



Academic Senate Agenda

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: May 5th, 2022

Time: 2:00-3:30 p.m.

Location: Zoom Conference

<https://compton->

[edu.zoom.us/j/96592370976](https://compton-edu.zoom.us/j/96592370976)

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
- ___ Ellis, Stephen
- ___ Estrada, Harvey
- ___ Corona-Ramirez, Desiree
- ___ Hobbs, Charles
- ___ Kahn, Mahbub
- ___ Madrid, Vanessa
- ___ Mason, Don
- ___ Martinez, Jose Manuel
- ___ Martinez, Victoria
- ___ Maruri, Carlos

- ___ McPatchell, David
- ___ Mills, Jesse
- ___ Moldoveanu, Minodora
- ___ Monterroso, Noemi
- ___ Moore, Sean
- ___ Morales, Janette
- ___ Phillips, Jasmine
- ___ Phillips, Marjerrita
- ___ Schwitkis, Kent
- ___ Sidhu, Rajinder
- ___ Skorka, Evan
- ___ Thomas, Shirley

- ___ Van Overbeck, Michael
- ___ Villalobos, Jose
- ___ West, Pamela
- ___ Woodward, Valerie

Ex-Officio Voting Members

- ___ Moore, Sean (Curriculum Chair)
- ___ Schumacher, Holly (Union Pres.)
- ___ Valdry, Andree (FDC Chair)

Guests

- ___ Berger, Sheri (VP Acc. Aff.)
- ___ DeLilly, Carol (Dean of Nurs.)

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. **Call to Order**
2. **Approval of Agenda**
3. **Review and Approval of Minutes from April 7th, 2022**
4. **Reports (10 min)**
 - a. President's Report
 - b. ASG Report
 - c. Vice President's Report
 - d. Accreditation Faculty Coordinator Report
 - e. Academic Affairs Report
 - f. Curriculum Report
 - g. Faculty Development Report
 - h. Enrollment Committee Report
 - i. OER Committee Report
5. **Consent Items (3 min)**
 - a. 2-Year CTE Course Review—Conditions of Enrollment: ATEC 128 - Automotive Testing and Diagnosis.
 - b. 2-Year CTE Course Review—No Proposed Changes: BTEC 150 - Techniques in Cell and Molecular Biology; CDEV 106 - Care and Education for Infants and Toddlers; CIS 120 - Internet, Social Networking, and the Web; CIS 126 - Systems Analysis and Design; CIS 141 - Routing and Switching Essentials Cisco 2; CIS 180 - Database Programming; and CIS 182 - Advanced Database Applications.
 - c. 6-Year Course Review—No Proposed Changes: ASTR 125H - Honors Stars and Galaxies; FILM 122 - Production I; PHIL 105 - Critical Thinking and Discourse; PHYS 111 - Descriptive Introduction to Physics; and THEA 113 - Introduction to Acting.
 - d. 6-Year Course Review—Conditions of Enrollment: CHEM 150 - General Chemistry I; and CSCI 108 - Foundation of Data Science.
 - e. 6-Year Course Review- SLO Update: ART 129 - Fundamentals of Color; and GEOG 106 - Physical Geography Laboratory.
 - f. Distance Education—Fully Online: ART 129 - Fundamentals of Color; ASTR 125H - Honors Stars and Galaxies; ATEC 128 - Automotive Testing and Diagnosis; BTEC 150 - Techniques in Cell and Molecular Biology; CDEV 106 - Care and Education for Infants and Toddlers; CIS 182 - Advanced Database Applications; GEOG 106 - Physical Geography Laboratory; PHIL 105 - Critical Thinking and Discourse; and THEA 113 - Introduction to Acting.
 - g. Course Inactivations: ESL 03A - Reading and Writing Level I; ESL 03B - Reading and Writing Level II; ESL 03C - Reading and Writing Level III, and ESL 03D - Reading and Writing Level IV.
 - h. Articulation/Transfer Review: BTEC 200 Quality and Regulatory Practices in Biomanufacturing; CHEM 150 - General Chemistry I; and CSCI 108 Foundation of Data Science.
 - i. New Course—Distance Education Fully Online: ENGL 229 - LGBTQ+ Literature.
 - j. New Program: Business Administration 2.0 - A.S. Degree for Transfer (AS-T).

- k. Program Revision: Cosmetology - A.S. Degree; and Cosmetology Level II -Certificate of Achievement.

6. Unfinished Business (50 min)

- a. Fifth Read/Vote: AR 7211 (5 min)
- b. Second Read/Vote: BP & AR 4025 (10 min)
- c. Discussion
 - i. CSUDH - MA Students - Propose Process for Them to Intern at Compton College (5 min)
 - ii. Dual Enrollment Issues – Propose Recommendations (5 min)
 - iii. Propose Faculty Hiring Freeze at Compton College Due to Low Enrollment (5 min)
 - iv. Benefits of Having an Ombuds at Compton College (5 min)
 - v. Benefits of a Kinder Caminata – Early College Experience for Children (5 min)
 - vi. Senator Terms – Large Number of Senator Seats Due for Re-Election Next Year – Consider Making Senator Terms More Staggered (5 min)

7. New Business (15 min)

- a. Discussion:
 - i. Campus Murals – Selecting a Theme for the First Mural (5 min)
 - ii. Select a Senate Project (5 min)
 - iii. Keynote Speaker for Fall 2022 and Spring 2023 (5 min)

8. Informational Items

- a. Reminder of Faculty Role in Preventing Enrollment Fraud
- b. Compton College 5-Year Fiscal Management Plan

9. Future Agenda Items

- a. Dr. Curry Presentation – May 17th
- b. Helping Students Develop Social Capital – Career Launch Organization - LaTonya Reese Miles & Sean O’Keefe – June 2nd

10. Public Comment

11. Adjournment

Next Scheduled Meeting: May19th, 2022, at 2:00 pm

Zoom Link:

<https://compton-edu.zoom.us/j/96592370976>

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

<u>FALL 2021</u>	<u>LOCATION</u>	<u>SPRING 2022</u>	<u>LOCATION</u>
September 2	Zoom	March 3	Zoom
September 16	Zoom	March 17	Zoom
September 30	Zoom	April 7	Zoom
October 7	Zoom	April 21	Zoom
October 21	Zoom	May 5th	Zoom
November 4	Zoom	May 19	Zoom
November 18	Zoom	June 2nd	Zoom
December 2	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 2021-2022 (26 Senators)

Officers:

President/Chairperson	Minodora Moldoveanu (20-24)
Vice President/Vice Chairperson	Carlos Maruri (21-23)
Secretary/Secretary	Noemi Monterroso (21-22)
Curriculum/Curriculum Representative	Sean Moore (20-22)
Adjunct Representative	Vacant (20-21)
Board Representative	Vacant
Distance Education Representative	Vacant (20-22)

Members:

Fine Arts, Communication and Humanities (5)

Charles Hobbs (21-24)
 Vanessa Madrid (21-23)
 Harvey Estrada (20-23)
 Marjeritta Phillips (20-23)
 Valerie Woodward (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 (21-24)
 Pamela West (20-23)
 David McPatchell (20-23)

Business and Industrial Studies (3)

Steven Ellis (21-24)
 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)

Vacant (20-21)

Victoria Martinez (20-23)

Ex Officio Voting Members

Holly Schumacher – Union President (19-22)

Sean Moore – Curriculum Chair (22-24)

Andree Valdry – Faculty Development Committee Chair (22-24)

Vacant – Distance Education Faculty Coordinator



Academic Senate Minutes

Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Noemi Monterroso, Secretary

Date: April 21st, 2022

Time: 2:00-3:30 p.m.

