

For Distance Education Advisory Committee Use Only

Request approved and forwarded:

Request denied and returned:

Revisions requested and returned:

Cost and Benefit: The cost of this tool is funded by the Chancellor’s Office. When the CCCCCO stops funding the tool, the cost of the tool will either need to be absorbed by the district or the College will terminate its use. Therefore, the price per student is currently \$0.00.

Accessibility check: [Accessibility Resources](#)

Resources:

[Company website](#)
help@playposit.org

Requirement to purchase publishers access codes: n/a

*Note regarding publishers website material: Instructors are to understand that although publisher material can be linked from their Canvas course shell, it is prohibited to simply link all information to an outside publisher. Faculty must do their due diligence to ensure that they build out their Canvas course shell with instructor created content, provide testing/assessments primarily in their Canvas course shell and provide regular and effective contact through their Compton College Canvas course shell.

*Please be prepared to present to DEAC when this is placed on the agenda and then answer any questions regarding the information. You may also be asked to present to Senate if necessary.

*Please submit this form and any supporting documents to the DEFC.

Please be aware:

Any external app integrated into Canvas must meet the following requirements:

- Application vendor must not permit direct sales to students via Canvas or any other means. This is distracting to students and a possible invasion of privacy.
- Application vendor must be a viable company that will provide ongoing technical support. Compton College staff cannot support external applications.
- The application must meet Compton College's accessibility requirements and provide a VPAT before installation.
- Application vendor must be able to secure any student data their app "touches", restricting their use of student data to what is minimally required for the app to operate correctly (sometimes referred to as the *principle of least privilege*).
- Application vendor does not sell student data. Compton College student data is confidential and protected by law.
- If there is a cost attached to acquiring or subscribing to the application, the requester must identify available funding through the Budget Committee. The district does not automatically have the funds to purchase or cover the ongoing costs of these tools.
- The application must not violate any Compton College board policies.
- The application and vendor must meet all [FERPA Compliance and Regulations](#).
- The application must not adversely impact system security or performance.



Pope Tech

Formal Recommendation to DEAC

Name of Requester: Jasmine Phillips

Role of Requester: Faculty Instructional Designer

Guided Pathway Division or Department of Requester: Distance Education Department

Requester Email: jphillips@compton.edu

Date submitted to DEAC: April 27, 2021

DEAC: First read April 27, 2021 Second read May 25, 2021

Senate:

Request: Faculty are requesting that Pope Tech LTI be activated in Canvas.

Rationale: The purpose of this tool, based on the WAVE tool technology, is to scan webpages for accessibility and provide an explanation and suggestions for remediation information regarding how to improve the pages accessibility. This tool is an LTI that would be turned on in Canvas and would be integrated into the Rich Content Editor. The tool provides unlimited scans of webpage content for an unlimited amount of users.

Cost and Benefit: The cost of this tool is funded by the Chancellor's Office. When the CCCCCO stops funding the tool, the cost of the tool will either need to be absorbed by the district or the College will terminate its use. Therefore, the price per student is currently \$0.00.

For Distance Education Advisory Committee Use Only

Request approved and forwarded:

Request denied and returned:

Revisions requested and returned:

Accessibility check:

This is an inward-facing LTI and the students would not interact with this tool.

Resources:

<https://pope.tech/features>

<https://pope.tech/contact>

<https://pope.tech/lms-integration>

*Note regarding publishers website material: Instructors are to understand that although publisher material can be linked from their Canvas course shell, it is prohibited to simply link all information to an outside publisher. Faculty must do their due diligence to ensure that they build out their Canvas course shell with instructor created content, provide testing/assessments primarily in their Canvas course shell and provide regular and effective contact through their Compton College Canvas course shell.

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- Application vendor must be able to secure any student data their app "touches", restricting their use of student data to what is minimally required for the app to operate correctly (sometimes referred to as the *principle of least privilege*).
- Application vendor does not sell student data. Compton College student data is confidential and protected by law.

