



**Academic Senate Meeting Agenda Packet**

**Date:** March 6, 2025

**Modality:** In-Person

**Location:** IB1 - 106

**Time:** 2:00 p.m. – 3:30 p.m.

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### Academic Senate Membership Table

**Voting Membership Count for Quorum:** 24

**Faculty Attendance Needed to Make Quorum:** 13

**Note:** Excludes Vacancies

**Faculty Vacancies** 🌻: (a) BIST Two—2, (c) STEM One—1, and (d) Adjunct Faculty One—1.

#### Compton Community College Academic Senate Membership 2024-2025

##### Officers

Position	Name	Email	Term Fall/Spring	Vote
President	Sean Christopher Moore	smoore@compton.edu	2024/2026	To Break A Tie
Vice President	Minodora Moldoveanu	mmoldoveanu@compton.edu	2024/2025	No
Secretary	Michael VanOverbeck	mvanoverbeck@compton.edu	2024/2027	No

##### Fine Arts, Communication and Humanities Count: 5

1. Senator	Mayela Rodriguez	mrodriguez36@compton.edu	2021/2024	Yes
2. Senator	Juan Tavarez	jtavarez@compton.edu	2023/2026	Yes
3. Senator	Mandeda Uch	much@compton.edu	2023/2026	Yes
4. Senator	Andree Valdry	avaldry@compton.edu	2023/2026	Yes
5. Senator	Susan Johnson	sjohnson@compton.edu	2024/2027	Yes

##### Counselors Count: 5

6. Senator	Eckko Blake	eblake@compton.edu	2023/2026	Yes
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7. Senator	Carlos Maruri	cmaruri@compton.edu	2024/2027	Yes
8. Senator	Janette Morales	jmorales13@compton.edu	2024/2027	Yes
9. Senator	Liliana Cazares	lhuerta@compton.edu	2024/2027	Yes
10. Senator	Bria Roberts (Interim for Karina Lopez)	broberts2@compton.edu	2024/2027	Yes
<b>Social Sciences Count: 3</b>				
11. Senator	Nathan Lopez	nlopez11@compton.edu	2023/2026	Yes
12. Senator	Pam West	pwest@compton.edu	2023/2026	Yes
13. Senator	Jesse Mills	jmills@compton.edu	2023/2026	Yes
<b>Business and Industrial Studies Count: 3</b>				
14. Senator	Michael VanOverbeck	mvanoverbeck@compton.edu	2023/2026	Yes
Senator 🌻	Vacant			Yes
Senator 🌻	Vacant			Yes
<b>Science, Technology, Engineering, and Mathematics Count: 5</b>				
15. Senator	Hassan Elfarissi	helfarissi@compton.edu	2023/2026	Yes
16. Senator	Jose Martinez	jvillalobos@compton.edu	2023/2026	Yes
17. Senator and Parliamentarian	Kent Schwitkis	kschwitkis@compton.edu	2023/2026	Yes
18. Senator	Jose Villalobos	jvillalobos@compton.edu	2023/2026	Yes
Senator 🌻	Vacant			Yes
<b>Health and Public Services Count: 3</b>				

19. Senator	Roza Ekimyan	rekimyan@compton.edu	2023/2026	Yes
20. Senator	Sophia Tse	stse@compton.edu	2024/2027	Yes
Senator	Vacant			Yes
<b>Adjunct Faculty Count: 2</b>				
Senator 🌻	Vacant			Yes
21. Senator	Victoria Martinez	vmartinez@compton.edu	2023/2026	Yes
<b>Ex Officio—Voting Members Count: 4</b>				
22. Union President	David Chavez	dchavez14@compton.edu	2023/2025	Yes
<b>Sub-Committee of AS</b> <hr/>				
23. Curriculum Chair	Charles Hobbs	chobbs@compton.edu	2024/2026	Yes
<b>Sub-Committee of AS</b> <hr/>				
Faculty Development Committee Chair (AS voted this position does not have to attend due to no release time)	Mayela Rodriguez	mrodriguez36@compton.edu	2024/2026	No
<b>Sub-Committee of AS</b> <hr/>				
24. Distance Education Faculty Coordinator	Brad Conn	bconn@compton.edu	2026	Yes
<b>Frequency</b>	<b>Day</b>	<b>Time</b>	<b>Modality</b>	
Every 1st and 3rd	Thursday	2:00 – 3:30 p.m.	In-Person—Brown Act Committee	