Location: Zoom Conference

<https://compton-edu.zoom.us/j/96592370976>

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 Schumacher, Holly (Ex Officio
 Voting Member, Union Pres.)
 DeLilly, Carol (Dean of Nurs.)

Agenda

Public comments will be allowed during the discussion portion of each agenda item whether they are direct, indirect, oral, written, or otherwise, and will be limited to 3 minutes per person.

1. Call to Order at 2:07pm

2. Approval of Agenda

Sean M. motioned to approve agenda. Michael V. seconded. Approved

3. Review and Approval of Minutes from April 7th, 2022

Carlos M. motioned to approve minutes. Michael V. seconded. Approved

4. Reports (10 min)

a. President's Report – Minodora Moldoveanu

- i. ASCCC Plenary- Sean and Minodora attended ASCCC Plenary the week before Spring Break. New ASCCC e-team elections – Amber Gillis was selected as the South representative for the ASCCC
- ii. BOT meeting - Minodora attended Monday BOT meeting that was hybrid (in person and zoom). Apologized to Dr. Curry in BOT meeting for some of the words in the speeches made during past BOT meetings. Dr. Curry shared during a previous meeting with Minodora that some of the words used had been hurtful. Main intent in speeches was never to hurt him but to communicate how hurt we were by some of the thing taking place at our campus. Looking back, could have used other words to communicate our hurt without being hurtful in the process. Also, trying to establish a better relationship with Trustees. Saw Barbara Calhoun in person and invited her to future Senate meetings. New Student Trustee, Paul Medina, was sworn in during meeting

b. ASG Report – Stephanie Leonor

- i. Hosting Welcome Back week events 4/18 – 4/21/2022 at Student Lounge
- ii. Hosting virtual reality demo day 4/26. at 12pm-2 pm AR/VR club will be holding a demonstration highlighting a personal, professional, and educational uses for virtual reality
- iii. ASG attended SSCCC webinar to conduct elections for the regional officers for 22-23 year

c. Vice President's Report – Carlos Maruri

- i. Remind students about the Summer Transfer Programs. STEM program at ASU deadline was extended

d. Accreditation Faculty Coordinator Report – Amber Gillis

- i. Accreditation Steering Committee meeting was yesterday. Reviewed first drafts for eligibility requirements and introduction for ISER. Discussed the submission for our data, fiscal/annual reports to the commission. Had check ins with different writing teams. Thank you to all faculty that have been engaged in this work

e. Academic Affairs Report – VP Berger

- i. Dr. Curry is still doing his listening tours. During a conversation with EOPS, topic about bottle necks for our students to complete their programs came up. During Deans and Chairs meeting in fall, a doctoral student in CSULA did an analysis for all Compton College degrees offered and courses offered for the past few years. This enabled us to identify which degrees and certificates have been attainable. Received report and have been updating it. Has also shared with division Chair to make sure that we are offering courses that students need to complete their program. Course offerings are determined by division Dean and Chair not Cabinet.
- ii. Next Tuesday, summer registration begins. Courses with less than 10 students will be cancelled the Wednesday before the first class session. It's a higher student count requirement to encourage higher class sizes per recommendation in FCMAT report. Ratio of FTES compared to FTEF needs to increase to 35% (2020-2021 was 23%).
- iii. If students are interested in taking in person class, they need to submit proof of vaccination and be approved before they can register for in person courses. Fully vaccinated means 2 Pfizer/Moderna or 1 Johnson-Johnson (booster not required)

- f. Curriculum Report – Sean Moore
 - i. Attended ASCCC plenary event with Minodora. Voted on resolutions on Saturday. Resolutions shared in chat – share any questions with Sean M.
 - ii. 2 curriculum open labs remaining – 4/25 and 5/9, 3-4pm
 - iii. 3 curriculum meetings remaining – 4/26, 5/10/524
- g. Faculty Development Report – Andree Valdrey
 - i. Google Sites PD on May 6, 10am-11am – Judy Crozier and Susan Johnson facilitating. Link provided in chat
- h. Enrollment Committee Report – Not Present
- i. OER Committee Report – Not Present

5. Elections – Nominations and Statements of Candidacy (10 min)

Carlos M. motioned to open discussion. Pamella W seconded

- a. Senate Secretary
 - i. Desiree C.R nominated Noemi Monterroso. Carlos M. seconded.
 - Noemi accepted position
- b. Curriculum Chair
 - i. Michael V. nominated Sean Moore. Carlos M. seconded.
 - Sean accepted position
- c. Adjunct Rep
 - i. Valerie W nominated Lesley Asistio. Jasmine P. seconded.
 - Lesley accepted position
- d. Counseling Senator position – Desiree Corona-Ramirez will be finishing senator term for Citlali
- e. Senate Constitution Vote Results – Carlos Maruri
 - 27 votes total: 21 yes, 6 no. Approved

Carlos M. motioned to close discussion. Kent S. seconded

6. Unfinished Business (20 min)

- a. Second Read/Vote: Outreach & Recruitment Plan

Michael V. motioned to open discussion. Carlos M. seconded

- i. VP Jones: reviewed updates to plan since last Senate meeting. Additions have been made, including:
 - Updated timeline and people responsible for activities.
 - Data needs that have been requested for IE. Measuring impact and data use for improvement
 - Steps to Enrollment
 - Tied in projected dates/times of when activities will occur. Will update after further dialogue to provide more realistic timeline
- ii. Carlos M: regarding section about specific population recruitment. Is there an internal timeline that outlines when outreach activities will occur for each population specified in plan? For example, ‘parents and guardians’
 - VP Jones: Most populations outlined in plan are programmatic (e.g., EOPS/CARE) and they have their own timeline. For parents and guardians, it’s a newer approach to intentionally look at this population that needs further dialogue. Have looked at models at other institutions that we might adopt like extending Promise program to also include their parents.
- iii. Valerie W.: In regards to involving parents of first-gen students. Do we have plans for collaboration with similar program at CSUDH since a lot of our students transfer to that institution? In regards to DI groups, do we have anyone that is culturally aware of Asian Pacific Islander student population.