- If there is a cost attached to acquiring or subscribing to the application, the requester must identify available funding through the Budget Committee. The district does not automatically have the funds to purchase or cover the ongoing costs of these tools.
- The application must not violate any Compton College board policies.
- The application and vendor must meet all [FERPA Compliance and Regulations](#).
- The application must not adversely impact system security or performance.



Distance Education

Document Title: **Hybrid Teaching Best Practices**

Approved by: DEAC on May 25, 2021 and Senate on _

Draft: X

Final:

Compton College Distance Education

Hybrid Teaching Best Practices

DEFINITION OF HYBRID TEACHING

Hybrid/Partially Online: Instruction involving regular and effective online interaction in which all instruction takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, with in-person proctored assessments. All assessments are offered at approved locations proximal to the student and over a designated range of dates and times. No activities or assessments may be scheduled at a designated time or location.

When should you contact your students at the beginning of the semester?

A week prior to the start of the class, it is a best practice to send an email through Canvas to students in the class stating the precise date and time to meet in person. We recommend providing the Canvas login instructions in person at the first on-campus class.

When should you publish a hybrid Canvas course shell?

Don't publish the class until the first on-ground meeting of the class. This is because students who log onto Canvas before the first day of the class get confused and might not show up to the first on-campus class meeting.

How do you ensure that all the links are connected in your Canvas course shell?

Run the link validator before publishing the class. Run the link validator again if any changes are made to the class.

How do you create predictability with the format of your Canvas course shell?

Maintain the same format each week for using Canvas. This creates predictability for the students and cuts down on confusion.

How do you meet “Regular and Effective Contact” in the online portion of your hybrid course?

According to the COR percentages, half of the instruction must take part online. This means that lecture/content, activity, graded discussions, video lessons, online whiteboard, requiring NetTutor hours and asynchronous or synchronous material/contact.

Are assessments included in “Regular and Effective Contact”?

Quizzes/exams are assessments. Quizzes are not considered “Regular and Effective Contact.” Assessments can be given in class or online.

Hybrid Canvas course shells need to include a standard welcome module which should include pages with the following items:

1. Course Syllabus
2. Canvas Orientation Video and technical help numbers
3. DE Lab and Department Contact Information
4. First 48 Hour Assignment

Mandatory items for hybrid math classes:

1. Include in your welcome module the Canvas Tutorial Link explaining how to use the [Math Equation Editor](#)
2. Consider offering resources to free online accessible calculators and tools for students

Other best hybrid practices include:

1. [Utilizing the canvas checklist](#)
2. [Review Hybrid Best Practices](#)
3. [Watch this video on Canvas Hybrid Best Practices](#)
4. Access the information in the [Compton College Distance Education Repository](#)

DEAC Recommendation:

It is recommended by DEAC that these practices and procedures be followed for all hybrid courses.



Distance Education
Document Title: Distance Education Interpreters in the Canvas Classroom Policy and Form
Approved by: DEAC on 1st read April 27, 2021 2nd Read: May 25, 2021 and Senate on ___
Draft: X
Final:

Distance Education Interpreters in the Canvas Classroom Policy and Form

Purpose

The purpose of this policy is to provide clarity for the procedure of adding sign language interpreters (ASL) into the Canvas course shells as well as outlining the permissions these interpreters shall have.

Procedure

Requests for interpreter access beings with the Special Resource Center completing the existing Canvas Additional User Request Form, which will be amended to include the interpreter category.

Once the form is completed, the interpreter will be added by the Learning Management Systems Specialist.

Permissions

Interpreters shall have access to the following:

- View announcements
- View/access to Zoom (or Conference) links

Related Board Policies

BP 4055 Academic Accommodations for Students Issued: April 17, 2018 with Disabilities Reference: Title 5, Section 56006 (DSPS Regulations), 56027 (Academic Accommodations), 55063 (Minimum requirements for the Associate Degree) Rehabilitation Act of 1973, Section 504 and Section 508 Americans with Disabilities Act of 1990 (ADA) ADA Amendments Act of 2008 Compton Community College District provides reasonable accommodations for students with disabilities in accordance with compliance measures established by the Rehabilitation Act of 1973, sections 504 and 508, the Americans with Disabilities Act (ADA), and the ADA Amendments Act of 2008 (ADAAA). Compton Community College District shall provide reasonable accommodations to students with documented disabilities without compromising the student’s course of study or the integrity of the college’s academic standards. Reasonable accommodations are determined on an individual basis.