## 2024/2025 Academic Senate and College Curriculum Committee Meeting Schedule

Academic Senate	College Curriculum Committee
<b>Frequency</b> 1st & 3rd Thursday of Each Month	<b>Frequency</b> 2nd & 4th Tuesday of Each Month
<b>Time &amp; Location</b> 2:00 p.m. - 3:30 p.m.  <b>Room:</b> IB1 - 106	<b>Time</b> 2:00 p.m. - 3:30 p.m.  <b>Room:</b> VT - 124
<b>Semester</b> Spring 2025	<b>Semester</b> Spring 2025
<i>02-20-2025</i>	<i>02-25-2025</i>
03-06-2025	03-11-2025
03-20-2025	03-25-2025
04-03-2025	04-08-2025
Spring Recess	04-22-2025
05-01-2025	05-13-2025
05-15-2025	05-27-2025
06-05-2025	06-10-2025
<b>Key:</b> 1. Dates <i>italicized</i> in <b>red</b> indicate past meetings. 2. Dates in regular black font indicate future meetings.	
<b>Note:</b> Curriculum items approved on 5-27-2025 will be placed on the 06-05-2025 AS agenda. Curriculum items approved on 6-10-2025 will be approved on the first AS Fall 2025 meeting.	

**Spring 2025—Academic Senate Executive Board Meetings with the District**

<b>Date</b>	<b>Time (p.m.)</b>
March 12, 2025	1:30 – 2:30
March 24, 2025	1:00 – 2:00
April 21, 2025	3:00 – 4:00
May 5, 2025	3:00 – 4:00
May 19, 2025	3:00 – 4:00
June 2, 2025	3:00 – 4:00

**Spring 2025—Academic Senate Executive Board Meetings**

<b>Date—Mondays</b>	<b>Time (p.m.)</b>
March 17, 2025	3:00 – 3:45
March 31, 2025	3:00 – 3:45
April 21, 2025	4:00 – 4:45
May 12, 2025	3:00 – 4:45
June 2, 2025	4:00 – 4:45



## Academic Senate Agenda—March 6, 2025

**Facilitator:** Sean Moore—Academic Senate President

**Recorder:** Michael VanOverbeck—Secretary **Time Keeper:** Victoria Martinez

**Date:** March 6, 2025 / **Time:** 2:00 p.m. - 3:30 p.m.

### Vision:

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

### Mission Statement:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

### Attendees

**Officers:** Sean Christopher Moore \_\_; Minodora Moldoveanu \_\_; and Michael VanOverbeck \_\_.

**Senators:** Mayela Rodriguez \_\_; Juan Tavarez \_\_; Mandeda Uch \_\_; Andree Valdry \_\_; Susan Johnson \_\_; Eckko Blake \_\_; Carlos Maruri \_\_; Janette Morales \_\_; Liliana Cazares \_\_; Bria Roberts \_\_; Nathan Lopez \_\_; Pam West \_\_; Jesse Mills \_\_; Michael VanOverbeck \_\_; Hassan Elfarissi \_\_; Jose Martinez \_\_; Kent Schwitkis \_\_; Jose Villalobos \_\_; Roza Ekimyan \_\_; Sophia Tse \_\_; Karina Lopez \_\_; and Victoria Martinez \_\_.

**Ex Officio Voting Members:** David Chavez \_\_; Charles Hobbs \_\_; and Brad Conn \_\_.

**Nonvoting Attendees:** Sheri Berger \_\_;

### AGENDA:

1. **Approval of Agenda:** March 6, 2025.
2. **Approval of Minutes:** February 25, 2025.
3. **Reports and Follow-up Questions From Attendees:**
  - a) President, Academic Senate



- District Response to Academic Senate November 21, 2025 and December 5, 2025—Document provided as a separate attachment in Academic Senate packet disbursement.