- VP Jones: Yes, to both questions. Had conversations with CSUDH about increasing partnership. Currently working on a cross-enrollment program and reverse transfers. We've had conversations about engaging API community and should be noted in the plan
- iv. VP Jones addressed Kent's question in chat regarding tactics that will be used. Currently in planning phase and will move to discussing tactics in implementation phase now that everything is lined up.

Michael V. motioned to approve plan. Carlos M. seconded. Approved

b. Bio-Tech Program Marketing Proposal

**Harvey E. motioned to open discussion. Michael V. seconded
Kent S. motioned to approve. Michael V. seconded. Approved**

c. Second Read/Vote: New Programs

Carlos motioned to open discussion. Sean M. seconded.

- i. Senators that are in charge of researching programs are looking at EMSI data provided by IE. The decisions for recommending programs are being made after looking at EMSI data provided by Institutional Effectiveness
- ii. Sean M.: Presented on Radiologic Technologists and Technicians.
 - Pay is higher in local area than national average.
 - There is a high demand for the job nationwide but lower in our area than in other areas.
 - There are job openings in our area and will be an increasing need.
 - It's a large program. PCC's program is ~77 units. It would take a robust team of full time and part time faculty to run the program
 - Will look into start up and ongoing cost and expected enrollment
- iii. Michael V.: Presented on Machine Learning & Artificial Intelligence. Recommended but it is very broad and can go into many directions
 - Many different applications and areas
 - This is an in-demand area. There has been a lot of funding going into these areas and jobs
 - Would need feedback from professionals in this area to narrow down what we would do since it's a very broad area (It's like saying we want to offer science at Compton College)
 - Can be a short or long program. A community college (cgc.edu) offers an AS and its up to 73 units.
- iv. Judy C.: What is going to be the least expensive to launch? Want to get more bang for your buck initially. Game Design, ML/AI, Software/App dev would be easier since there are already faculty and they can use free apps and have facilities. Something like Rad Tech would be harder to launch because we would need to purchase facilities and hire a lot of faculty.
- v. Charles H.: The Compton voters voted against dispensaries in the city, not sure what their reaction would be if we offer a cannabis program.
- vi. Harvey E.: Game Design would be great for cross discipline collaboration. Rad Tech would also be a good investment. Although it is expensive to the college, it would be good to expand health sciences and it generates a lot of FTES since it's in high demand
- vii. Victoria M: We already have a lot of the software programs that could be used in the game design and software/app development. Would just need to look at other disciplines like Art to see what equipment they might need to support these programs.
- viii. Recommendations that will be forwarded :
 - Game Design
 - Software/App Development
 - Machine Learning/Artificial Intelligence
 - Special Education
 - Addiction Studies
 - Radiologic Technology

David McP. motioned to approve list of program recommendations. Sean M. seconded. Approved (Nay: Desiree CR)

Harvey E. motioned to extend meeting by 15 minutes. Carlos M. seconded. Approved (Nay: Theresa B.)

- d. Second Read/Vote: Open Educational Resources (OER) Committee Handbook
Carlos M. motioned to open discussion. Michael V. seconded
Kent S. motioned to approve OER Handbook. Pamela W. seconded. Approved

7. New Business (10 min)

- a. First Read: BP & AR 4025
Michael V. motioned to open discussion. Kent S. seconded
- i. VP Berger on BP4025: second paragraph change to “historical context”. Fourth paragraph “should lead to greater self-awareness” in second to last sentence. Fifth paragraph “societal problems”
Carlos M. motioned to close discussion. Sean M. seconded.

Sean M. motioned to adjourn meeting. Desiree CR seconded. Approved

8. Discussion Items (30 min)

- a. CSUDH - MA Students - Propose Process for Them to Intern at Compton College (5 min)
- b. Dual Enrollment Issues – Propose Recommendations (5 min)
- c. Propose Faculty Hiring Freeze at Compton College Due to Low Enrollment (5 min)
- d. Benefits of Having an Ombuds at Compton College
- e. Benefits of a KinderCaminata – Early College Experience for Children
- f. Senator Terms

9. Informational Items

- a. DEFC Job Description
- b. Curriculum Chair Job Description
- c. Senate Secretary Job Description

10. Future Agenda Items

- a. Elections
 - i. Senate Secretary
 - ii. Curriculum Chair
 - iii. Adjunct Representative

11. Public Comment

12. Adjournment at 3:46pm

Next Scheduled Meeting: May 5th, 2022, at 2:00 pm

Zoom Link:

<https://compton-edu.zoom.us/j/96592370976>

**AR 7211 Minimum Qualifications,
and Equivalencies**

Issued: month day, 202?

References:

Education Code Sections 87001, 87003, 87355-87359.5, 87538, and 87743.2
Title 5 Sections 53400, et. esq.
ACCJC Accreditation Standard III.A.2-4

Minimum Qualifications

Faculty members shall meet minimum qualifications for the discipline defined by the Minimum Qualification for Faculty and Administrators in California Community Colleges approved by the Board of Governors. The Equivalency Committee defined below ~~may~~ shall evaluate the disciplines listed in the Minimum Qualifications for Faculty and Administrators in California Community Colleges that allow for any qualifying degree in a specified area, but that do not specifically list the exact titles of the degrees which qualify (e.g., Biological Sciences, Dance) for the purpose of developing lists of specific degrees meeting the minimum qualification requirements. These discipline specific degree titles shall be approved by the Academic Senate, ~~President/CEO~~, and Board of Trustees. The Human Resources Department maintains these approved lists and provides such lists to screening committees as necessary.

Definition of Equivalency

Equivalency means equal to the minimum qualifications for a particular discipline as listed in Minimum Qualifications for Faculty and Administrators in the California Community Colleges (the "Disciplines List"), or to any higher qualifications for a specific discipline that have been recommended by the ~~District~~ Academic Senate and approved by the Board of Trustees.

- In some cases, this means equal to a Master's degree in a discipline.
- In disciplines for which a Master's degree is not generally available or expected it means equal to either a degree or a combination of degree and experience.

Equivalencies

This procedure adheres to Education Code section 87359, which states that the equivalency process "shall include reasonable procedures to ensure that the Governing Board relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors."

The following procedure is to be used to determine when an applicant for a faculty position, although lacking the exact degree or experience approved by the Board of Governors or on the approved discipline specific degree title list, nonetheless does possess qualifications that are at least equivalent to those required. The procedure is intended to ensure a fair and objective process for determining when an applicant has the equivalent qualifications. It is not intended to grant waivers for lack of the required qualifications.



All faculty position announcements will state the required qualifications as approved by the Board of Governors and include any additional titles from the approved discipline specific degree title list, including the possibility of meeting the equivalent of the required degree or experience.

Those applicants claiming equivalency will be asked to state their reasons and to present evidence of equivalency. It will be the responsibility of the applicant to supply conclusive evidence and documentation for the claim of equivalency at the time of application. The conclusive evidence must be as clear and reliable as college transcripts being submitted by other candidates.

Criteria for Equivalency

All non-US/foreign degrees will be evaluated by a foreign evaluation service that is approved by the Compton Community College District.