Recommendation for Formation of Technology Integration Subcommittee

Background

Faculty, staff, and student representatives first discussed the creation of an AR/VR club in Fall 2020. The objectives of this group have since evolved into a broader vision to install technology centers focusing on student-centered educational development and transferrable workplace skills. These centers will act as a community hub for experimentation and exploration of new technologies to elevate instruction, learning, and training in the classroom and workplace preparation.

In adherence to the campus workflow, this group seeks designation as a campus subcommittee. The Technology Committee voted to establish the Technology Integration Subcommittee on May 19, 2021.

Purpose

The subcommittee will provide oversight of implementation and management of proposed technology centers on campus.

Benefits of Membership

Members of the subcommittee have several benefits:

- Firsthand access and loan of Oculus headsets and associated peripherals to experience AR/VR.
- Ground floor exploration, beta testing, and integration of the newest virtual technologies for use in classroom instruction and workplace preparation.
- Shape the direction of how these innovative technologies may be used and shared with the campus community.

Faculty Involvement

Faculty members of the subcommittee is essential to testing and evaluating apps and tools that address student needs. Faculty relationships and personal understanding of students provide valuable insight into application of these new technologies that best serve and diversify the student learning experience.

Recommendations to the President/CEO
Lynn Chung, Instruction Librarian, Library
May 19, 2021

Background: Provide an overview and pertinent background information regarding the problem and/or the need for this recommendation. It is very important you provide five years of relevant program, department, division, or **community data** to support the recommendation. If it is a budget request, five years of applicable budget information is required.

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Links to data over the past five years within the United States for the following:

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- **User data for AR/VR usage:**
 - Age range
 - Usage areas: e.g. recreation/gaming, job training, academic instruction/learning, et al.
- **Number of headsets sold, per year** *(demonstrate growing popularity and commonplace use)*
- **Major types of AR/VR headsets** *(demonstrate expansion in this market)*
- **Number of and type of companies adopting for use** *(particularly larger institutions with name recognition)*
 - Examples
- **Institutions adopting for academic use** *(particularly any notable universities and/or any existing AR/VR on campus programs)*
 - Examples

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Recommendations:

Implement multiple integrated technology centers focusing on student-centered educational development and transferrable workplace skills, with oversight performed by the Technology Integration Subcommittee (TIS). These centers will act as a community hub for experimentation and exploration of new technologies to elevate instruction, learning, and training in the classroom and workplace preparation.

Implementation Guidelines

- A. Strategic Initiative
 - 1. Objective 1: Improve enrollment, retention, and completion rates for students.
 - a. Increase efforts to attract students from the community and beyond through better advertisement of course offerings and programs and enhance College branding opportunities, public relations.
 - b. Develop strategic marketing plan, which aligns with diversity and inclusion plans and focuses on disproportionately impacted student groups and targets messaging around programs of study, including

May 19, 2021

recently unemployed students. DI groups include American Indian, Black or African American, Pacific Islander, White, Disabled, Foster Youth, LGBT, and Veterans.

- c. Develop culture-specific information strategies, which include multilingual translations of key college information, including Oliver W. Conner Compton College Promise Program Increase the number of inquiries for each targeted audience.

B. [Tartar Completion by Design](#)

1. Connection

- a. Motivate student recruitment through student/faculty ambassador program marketing technology centers and associated AR/VR technologies at K-12 and adult schools.
- b. Encourage student recruitment by partnering with community organizations (e.g. AJCC).

2. Entry

- a. Stimulate student interest and enrollment by promoting technology centers and related courses/career pathways through ambassador program presentations at K-12 and adult schools.

3. Progress

- a. Support course completion through ongoing workshops and AR/VR Club events demonstrating and inviting participation in virtual practice of academic study and career training applications.
 - i. E.g. Use of new instruction delivery modalities, exploration of apps accommodating diverse learning styles and abilities, provide additional spaces for skills practice.