- b) College Curriculum Committee Chair
- c) Distance Education Faculty Coordinator
- d) Faculty Development Chair
- e) Vice President, Academic Affairs

**4. Curriculum Consent Agenda Items:**

- a) Articulation/Transfer Course Review—Update Course Description—SLO Update—DE Addendum: ART 104 – History of Western Art – 19th Century to Contemporary Times.
- b) Articulation/Transfer Course Review—Update Course Description: ESTU 103 - The Chicano in Contemporary United States Society.
- c) Articulation/Transfer Review Course Review—Update Conditions of Enrollment: PE 275 - Sport Psychology.
- d) Articulation/Transfer Course Review—No Proposed Changes: CHEM 104H - Honors Beginning Chemistry.
- e) Standard Course Review—No proposed changes—DE Addendum—and EFOMA: PE 113 - Volleyball; PE 119 - Intermediate Boxing; PE 131 - Intermediate Soccer; and PE 138 - Circuit Training.
- f) Program Revision: English - A.A. Degree for Transfer (AA-T).
- g) New Course: HIST 115 - Chicana/o/x History to 1850.

**Note:** Curriculum consent agenda items above were approved by the College Curriculum Committee on February 25, 2024.

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**Tabled February 20, 2025**

**5. Action Items:**

- a) Second Read: Draft of Combined Syllabi Mandatory, Mandated by Law, and Optional Checklist Items.
- b) First Read: High School Articulation Agreement—Dr. Berger.
- c) First Read: Procedure for High School Articulation Agreements—Dr. Berger.

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**6. Action Items:**

- d) Second Read: AR 4025 Philosophy and Criteria for Associate Degree and General Education—Minodora Moldoveanu

**7. Academic Senate Senator Comments and/or Future Agenda Item Recommendation(s):**

**Note:** Academic Senate Senators may provide a comment or future agenda item recommendation(s).

**8. Public Comment(s):**

**Note:** Public comments may be presented.



## Academic Senate Minutes—February 20, 2025

**Facilitator:** Sean Moore—Academic Senate President

**Recorder:** Michael VanOverbeck—Secretary **Time Keeper:** Victoria Martinez

**Date:** February 20, 2025 / **Time:** 2:00 p.m. - 3:30 p.m.

### Vision:

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

### Mission Statement:

Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.

### Attendees

**Officers:** Sean Christopher Moore\_X\_; Minodora Moldoveanu\_X\_; and Michael VanOverbeck\_X\_.

**Senators:** Mayela Rodriguez\_X\_; Juan Tavarez\_X\_; Mandeda Uch\_X\_; Andree Valdry\_X\_; Susan Johnson\_X\_; Eckko Blake\_X\_; Carlos Maruri\_X\_; Janette Morales\_X\_; Liliana Cazares\_X\_; Bria Roberts\_X\_; Nathan Lopez\_X\_; Pam West\_X\_; Jesse Mills\_X\_; Michael VanOverbeck\_X\_; Hassan Elfarissi\_X\_; Jose Martinez\_X\_; Kent Schwitkis\_X\_; Jose Villalobos\_X\_; Roza Ekimyan\_X\_; Sophia Tse\_X\_; and Victoria Martinez\_X\_.

**Ex Officio Voting Members:** David Chavez\_X\_; Charles Hobbs\_X\_; and Brad Conn\_X\_.

**Nonvoting Attendees:** Sheri Berger\_X\_; Brittany Olayele\_X\_

### AGENDA:

**Meeting started at 2:07pm**

**1. Approval of Agenda:** February 20, 2025.

- **Roza E. motioned to approve the amended agenda. Eckko B. seconded. Unanimously approved.**

**2. Approval of Minutes:** December 5, 2024.

- **Jesse M. motioned to approve the minutes. Victoria M. seconded. Unanimously approved.**

**3. Reports and Follow-up Questions From Attendees:**

- **Jesse M. motioned to open reports 3a-e. Victoria M. Seconded**

a) President, Academic Senate

- Summary of Academic Senate December 5, 2024 Decisions Sent to the District.
- District Response to Academic Senate November 21, 2025 and December 5, 2025 Approvals—Document Attached.

b) College Curriculum Committee Chair

- Updates on course reviews and approvals, including Chemistry and Cosmetology courses. Discussion on new course approval process remains open.

c) Distance Education Faculty Coordinator

d) Faculty Development Chair

e) Vice President, Academic Affairs

- Dr. Sherry Berger discussed the new accreditation standards and the shift from compliance to outcomes focus. A crosswalk between old and new standards was presented.
- **Brad C. motioned to close reports 3a-e. Victoria M. seconded.**

**4. Curriculum Consent Agenda Items:**

- **Michael V. motioned to approve Consent Agenda Items 4a-b. Carlos M. seconded. Unanimously approved.**

**Note:** Approved by the College Curriculum Committee on December 10, 2024.

- a) Course Review; Articulation/Transfer Review: CHEM 104 - Beginning Chemistry
- b) Course Review; CTE Two-Year Course Review; No proposed Changes: COSM 110 - Intermediate Cosmetology; COSM 112 - Advanced Cosmetology; COSM 118 - Preparation for the State Board of Barbering and Cosmetology Practical Exam; COSM 125 - Cosmetology Applications; and COSM 126 - Cosmetology Applications and Theory.