All courses being used for equivalency must be earned at an accredited institution. Candidates are responsible for demonstrating that courses taken through continuing education or extension are applicable to the approved degree listed in the discipline minimum qualification.

The following criteria will be used to determine a candidate's eligibility for equivalency:

Formal Education Equivalencies to the Degree

1. ~~Formal education equivalent to the master's degree: Any master's degree with a minimum of 18 semester graduate units in the discipline, OR any bachelor's degree and a combination of 30 semester graduate units with a minimum of 18 semester graduate units in the discipline.~~
2. ~~Formal education equivalent to the bachelor's degree: At least 120 approved units, including general education and 40 units in the discipline of which 24 units are upper division or graduate.~~
3. ~~Formal education equivalent to the associate's degree: At least 60 approved units, including 18 semester units of general education, as defined in either the Compton College Catalog; or "The Guide to the Evaluation of Educational Experience in the Armed Services" published by the American Council of Education; or the California Registered Nurses Licensure Qualifications for Persons Serving in Medical Corps of Armed Services established by the Board of Registered Nursing.~~

Equivalencies to Work Experience

~~Equivalencies to required experience could include appropriate collegiate education or other training programs that indicate a mastery of the skills of the discipline and knowledge of the working environment of the discipline.~~

Consideration for equivalencies in disciplines that require a Master's Degree

Commented [CM1]: A lot of this comes from ECC's 7211, they also have a 2nd section in this area:

B. Non-Formal Education Equivalencies to the Degree

All non-formal education equivalencies to the degree must demonstrate the acquisition of the knowledge and skills learned through the computation and communication general education requirements of the relevant degree.
Non-Formal Education Equivalencies to the Master's Degree

- a. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.

Non-Formal Education Equivalencies to the Bachelor's and Associate's Degrees

- a. At least five (5) years of work experience in the discipline that led to the acquisition of the knowledge and skills required for the degree, e.g. in computers, engineering, or journalism.
- b. Substantial artistic experience and/or accomplishments equivalent to the degree, e.g., performances, shows, exhibitions, compositions, or books.



COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

1. A master's degree in a discipline which is not specifically named in "Minimum Qualifications for Faculty and Administrators in California Community Colleges," for the particular discipline in question, but which, when courses (and course descriptions) are carefully reviewed, clearly constitutes parallel and/or closely related coursework to the discipline which is specifically listed in "Minimum Qualifications for Faculty and Administrators in California Community Colleges,"

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2. In specific disciplines as named by the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," a bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience, verified in writing, or,

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3. The equivalent.

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Consideration for equivalencies in disciplines not requiring a Master's Degree In order to be considered for equivalency in the case of disciplines not normally requiring a master's degree, the minimum standards shall be one of the following:

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1. An associate degree plus six years of related experience.

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2. Bachelor's degree plus two years of related experience.

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3. Associate degree plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, verified in writing, plus appropriate certification to practice or licensure, if applicable.

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The professional experience required (two years/bachelor's degree or six years/associate) must be directly related to the faculty member's teaching assignment.

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Pursuant to Title 5 § 53406, all degrees and coursework must be from colleges/universities accredited by one of the intersegmental accrediting agencies: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Associations of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools and Colleges.

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The General Education coursework for all equivalencies is expected to be at least equivalent to that required for an associate degree.

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Consideration for equivalencies in Continuing Education disciplines

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The following process and criteria are used to determine equivalencies to minimum qualifications for faculty:

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1. Equivalency Criteria – The options for acceptable equivalencies for continuing education disciplines are:

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a. equivalent degrees by other names or equivalent coursework;

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b. experience in the discipline (for disciplines not requiring a master's degree); and

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c. possession of a clear California Secondary (Single Subject) Teaching Credential authorizing instruction in the area appropriate for the course, or

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d. the equivalent

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Consideration for equivalencies based on Eminence

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Although no legal definition of eminence exists, eminence shall mean that qualifications which, as evidenced by prominence is established by the specific industry, discipline, or field, and may be deemed equivalent to minimum qualifications. The following process and criteria are used to determine equivalencies to minimum qualifications for both full-and parttime faculty based on eminence:

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1. Documentation of qualifications which provide evidence of prominence as established by the specific industry, field, or discipline and may be deemed equivalent to minimum qualifications. This may include appropriate local, state, national or international associations, trade unions, guilds or communities comprised of experts who are themselves renowned in the specific field, and who can attest, in writing, to the prominence and expertise of the applicant, and

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2. Eminence alone is not sufficient to grant equivalency. An application of equivalency based on eminence must be accompanied by conclusive evidence that the applicant exemplifies qualities of a college-educated person and brings the college-level knowledge and abilities. The applicant must provide documentation supporting the status of eminence.

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Determination of Equivalency during the Initial Screening Process

The ~~screening-Office of Human Resources committee~~ will determine initial equivalency using the standards set forth in this regulation. The ~~screening-hiring~~ committee shall consist of at least two faculty from the discipline or related discipline. If there are not two full-time faculty from the discipline or related discipline at the College, the screening committee will need to contact the Academic Senate President and Vice President of Academic Affairs so the Equivalency Committee can be called to review the equivalency request be formed in accordance with Faculty Selection Procedure in the appendices of the Agreement Between Compton Community College District and the Compton Community College Federation of Employees (Certificated Unit). The ~~screening-hiring~~ committee will be provided with a copy of this procedure to inform their determination and to help ensure consistency in decision-making across divisions. If the ~~screening-hiring~~ committee is not unanimous in its agreement about a candidate's initial equivalency, the candidate will not be interviewed.

Commented [CM4]: Add "hiring" in front of screening?

The granting of ~~initial~~ equivalency to the minimum qualifications shall not be construed as a determination that a candidate will or will not be hired. Such a candidate shall be placed in a pool of qualified applicants, any number of whom may be interviewed for the given position.

~~If~~ When an applicant is granted ~~initial~~ equivalency and selected for an interview with the President/Chief Executive Officer (CEO), justification shall be sent to the Academic Senate President, the Office of Human Resources, and the Office of the Vice President of Academic Affairs (or Vice President of Student Services). This report shall include a complete description of the committee's reasons for determining that a candidate has the equivalent qualifications. The President/CEO or designee will review the report and make a final determination of equivalency relying primarily on the recommendation from the faculty. ~~All~~ documentation of equivalency will be included and kept with the applicant's hiring documents.

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Equivalency Committee for Current Faculty

The Academic Senate shall establish an Equivalency Committee to make recommendations on matters of equivalency to the minimum standards for hiring of faculty.

The Equivalency Committee will determine whether initial equivalency decisions are being made in accordance with this regulation; whether the screening committees are following the criteria for evidence of equivalency stated in this regulation; determine request by current full-time faculty for equivalency, and recommend a list of discipline specific degree titles.