4. Completion

- a. Provide safely distanced virtual space to explore and implement new delivery modes for instruction and enhance classroom learning experience.

5. Transition

- a. Provide safely distanced virtual practice for employment readiness.
 - i. E.g. Virtual public speaking, job interviewing
- b. Provide cost-saving, safely distanced career training/technical preparation in multiple disciplines without need for on-ground physical resources.
 - i. E.g. Virtual practice of medical procedures for nursing, allied health

The subcommittee will be comprised of representatives from multiple departments, with proposed membership as follows:

[Suggested Subcommittee Membership](#)

- [Workforce Development Representative](#)

- [Lynell Wiggins](#)
- [Student Development Representative](#)
 - [Chris Perez](#)
- [Library-Student Success Center Representative](#)
 - [Lynn Chung](#)
 - [Distance Education Representative](#)
 - [Airek Matthews or Susan Johnson](#)
 - [Special Resources Center Representative](#)
 - [Clifford Seymour](#)
 - [STEM Representative](#)
 - [Lorena Fonseca](#)
 - [CTE Representative](#)
 - [Michael Van Overbeck](#)
 - [Outreach Representative](#)
 - [Daisy Alfaro](#)
 - [ASB Representative](#)
 - [Commissioner of Environment](#)

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Timeline:

The technology integration centers are proposed for implementation in the Fall 2022 semester.

Implementation Timeline

1. Spring/Summer 2021
 - a. Submit recommendations to Technology Committee, Academic Senate, and President
2. Fall 2021-Summer 2022
 - a. Secure funding and space for centers
 - b. Recruit subcommittee membership
 - c. ~~Pending approval, b~~Begin implementation of subcommittee recommendations
- ~~3.~~
 - 4.3. Fall 2022
 - a. Open access of centers to students, faculty, and staff.
 - 5.4. Ongoing
 - a. Subcommittee oversight of centers to maintain currency of technology, support professional development, and continue community outreach efforts.

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

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Task: Creation of ~~multiple subcommittees~~ Technology [Integration Subcommittee](#) for oversight and contribution.

Person(s) Responsible: Technology Integration [Tri-Chairs Subcommittee](#) ([Lynn Chung](#), [Lynell Wiggins](#), [Christopher Perez](#), [Davionte Marrow](#))

Deadline: ~~[Enter information here...]~~ [Summer 2021](#)

Status: Waiting on approval

Task: Recruit additional subcommittee membership

Person(s) Responsible: Technology Integration [Tri-Chairs](#)

Deadline: Fall 2021

Status: Waiting on approval

Task: [Creation of the AR/VR Club](#) ~~[Enter information here...]~~

Person(s) Responsible: Technology Integration [Tri-Chairs Subcommittee](#)

Deadline: [Fall 2021](#) ~~[Enter information here...]~~

Status: Waiting on approval

Task: Professional development for faculty and staff

Person(s) Responsible: Technology Integration [Tri-Chairs](#)

Deadline: Fall 2022

Status: Waiting on approval

Task: Recruit faculty and staff for professional development training and/or ambassador program presentation

Person(s) Responsible: Technology Integration [Tri-Chairs](#)

Deadline: Fall 2022

Status: Waiting on approval

Task: Recruit students for ambassador program presentation

Person(s) Responsible: Technology Integration [Tri-Chairs](#)

Deadline: Fall 2022

Status: Waiting on approval

Budget Request: ~~Indicate if it is a one-time or recurring cost, and list the total cost.~~

~~Collaboration with Deleting the Design Initiative and Strong Workforce.~~

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~~**Lynell & Davionte**~~

~~Recurring cost for acquisition and maintenance of space, equipment, peripherals, and required upgrades.~~

~~Funding from local strong workforce > confirmation by Dr. Curry~~

Equipment:

Oculus headsets:

Oculus carrying cases:

Carrying case straps:

Other/TBD:

Software/apps: TBD-ongoing

TBD:

Outreach: TBD-ongoing

K-12 Visits:

Adult School Visits:

Transportation: TBD-ongoing

(For ambassador program to schools and community partners)

Printed Materials: TBD-ongoing

Brochures/fliers:

Professional Development Training: TBD-ongoing

TOTAL COST: TBD



2021-2022 Compton College Professional Development Days

Fall 2021

Monday, August 16, 2021	New Faculty Orientation , 9:00 a.m.-3:00 p.m. – Zoom Adjunct Faculty Orientation , 5:00 p.m.-7:00 p.m. – Zoom
Thursday, August 19, 2021	Fall 2021 Professional Development Day 1 , 9:00 a.m.-4:00 p.m. – Zoom
Friday, August 20, 2021	Fall 2021 Professional Development Day 2 , 9:00 a.m.-12:00 p.m. (Optional) – Zoom
Friday, September 3, 2021	Faculty/Staff Webpage Assistance Training (Community Relations) – Zoom
Friday, September 10, 2021	Using Technology to Collaborate Workshop (Distance Education) – Zoom
Friday, September 17, 2021	CRM Advise Workshop (Counseling) – Zoom
Friday, September 24, 2021	Student Support Services & Campus Allies Summit (Student Services) – Zoom
Friday October 1, 2021	Conflict Resolution, Communication, and Collegiality for an Inclusive Workplace (Human Resources) – Zoom
Friday, October 8, 2021	Accessibility Training (Student Services) – Zoom Meeting
Friday, October 15, 2021	Equitable Practices to Increase Culturally Responsive Teaching & Learning (Professional Development) – Zoom
Friday, October 22, 2021	Distance Education Summit (Distance Education) –Zoom Meeting
Friday, October 29, 2021	Assessment for Learning: Formative, Fast, and Fun Interdisciplinary Strategies (Professional Development)- Zoom
Friday, November 5, 2021	Work-Life Harmony Workshop (Professional Development) – Zoom
Friday, November 12, 2021	Planning Summit (Institutional Effectiveness) –Zoom

Friday, November 19, 2021	Men of Color Workshop (Student Services) - Zoom
Friday, December 3, 2021	Mental Health and Crisis Intervention/Special Resource Center (Student Services) – Zoom
Friday, December 10, 2021	Cultural Communication and its Impact on Safe Spaces In & Out of the Classroom (Professional Development) – Zoom
Spring 2022	
Wednesday, February 9, 2022	Spring 2022 Professional Development Day 1 , 9:00 a.m.-12:00 p.m. (Optional) – Zoom
Thursday, February 10, 2022	Spring 2022 Professional Development Day 2 , 9:00 a.m.- 4:00 p.m. – Zoom
Friday, March 4, 2022	Black/African-American Student Success Workshop (Student Services) – Zoom
Friday, March 11, 2022	Faculty/Staff Webpage Assistance Workshop (Community Relations) – Zoom
Friday, March 18, 2022	CRM Advise Workshop (Counseling) – Zoom
Friday, March 25, 2022	Technology that Supports Alternative Assessments Workshop- (Distance Education) – Zoom
Friday, April 1, 2022	Collaborative Governance- All Institutional Standing Committees Summit (President/CEO) – Zoom
Friday, April 8, 2022	Practical Strategies to Promote Student Engagement and Active Learning (Professional Development) – Zoom
Friday, April 22, 2022	Workplace Mindfulness Seminar (Professional Development) – Zoom
Friday, April 29, 2022	Institutional Planning Summit (Institutional Research) – Zoom
Friday, May 6, 2022	Guided Pathways Summit (Academic Affairs & Student Services) – Zoom
Friday, May 13, 2022	Student Equity Workshop (Institutional Effectiveness and Student Services) – Zoom
Friday, May 20, 2022	Classified Professional Development Day – Zoom
Friday, May 27, 2022	Title IX Training (Human Resources) – Zoom
Friday, June 3, 2022	Accreditation Training (Academic Affairs) – Zoom

Friday Professional Development Day times for workshops are from 9:00 a.m.-11:00 a.m., unless noted differently above.