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**Tabled December 5, 2025**

**5. Action Items:**

- **David C. Motioned to open action item 5a for first read. Brad C. Seconded.**

a) First Read: AR 4025 Philosophy and Criteria for Associate Degree and General Education—Minodora Moldoveanu.

- Discussion on AR4025, with changes to GE requirements aligning with Title V. The document was reviewed section by section.

- **Carlos M. Motioned to close action item 5a. Charles H. Seconded.**

- **Victoria M. Motioned to open action item 5b for first read. Jesse M. Seconded.**

b) First Read: DE Handbook—Brad Conn.

- DE Handbook Revisions: Revisions to the DE Handbook include updates on Title V language, union language, and a new recertification process requiring faculty to demonstrate course quality every three years.
- Recertification Process Concerns: Concerns were raised about the new recertification process, including potential teaching restrictions for non-compliance and the impact on faculty availability.

- Implementation and Scheduling of Certification Processes: The meeting discussed the logistics of implementing certification processes, including scheduling, fairness in class reviews, and ensuring faculty are not left without the ability to teach due to certification delays.
  - Poker Certification and Compensation: The need for more poker-certified faculty was discussed, along with concerns about compensation for training. The college is a poker campus, allowing it to conduct its own training.
  - Compensation for Recertification and Training: There was a debate about whether faculty should be compensated for the time spent on recertification and training, given the significant hours required. Some argued that compensation for the new recertification process should first be negotiated by the union before being brought to the Senate.
  - Track Changes: To increase transparency and effective use of time, requests were made for the document to be brought back that include past, current, and future track changes.
- **Carlos M. Motioned to close action item 5b for first read. Jesse M. Seconded.**

#### 6. Action Items:

- **Victoria M. motioned to open action item 6a for first read. Carlos M. seconded.**
- a) ESL Hi-Set Preparation Courses—Brittany Olayele.
  - Proposed the approval of four HiSET preparation courses for English, math, social studies, and science. These courses aim to help students prepare for the HiSET or GED exams, especially those who completed high school abroad.
- **Jesse M. motioned to close action item 6a. Roza E. seconded.**
- **Jesse M. motioned to approve the four HiSET preparation courses for English, math, social studies, and science. As well as the certificate of completion. Roza E. seconded. Unanimously approved.**
- b) Second Read: Draft of Combined Syllabi Mandatory, Mandated by Law, and Optional Checklist Items.
  - Please see tabled items below.
- **Roza E. Motioned to open Action Item 6C. Charles H. seconded.**
- c) First Read: 2024 Standard Crosswalk, Committees, & Offices—Dr. Berger
  - The 2024 standards crosswalk was discussed, with a decision to categorize it as informational rather than an action item.
- **Victoria M. motioned to amend the agenda to move the 2024 Standard Crosswalk from an Action Item to an Informational Item. Carlos M. seconded. Unanimously approved.**
- **Victoria M. motioned to close item. Carlos M. Seconded.**

#### Table 6b, 6d, and 6e

**Carlos motioned to table 6b, 6d and 6e. Charles H. seconded. Unanimously approved.**

- b) Second Read: Draft of Combined Syllabi Mandatory, Mandated by Law, and Optional Checklist Items.
- d) First Read: High School Articulation Agreement.
- e) First Read: Procedure for High School Articulation Agreements.

#### 7. Academic Senate Senator Comments and/or Future Agenda Item Recommendation(s):

Note: Academic Senate Senators may provide a comment or future agenda item recommendation(s).