Commented [CM5]: check in with HR

Commented [CM6]: CCCD's AB1725 states Competency Committee shall consist of 3 FT members from FSA or reasonably related area, recommended by div chair, division chair (who chairs committee), and dean for the area. <https://drive.google.com/file/d/1Phb8-HqWq9vp0htrycClqCxAXiJY5vBRt/view>
Pg 19 of doc

The Equivalency Committee shall consist of:

- ~~1. President of the Academic Senate, who will co-chair the committee.~~
- ~~2. Vice President of Academic Affairs, or designee who will co-chair the committee.~~
- ~~3. Two tenured faculty members selected by the Academic Senate.~~
- ~~4. Two tenured faculty representatives of the discipline (or, if not possible, a closely related discipline)~~
- ~~5. Vice President of Human Resources, or designee.~~

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- ~~6. Three (3) full-time members from the Faculty Service Area (FSA) or from a reasonably related area, recommended by Division Chair~~
- ~~7. The Division Chair, who will chair the Committee,~~
- ~~8. The Dean for the discipline,~~
- ~~9. President of the Compton Community College Federation Employees (AFT)~~

~~5- If no division chair is available, Academic Senate President and CCCFE shall appoint a faculty member to Chair the committee~~

The Equivalency Committee shall have ~~seven-five~~ members, ~~five of whom are standing members and two who are discipline specific~~ and ~~added-convened~~ when equivalency requests are made. The ~~standing committee members shall be established no later than thirty days after request is made the second week of the fall semester. Discipline specific representatives will be identified no later than the first month of the fall semester. Faculty shall serve for a term of two years.~~ Equivalency requests will be reviewed within one month (during fall and spring semesters). Requests that are made during the winter or summer intersessions will be held until the following regular semester.

~~The Equivalency Committee may review requests for equivalency only if there are two or more discipline related members present. If there are not two full-time faculty members in the discipline, a discipline faculty member from a similar discipline or from another college may serve.~~

Determination of Equivalency for Full-Time Faculty

In the event that an existing faculty member wishes to assert equivalency in another discipline, the faculty member may do so by submitting a completed equivalency application together with the documentation supporting the request, including relevant transcripts, to the Office of Human Resources.

On receipt of the application, the Vice President of Human Resources will contact the President of the Academic Senate and Vice President of Academic Affairs. The Equivalency Committee will be convened to review the material submitted by the applicant and to decide whether or not the equivalency should be granted. If the committee recommends equivalency, the decision will be forwarded to ~~the President/CEO for review and approval prior to submittal to~~ the Board of Trustees for approval.

If it is determined that equivalency should not be granted, the faculty member will be notified of the decision by the Office of Human Resources.

All deliberations of the Equivalency Committee and all records involved in the proceedings shall be confidential. All documentation of an equivalency request and the resulting recommendation will be kept in the faculty member's personnel file.

The granting of equivalency is on a case-by-case basis and does not set precedent for other equivalency decisions, however the Equivalency Committee will require consistency of application within a discipline.

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Commented [CM9R8]: CCCD's AB1725 states: Faculty Claiming Secondary Teaching Areas- Secondary Teaching Area: These individuals may apply for entry into an FSA at any time. Upon documented completion of the mandatory degree requirements/Minimum Qualifications and Competency Standards, entry into the FSA will be granted. The individual may not teach within that FSA until the Minimum Qualifications/Competency requirements have been met. <https://drive.google.com/file/d/1Phb8-HqWq9vp0htrvcClgCxAxJY5vBRt/view> Pg 49 of doc

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COMPTON



**COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS**



COMPTON COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES POLICIES

**BP 4025 Philosophy and Criteria for Associate Degree
and General Education**

**Issued: October 18, 2016
Revised:**

References:

Title 5 Section 55061
ACCJC Accreditation Standard II.A

The Compton Community College District recognizes the importance of educating individuals who will serve the local, state, national, and international communities. Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy.

The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; ~~and~~ to develop the capacity for self-understanding, and to engage in lifelong learning.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by the college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities, and insights.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.

In the establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems.

The Chief Executive Officer shall, in consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that courses used to fulfill general education and associate degree requirements meet the standards used in this policy.

~~The College recognizes the importance of educating individuals who will serve the local, state, national, and international communities. The associate degree requirements lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge.~~

The awarding of an associate degree is intended to represent more than an accumulation of units. It recognizes a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the following:

- to think and to communicate clearly and effectively both orally and in writing;
- to use mathematics;
- to understand the modes of inquiry of the major disciplines;
- to be aware of other cultures and times;
- to achieve insights gained through experience in thinking about ethical problems;
- to develop the capacity for self-understanding; and
- to engage in lifelong learning.



**AR 4025 Philosophy and Criteria
for Associate Degree
and General Education**

Issued: November 17, 2020

References:

Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education
Title 5 Sections 55061 and 55063
ACCJC Accreditation Standard II.A

Philosophy and Criteria for Associate Degree

The philosophy and criteria for the associate degree and general education of the Compton Community College District address the considerations contained in the references listed above. These include, but are not limited to:

The philosophy and criteria regarding the associate degree reference the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including the following:

- To think and to communicate clearly and effectively both orally and in writing;
- To use mathematics;
- To understand the modes of inquiry of the major disciplines;
- To be aware of other cultures and times;
- To achieve insights gained through experience in thinking about ethical problems;
- To develop the capacity for self-understanding; and
- To engage in lifelong learning.

In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest. Each associate degree offered by Compton College shall contain a pattern of general education and major courses selected to assure the college of experiences, capabilities, and insights.

Philosophy and Criteria for General Education

Central to an associate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of the College that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique and shared by the various disciplines. College-educated individuals must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, general education should lead to better self-understanding. Courses approved for inclusion in the general education requirements shall be evaluated as meeting this philosophy.



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

The general education areas are as follows:

1. **Natural Sciences:** A minimum of 3 units.
Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines that emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses which focus on personal, practical, or applied aspects are not suitable for this category.
2. **Social and Behavioral Sciences:** A minimum of 9 units for an Associate of Arts Degree and a minimum of 3 units for an Associate of Science Degree.
Courses in the social and behavioral sciences promote an appreciation and understanding of how members of diverse societies operate or have operated as individuals and social groups. To satisfy the general education requirement in social and behavioral sciences, a course shall develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts. This category would include introductory or integrative survey courses such as child development, cultural anthropology, cultural geography, economics, family and consumer studies, history, political science, psychology, sociology, and related disciplines.
3. **Humanities:** A minimum of 3 units.
Courses in the humanities are those that promote an appreciation of the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in humanities, a course shall develop the student's awareness of the ways that people throughout the ages have artistically and culturally responded to themselves and the world around them and shall develop the student's aesthetic understanding and ability to make value judgments. This category would include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
4. **Language and Rationality:** A minimum of 6 units including one course in English Composition and one course from Communication/Analytical Thinking.
Courses in language and rationality are those that develop for the student the principles and applications of language toward logical thought, clear and precise expression, and critical evaluation.
 - a. English Composition courses that fulfill the written composition requirement shall focus primarily on both expository and argumentative writing.