- **Carlos M. motioned to open the floor for Senator comments. Charles H. seconded.**

- Concerns were raised about the process of adding Compton Early College students to classes, as there were issues with verifying student status and preventing fraud. Instructors are getting emails from early college students about adding.
- **Carlos M. motioned to close the floor for Senator comments. Charles H. seconded.**

**8. Public Comment(s):**

- **Carlos M. motioned to open the floor for public comment. Charles H. seconded.**  
**Note:** Public comments may be presented.
- **Carlos M. motioned to close the floor for public comment. Victoria M. seconded.**

**Meeting ended at 3:33pm**

**Note:** Items in blue indicate tabled items.

**Second Read—AR 4025 Philosophy and Criteria for Associate Degree and General  
Education**

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

**Issued: November 17, 2020  
Revised: June 27, 2022  
Revised: xxxx, 2024**

**References:**

Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education  
Title 5 Sections 55061 and 55063  
ACCJC Accreditation Standard 2

**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 programs of the District are consistent with the College's mission, purposes, demographics, and economics of the community.
- 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 ability to:
  - think and to communicate clearly and effectively both orally and in writing;
  - use mathematics;
  - understand the modes of inquiry of the major disciplines;
  - be aware of other cultures and historical contexts;
  - achieve insights gained through experience in thinking about ethical problems;
  - develop the capacity for self-understanding; and
  - engage in lifelong learning.

The philosophy and criteria regarding general education references the policy of the Board of Governors that general education should lead to better self-understanding, including:

- General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- General education introduces the content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

In addition to these, 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

The following general education requirements become effective for fall 2025.

#### **Courses Appropriate for General Education**

While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a certificate, major, or area of emphasis requirement. For the purpose of providing general education, Compton College shall adopt courses that meet the following:

A minimum of 24 semester units of general education in the areas described below:

1. English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester) including:
  - i. English Composition (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.
  - ii. Oral Communication and Critical Thinking (minimum of 3 semester units). Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.
2. Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester units). Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.
3. Arts and Humanities (minimum of 3 semester units). Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and

performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

4. Social and Behavioral Sciences (minimum of 3 semester units). Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines.

5. Natural Sciences (minimum of 3 semester units). Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

6. Ethnic Studies (minimum of 3 semester units). Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

7. **Health and Physical Education (minimum of 3 semester 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.

The following general education requirements are valid through summer 2025.

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.
  - 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 including passing second semester high school Algebra II or equivalent 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

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 Intersegmental General Education Transfer Curriculum (Cal-GETC).

A student has two options for completing the general education requirement: 1) complete the general education pattern noted above or 2) complete the Cal- IGETC transfer requirements.

## Second Read: Syllabi Checklist Faculty Resource Tool—Tabled Item



### Compton College

#### Syllabus Checklist--Faculty Resource Tool

#### Combined Syllabus Mandatory, Mandated by Law, and Academic Senate Optional

##### Directions

**Step 1:** Please fill in page numbers in the corresponding boxes where each item below is in your syllabus.

**Step 2:** Email the checklist and your class syllabus to your Division Instructional Coordinator and Dean.

Page Number	<u>Academic Affairs Mandatory Syllabus Item</u>
	Heading: Compton College
	Compton College Mission Statement  Compton College is an equity-driven, inclusive community resource dedicated to providing opportunities and support for historically underserved student populations, particularly students of color. We cultivate a sense of belonging to support students in achieving their academic goals. Compton College provides students with knowledge, strategies, and skills needed for workforce readiness and facilitates clear pathways for program completion and transfer to four-year institutions, all aimed at enhancing the well-being of our local community.
	Full Course Name and Number
	Course Reference Number (CRN#)
	Course Title
	Instructor's Name
	Lecture/Lab Meeting Days

	Lecture/Lab Meeting Times
	Meeting Room
	Instructor Contact Information: Phone (310) 900-1600 and Extension
	Compton College Email Address
	Office Hours
	<p>Required Text</p> <ul style="list-style-type: none"> <li>• Title of Text</li> <li>• Authors Name</li> <li>• Edition</li> <li>• Optional Text Requirements</li> <li>• Supplemental Requirements</li> <li>• OER Materials/Free or Low-Cost Statement</li> </ul>
	<p>Course Description</p> <p>Please use the course description illustrated in the Compton College Catalog and course outline record.</p>
	<p>Course Prerequisites</p> <p>Please use the course description illustrated in the Compton College Catalog and ACTIVE course outline record in CNET.</p>
	<p>Course Objectives</p> <p>Please use the course description illustrated in the Compton College Catalog and ACTIVE course outline record in CNET.</p>
	<p>Student Learning Outcomes</p> <p>Please use the course description illustrated in the ACTIVE course outline record in CNET.</p>
	<p>Assessment Activities</p> <p>Please list all the ways a student will be assessed during the course.</p>
	Evaluation Criteria
	Grading Scale
	<p>Attendance Requirements</p> <ul style="list-style-type: none"> <li>• Tardy Policy</li> <li>• Absence Policy</li> <li>• Excused or unexcused absences</li> </ul> <p>Please include text of our Compton College Policy</p>
	Semester Schedule of Topics and Assignments

**Mandated by Law**

**Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct**

Your safety is important to me. Please know that that if you disclose information, or if I or any instructor becomes aware of acts of child abuse, child neglect, discrimination, including gender-based discrimination or sexual misconduct (harassment, sexual assault, stalking or intimate partner violence as defined by Title IX) we are required by law to report the problem to the Title IX Coordinator and/or Compton College Police Department or both based upon the circumstances. However, due to their confidential status based upon federal and state laws, psychologists are not required to share information with the authorities. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <https://www.compton.edu/student-support/health-center/index.aspx> for scheduling information.

**Americans with Disabilities Act**

**Option One:** If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <https://www.compton.edu/student-support/special-resource-center/index.aspx>

**Option Two:** Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

**Special Accommodations Statement**

**Option One:** Accessibility and Accommodations

Compton College is committed to providing equitable access to education for all students. If you have a disability or medical condition and believe you may need accommodations in this class, please contact the Special Resource Center (SRC) at 310-900-1600, ext. 2402 or visit their website at [Special Resource Center](#) for more information. We encourage students to initiate this process early to ensure timely support.

**Option Two:** Equal Access and Support Services

Students with disabilities or medical conditions requesting classroom accommodations should contact the Special Resource Center (SRC). The SRC team collaborates with students, academic offices, and medical providers to determine reasonable accommodations. For assistance, call 310-900-1600, ext. 2402 or visit [Special Resource Center](#).

**Academic Senate Optional Statements**

**Student Resources Available at Compton College**

	<p>Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit <a href="https://www.compton.edu/student-support/index.aspx">https://www.compton.edu/student-support/index.aspx</a></p>
	<p style="text-align: center;"><b>Food and Housing/Basic Needs</b></p> <p>Any student who faces challenges securing their food or housing and believes this may affect their performance at Compton College is urged to contact The Tartar Support Network at <a href="mailto:tartarsupportnetwork@compton.edu">tartarsupportnetwork@compton.edu</a> or (310) 900-1600 ext. 2538 help.</p>
	<p style="text-align: center;"><b>Undocumented Students</b></p> <p>Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <a href="https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx">https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx</a> for more information.</p>
	<p style="text-align: center;"><b>Academic Honesty</b></p> <p><u>Option One:</u> Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District Board Policy 5500. <a href="https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsOfStudentConduct_101524.pdf">https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsOfStudentConduct_101524.pdf</a></p> <p><u>Option Two:</u> Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. Cheating includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. Plagiarism involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.</p>
	<p style="text-align: center;"><b>Recording in the Classroom</b></p> <p>The use of any recording device during class without the prior consent of the instructor is</p>

	<p>prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District with AR 5520.</p> <p><a href="https://go.boarddocs.com/ca/compton/Board.nsf/files/D5KMXN5D577D/\$file/AR_5520_StudentDisciplineProcedures_041624.pdf">https://go.boarddocs.com/ca/compton/Board.nsf/files/D5KMXN5D577D/\$file/AR_5520_StudentDisciplineProcedures_041624.pdf</a></p> <p>Additional Information for Instructors Regarding Recording in the Classroom (Not to include in your syllabus):</p> <ul style="list-style-type: none"><li>• The syllabus statement above may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording and whether and how non-disabled students must notify you and other students in the class.</li><li>• You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy with a syllabus statement.</li><li>• Some reasons to allow recording is that it may help some students retain your course material easier, recorded class lectures can be provided to students that were absent, and it supports a greater variety of learning styles.</li><li>• Some reasons to limit recording are that it may stifle student conversation (if the discussion topic is sensitive), it respects student and faculty privacy, and it avoids copyright infringement.</li><li>• For your reference, Educational Code Section 78907 states that, “The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.”</li></ul>
	<p style="text-align: center;"><b>Financial Aid, Scholarships, &amp; Pell Grants</b></p> <p>Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize</p>