COMPTON COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE REGULATIONS

- b. Communication and Analytical Thinking courses that fulfill the communication and analytical thinking requirement shall include oral communications, written communications, critical reasoning, mathematics, logic, statistics, and computer languages and programming.
5. Health and Physical Education/Kinesiology: A minimum of 3 units. Courses in health and physical education promote lifelong understanding of the basic human need for development and maintenance of good personal health and fitness. To satisfy the general education requirement in health education, a course shall help the student develop knowledge of personal health through the examination of health-related social problems, potential preventative strategies, and mediating actions. A physical education course shall establish a foundation for regular life-long physical activity and provide opportunities for a student to develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.
6. Mathematics Competency: A minimum of 3 units. A course used to satisfy the Mathematics Competency requirement may be double counted as meeting the Communication and Analytical Thinking requirement.

Competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra, **determined locally including passing high school Algebra II with a grade of C or better**. The competency requirement may also be met by obtaining a satisfactory grade in courses in mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Intermediate Algebra.

English Competency: A minimum of 3 units. A course used to satisfy the English Competency requirement may be double counted as meeting the English Composition requirement.

Competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in Area 4a



COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

7. Culture, Diversity, and Equity Requirement: A minimum of 3 units. A course used to satisfy the culture, diversity, and equity requirement may be double counted as meeting any applicable general education requirement.

Effective fall 2021, the culture, diversity, and equity requirement is met by taking a course listed in the catalog and approved by the Curriculum Committee. These relevant courses provide for an understanding and sensitivity to an array of cultures and identities as well as historical and lived experiences.

Elements of the review process shall include, at a minimum, the following:

- The alignment of the course outcome to the general education outcome of the proposed area
- The rigor and comprehensive nature of the course as a lower-division introduction to the discipline
- Applicability of the course for fulfilling California State University General Education Breadth (CSU GE Breadth) or Intersegmental General Education Transfer Curriculum (IGETC) for transfer.

A student has three options for completing the general education requirement: 1) complete the general education pattern noted above, 2) complete the CSU GE Breadth transfer requirements, or 3) complete the CSU/UC IGETC transfer requirements.



**Compton College
Counseling Department
Internship Program**



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2. Compton College Counseling Services
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7. The Eligibility for Counseling Internships
8. Process for Selecting Internship Candidates
9. Appendix
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 - b. Supporting Document - Questionnaire
 - c. Intern Daily Schedule - Sign in Sheet
 - d. Intern Counseling Activities - Checklist

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Compton College

Mission Statement

Compton College is a welcoming and inclusive environment 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.

Vision

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

Strategic Initiatives

In order to fulfill the mission and make progress toward the vision from 2017 to 2024, Compton College will focus its efforts on the following Strategic Initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are college-wide plans to make progress on each initiative.

Improve recruitment, enrollment, retention, and completion rates for our students.

- Objective 1. Tailor degree and certificate programs to meet the needs of our students.
- Objective 2. Educate students about pathways to graduation.
- Objective 3. Enhance student preparation for academic success and completion.
- Objective 4. Provide a student-centered environment that leads to student success.

Support the success of all students to meet their education, and career goals.

- Objective 1. Attract and retain traditional students and focus on retaining non-traditional students.
- Objective 2. Minimize the equity gap for access, retention, and graduation rates.
- Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.

Support the success of students through the use of technology.

- Objective 1. Implement an early alert program to identify and notify students of support services and programs in a timely manner.
- Objective 2. Provide robust distance education course and service offerings.
- Objective 3. Enhance technology for teaching and learning through professional development.

Offer excellent programs that lead to degrees and certificates in Allied Health and Technical fields.

- Objective 1. Increase the number of degrees and certificates awarded in the Allied Health and Technical fields.

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Objective 2. Implement a plan to target outreach of working professionals in Healthcare and Advanced Manufacturing.

Objective 3. Create collaborative partnerships with industry leaders in the Allied Health and Technical fields.

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

Objective 1. Establish faculty to faculty partnerships with K-12 feeder schools to better align curriculum between the two segments, and to improve student preparation.

Objective 2. Continue to develop more Career and Technical Education programs that meet the needs of the community.

Objective 3. Strengthen the broader needs of the community served by Compton Community College District.

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Compton College Counseling Department

Counseling Department Mission Statement

The Compton College Counseling Department is a guiding force for our diverse student population on their path to completion and pursuit of success. We promote an inclusive environment where students can explore, identify, and achieve their academic, career, and personal goals.

Counseling Services at Compton College

Counseling services are to assist students in clarifying career and life goals and in developing an appropriate course of study based on students' goals, aptitudes, academic strengths and interests.

Ultimately, the division's mission is to prepare students to succeed in a variety of career and professional endeavors by teaching them effective decision-making skills as they pursue their college education.

Counseling offers eclectic services that represent the multi-diverse backgrounds of our students. The department work together with other student services through collaboration and referrals to ensure that each student's individual needs are met.

Counseling provides specialized programs and services that help students reach their educational goals through individual counseling appointments with counselors, as well as referrals to on campus and off campus resources. The support services in this review comprise of programs in the Counseling Department and Student Services.

The Counseling Services Program also assists instructional faculty with referrals for students who are exhibiting problematic behaviors in the classroom (e.g., lack of preparedness, time management, organizational skills, personal appraisal and assessment of priorities and learning skills and the need to better understand the expectations of the college culture). This assistance is reinforced on many levels throughout the campus (e.g., participation on various advisory committees, the College Curriculum Committee, the Enrollment Management Committee, the AS Degree Task Force, the Academic Senate, and attendance at departmental meetings). There is an open two-way referral mechanism in place between the Counseling Department, Student Services and the Academic Divisions.

Counseling Areas

The counseling department provides the following services that assist students in meeting their academic, career and personal goals:

- Academic Counseling
- Articulation
- Career Counseling
- Express Counseling

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- Financial Aid Counseling
- Outreach Counseling
- Probationary Services Counseling
- Transfer Counseling
- Virtual Counseling

Other related Counseling Activities

- English and Math Placement
- Student Educational Planning
- In-class presentations
- New student orientations
- Orientations for specific college programs
- Outreach to industry
- Annual scholarships
- Registration support
- Referral to on and off campus resources
- Human Development courses
- University Transfer Fair
- Online orientations
- Early Alerts

Various forms of Counseling Appointments

- Individual in-person
- Phone
- Virtual counseling
- Group

Student Support Programs

- Athletics
- CalWORKs/GAIN
- English as a Second Language (ESL)
- Extended Opportunity Programs and Services (EOP&S)/ Cooperative Agencies Resources for Education (CARE)
- Formerly Incarcerated Student Transition (FIST)
- Guardian Scholars
- Special Resource Center (SRC)
- Veteran Counseling

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Compton College Counseling Internship Program

Counseling Internship Program - Description

The Compton College Counseling Internship (3CI) Program is designed to support interns by helping them prepare for a counseling role at the California community college. Interns will practice cultural competence, holistic counseling, and career development. The 3CI Program is committed to growing and developing candidates who will be a guiding force for our diverse student population. Our program is aligned with our campus Vision, Mission, and Strategic Initiatives that support the success of all students.

Under the direction of the Dean of Counseling and Guided Pathways and working closely with full-time counselors, interns will provide counseling, career guidance and advisement services for students to help them determine their educational, career technical education (CTE), and personal goals. Interns will help students to identify, mitigate and/or remove whatever factors exist as impediments to possible success in the areas of academic, CTE, and/or personal achievements.

Duties (Supervised by a Counselor)

The 3CI Program is unpaid and focuses on counseling at the community college level. Program commitments and duties include, but are not limited to:

- Assist in providing academic, career, and social counseling to a diverse community college student population.
- Participate in registration, new student orientation sessions, classroom presentations, assessment interpretations, early alert, and outreach activities.
- Provide information and referrals to programs and services such as, but not limited to: student athletes, EOPS/CARE, SRC, and CalWORKs.
- Participate in counseling faculty responsibilities including meetings, committee work, and professional development.
- Other counseling duties assigned as related to the accomplishment of a program or activities.

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Counselor Mentor Duties

The duties of the Mentor may include, but not be limited to, the following:

- Establish a formal mentoring agreement and arrange regular meetings
- Meet with intern for at least two hours per week. In the first hour, the Intern will observe the Mentor in a counseling session. The second hour will be spent reviewing numerous training topics and addressing any counseling questions your intern may have.
- Attend one mandatory training seminar on date TBA. Training session will be 1-2 hours in length.
- Participate in the evaluation of your intern and the internship program.
- Attend a completion ceremony/graduation at the end of the semester

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Recommended

- Review 3CI program materials
- Help your intern to understand faculty responsibilities beyond counseling by discussing topics such as shared governance and evaluations. Mentors are encouraged to invite interns to college service activities, club, committee, and department meetings.
- Assist your intern in identifying and engaging in appropriate professional growth opportunities and goals.
- Provide instruction to the intern ~~with regard to~~about documents prepared for students in counseling sessions, referrals, etc.
- Discuss the student services available on campus.
- Demonstrate experience and commitment to integrating new technologies into the counseling process, such as Banner, DegreeWorks, CRM Advise, etc.
- Review communication styles and ensure intern can communicate in a positive, ~~professional~~professional, and effective manner, orally and in writing.

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The Eligibility of Counseling Internships

Please understand that due to staffing demands and responsibilities, Compton College may only be able to accommodate a maximum number of interns per semester. However, depending on the semester and workloads within the college, there is the possibility of not being able to accommodate any interns during any given semester.

Eligibility

- Compton College accepts Graduate students that are currently registered or have completed a degree from an accredited college or university in the following areas: Master’s degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, OR the equivalent.
 - If a candidate is currently pursuing a degree, they must meet one of the following requirements by the start date of the counseling internship program;
 - Enrolled in a graduate level course(s) at an accredited college or university that requires an internship/field work/field study/practicum
 - Completed first year of graduate program and enrolled for the following term
 - Recommended that counseling theories course requirement is met.
- Compton College strongly prefers candidates that are pursuing a career in higher education counseling, *preferably at a community college.*
- The role of an intern varies based on the area of focus (e.g. General Counseling, Transfer Counseling, etc.). The college will work with the institution from which the intern is attending regarding the experience/role required for the internship as it relates to the job description published by the college.
- Compton College will determine the number of interns that it can accommodate per semester based on resources available to accommodate the needs of the internship.
- If selected for the internship, candidate must commit to the 1-semester unpaid internship.

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Process for Internships

All potential candidates must submit the 3CI Program application and supporting documentation through iGreentree. The application will include the following requirements:

- Cover Letter
 - The following information should be included in the cover letter:
 - Why do you want to participate in this internship program?
 - Share any experience you have in higher education.
 - What are your program competencies? What are your program hour requirements? (if applicable)
- Resume
- Unofficial Transcripts
- 1 Letter of Recommendation or Letter of Support

Hiring Process

Qualifying candidates will be invited to an interview:

- A representative from the Counseling Department will contact the candidate to invite them to a formal interview.
- Candidate will participate in a 20-minute interview.
- The hiring committee will work with the Dean of Counseling and Guided Pathways to select candidates.
- The Dean of Counseling and Guided Pathways will notify selected candidates for the Compton College Counseling Internship Program (3CI).

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- Offer and acceptance of employment is subject to verification of all information provided on the employment application, credential(s), transcripts, fingerprint results, vaccinations, and tuberculosis examination as required.

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- Once approved, HR will contact the Dean of Counseling and Guided Pathways and the intern to notify the candidate of approval status and request any additional information.

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- Following contact by HR and approval, the intern will be invited to 3CI Training for next steps and placement

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Counseling Activities—Checklist

Name: _____

Date: _____

<u>Counseling Activity</u>	Check (X)
Individual Counseling	
Academic Advising	
Career Advising	
Probation Advising	
Short term Educational plan	
Referral	
Observation	
Orientation	
Took Notes	
Assessment Advising	
Feedback	
Academic Planning	
Consultation	

Counseling Internships Timeline

12

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Outreach

Monday, August 1, 2022

- Dean of Guided Pathways and Counseling will email Graduate Programs (Internship Flyer, Virtual Info session Date)
 - Include burb on our Counseling Website.
 - CCC registry
 - EdJoin
 - FB CCC Group
 - Send to Colleges & Universities
 - Post on Social Media (LinkedIn, IG, FB)

Info Session

Wednesday, September 7, 2022 at 12:00pm – 1:00pm (Virtual)

Saturday, September 10, 2022 at 9:00am – 11:00am (Hybrid)

RSVP: bit.ly/counselinginfosession

Zoom Link: bit.ly/ccvirtualinfosession

Application Window

- Application Window: Monday, August 1, 2022 – Sunday, September 18, 2022
- Materials Required:
 - Resume
 - Cover Letter
 - Unofficial Transcripts
 - 1 Letter of Recommendation or Letter of Support
 - Supplemental Questionnaire – Availability and Verification Form
- Submission Process:
 - Submit to Greentree

Human Resources Application Screening

Monday, September 19, 2022 – Monday, October 3, 2022

Committee Screening

- Tuesday, October 4, 2022 – Tuesday, October 18, 2022
 - First Review: Tuesday, October 4, 2022
 - Second Review: Wednesday, October 12, 2022
 - Final Review: Tuesday, October 18, 2022
- Invitations
 - Interview Invitations (Phone) & Declines (Email): Friday, October 21, 2022

Interviewing Process

Interviews begin Monday, October 31, 2022 – Friday, November 4, 2022

- Type: Individual
- Length: 20 minutes
- Set-up: Questions

13

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Finalist Review

Monday, November 7, 2022 – Friday, November 11, 2022

- Identify final candidates

Internship Offers (Call) and Decline (email): Wednesday, November 16, 2022 – November 18, 2022

Hiring

Once approved, the candidate will be forwarded to Human Resources (HR) to complete appropriate documents such as Volunteer Form, fingerprinting/TB if needed, Vaccination, etc.
Soft deadline: End of Fall 2022 semester

Onboarding Training

Dates: Thursday, February 2, 2023 and Friday, February 3, 2023

Time: 9:00 am – 2:00 pm

Internship Training

Shadowing: Peak Registration

Training: 3rd week of Spring 2023 (Week of February X, 2023)

- Pending
- Total: 7 trainings (Need Training Manual/Outline)

Culminating Event

Finals Week: Pending

- Luncheon
- Presentation on counseling philosophy, teaching pedagogy, and career/counseling theory
- Presentation of Certificate
- Evaluation of Internship Program



Counseling Internships Timeline

Program Development

Summer 2021

- Finalize Handbook Development
 - Roles and Responsibilities of Intern
 - Roles and Responsibilities of Counselor
 - Intern Forms
 - Timeline and Application Process
 - Agendas and Materials for Training
- Agendas and Materials for Training
 - [Input Agenda Topics]
 - Develop material for 8 trainings
- Evaluation of Program Experience
 - 3CI Evaluation of Program
- Evaluation of Intern
 - 3CI Evaluation of Intern

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DRAFT



TO: Academic Senate for California Community Colleges
Academic Senate Presidents
Chief Instructional Officers
Chief Student Services Officers
Curriculum Chairs

FROM: Marty J. Alvarado, CCCCCO Executive Vice Chancellor
Dolores Davison, ASCCC President
Don Miller, CCCCIO President

RE: Mitigating Enrollment Fraud – Instructional Practices & Reporting Obligations

The past year has presented numerous challenges for students and colleges as they have supported the continuation of instruction throughout the pandemic. Unfortunately, the shift in course delivery format and remote work has contributed to an increase in external efforts to undermine cyber integrity and has caused an increase in fraudulent activity. The Academic Senate for California Academic Senate for California Community Colleges (ASCCC), the California Community College Chief Instructional Officers (CCCCIO), and the Chancellor's Office remain committed to the prevention of fraud while minimizing the potential impact to students. This memo details the types of fraud currently affecting the system, the role that faculty play in fraud detection and mitigation, and the partnership required to ensure fraud prevention protocols are not inadvertently harming students.

Background

The Chancellor's Office has been made aware of the perceived increases in application fraud over the past few months and has been working to increase the security measures in place for fraud mitigation and prevention. Details related to admission application fraud and financial aid-related fraud can be found in the June 2021 guidance memo, [DII 21-200-02](#), issued by the Vice Chancellor of Digital Innovation & Infrastructure. However, as part of the continued effort to characterize points for fraud mitigation, three related but different types of fraudulent activity have been identified:

1. Admission application fraud, which occurs during the creation of a CCCApply account;
2. Enrollment fraud, which occurs after a college has accepted an admission application and enabled access and registration into one or more courses; and
3. Financial aid-related fraud, which occurs after a college has accepted an admission application, confirmed student identity, and begun the process for disbursing local, state, and/or federal financial aid.

While there is a certainly a human interface to admissions and financial aid activities, the fraud prevention strategies largely include technology solutions and automated processes designed to note suspicious patterns and flag for college personnel.

Placed between these two types of fraudulent activities, enrollment fraud detection relies on faculty identification, confirmation, and reporting of student non-participation in the enrolled course or suspicious classroom behavior.

Enrollment Fraud Mitigation

Faculty play a critical role in enrollment fraud mitigation in that faculty have the responsibility to verify active student engagement within their respective courses. Verification should take place through regular and effective contact between the instructor and students, such as class attendance, class participation, direct engagement with the instructor for asynchronous courses, completion of assignments, or general communication through any medium.

For online distance education courses, title 5 CCR § 55204 requires regular effective contact between the instructor and students, and among students. Again, this can occur in a variety of formats including virtual or in-person activities. Faculty are required to proactively engage with each student enrolled in an online course to both verify and support the student's active engagement in the course. While this engagement is required throughout the duration of the course, faculty should prioritize confirmation of student engagement early in the course and multiple times prior to the census date.

Per title 5 CCR § 58004(c), districts and colleges are required to eliminate inactive enrollments by the Census date. Inactive enrollments have been defined as students that have been 1) identified as a no show, 2) officially withdrawn from the course, or 3) been dropped from the courses due to no longer participating in the course or excessive unexcused absences. College leaders should ensure that they are actively providing updates on the process and timelines for addressing inactive enrollments at the beginning of each term, including posting this information in an easily accessible and high-traffic location. Faculty should be aware of their college processes, procedures, and deadlines for reporting inactive enrollments by Census. Meeting these deadlines significantly reduce the likelihood that financial aid is disbursed fraudulently or that colleges receive state funding fraudulently. Working to meaningfully engage with students well prior to these deadlines is encouraged as it both improves the likelihood of retaining and supporting real students and clears non-students early enough to allow real students to enroll. Faculty should be aware that failing to report inactive enrollments prior to Census carries implications for apportionment or college funding allocations. Deliberately or knowingly failing to report inactive or fraudulent enrollments by the Census deadline is considered engaging in or contributing to a fraudulent activity.

Student-Centered Approach

As we work to improve our fraud prevention and mitigation strategies, it is important to make explicit that **students are not committing fraud**. Bad actors looking to take advantage of the current health crisis, and obtain financial resources meant for students, are the individuals committing fraud. It is therefore critical that any fraud prevention or mitigation approach aim to prevent harm to real students. With this in mind, we recommend engaging with students in

Mitigating Enrollment Fraud – Instructional Practices & Reporting Obligations

September 20, 2021

authentic, meaningful, and diverse ways. A multi-layered and varied approach to student engagement is an important strategy that facilitates support for real students while establishing multiple data points for identifying inactive or suspicious student participation. A short list of recommended strategies include the following:

- Proactively reach out to students that have not engaged prior to dropping them from the course
- Hold and encourage early attendance in virtual office hours
- Review, at least briefly, any work submitted prior to Census to ensure it matches the subject matter being taught, or relates in other ways to the assignment the student was to complete.
- Be aware of oddities in enrollment, such as multiple students with the same phone number.
- Review student engagement and login frequency data in Canvas for online courses.
- Include real-time or near real-time interaction with students either during or outside of class
- For larger online classes, consider activities that are harder to automate responses to, including those that are separate from the course delivery platform, e.g., incorporating polling questions in Poll Everywhere or iClicker or using options within your local Learning Management System, such as a Canvas quiz.

cc: Daisy Gonzales, Acting Chancellor
Aisha Lowe, Vice Chancellor
Valerie Lundy-Wagner, Vice Chancellor
Rebecca Ruan-O'Shaughnessy, Vice Chancellor
CCCCO Staff