	<p>your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online <a href="https://www.compton.edu/admissions-aid/financial-aid/index.aspx">https://www.compton.edu/admissions-aid/financial-aid/index.aspx</a></p>
	<p style="text-align: center;"><b>EOPS/CARE/NextUP</b></p> <ul style="list-style-type: none"> <li>Extended Opportunity Programs and Services (EOPS) is a program that is designed to assist low-income and educationally disadvantaged students achieve their educational and career goals at Compton College. EOPS encourages the enrollment, retention, graduation, and transfer of students who are challenged by language, social, economic, and educational disadvantages. It provides eligible students with various services.</li> <li>Cooperative Agencies Resources for Education (CARE) is a state-funded program designed to provide educational and career services and activities for the academically under-prepared students receiving cash aid assistance.</li> <li>NextUP (Foster Youth Student Support Program) is a state funded program that offers eligible current and former foster youth support and services.</li> <li>Find out more and see if you qualify for these services by visiting their office in SSB 280, calling 310-900-1600 Ext. 2912 or visiting <a href="https://www.compton.edu/student-support/eops/index.aspx">https://www.compton.edu/student-support/eops/index.aspx</a></li> </ul>
	<p style="text-align: center;"><b>Statement of Standards of Conduct</b></p> <p>Please include text of college policy.  <a href="https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsOfStudentConduct_101524.pdf">https://go.boarddocs.com/ca/compton/Board.nsf/files/DB8UGF7BFA0D/\$file/BP_5500_StandardsOfStudentConduct_101524.pdf</a></p> <p>Instructor expectation of student conduct  Late/Missed assignment policy</p>
	<p style="text-align: center;"><b>Title IX Information</b></p> <p>Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: <a href="#">Federal Register: The Daily Journal of the United States Government—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance</a>. Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.</p>
	<p style="text-align: center;"><b>Disclaimer Statement</b></p> <p>Students will be notified ahead of time when and if any changes are made to course requirements or policies.</p>

## **For Comparison: Syllabus Checklist on the Compton College Academic Senate Webpage**

Sample Syllabus Statements to Support Student Success and Retention at Compton College  
As you prepare for the upcoming semester, the sample statements below can encourage student behaviors associated with success and retention and help proactively address common challenges that our students face on a regular basis. Note that these statements, approved by Compton College's Academic Senate, are only suggestions, provided as a service to faculty.

Recommended syllabus statements are provided by the Compton College Academic Senate as a service to faculty and to students. We hope that the use of any or all of these statements will open the door for students to ask faculty members for help.

Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct Your safety is important to me. Please know that if you reveal child abuse, child neglect, or gender-based or sexual misconduct (including harassment, sexual assault, stalking or intimate partner violence) to me or any instructor, we are required by law to report the problem to the Compton College Police Department. However, psychologists are not required to report your incident. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <http://www.compton.edu/studentservices/healthcenter/> for scheduling information.

### Americans with Disabilities Act

Option One: If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <http://www.compton.edu/studentservices/supportservices/specialresourcecenter/>.

Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

### Student Resources Available at Compton College

Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive

list of Academic Resources and Support Programs, please visit  
<http://www.compton.edu/student-services/support-services/index.aspx>

Food and Housing/Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance at Compton College is urged to contact The Tartar Support Network at [tartarsupportnetwork@compton.edu](mailto:tartarsupportnetwork@compton.edu) or (310) 900-1600 ext. 2538 help.

### Undocumented Students

Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <http://www.compton.edu/student-services/financialaid/ab540/> for more information.

### Academic Honesty

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District [Board Policy 5500](#).

Option Two: Compton College places a high value on the integrity of its student scholars. Therefore, the Compton College policy on academic dishonesty will be strictly enforced. Academic dishonesty encompasses both cheating and plagiarism. *Cheating* includes obtaining, attempting to obtain, or assisting to obtain academic credit for work by the use of any dishonest, deceptive, or fraudulent means. *Plagiarism* involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

### Recording in the Classroom\*

The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in

accordance with Compton Community College District [Administrative Procedure 5520: Standards Discipline Procedures](#).

\*Additional Information for Instructors Regarding Recording in the Classroom (Not to include in your syllabus):



- The syllabus statement above may be adapted to reflect the rules in your classroom. To abide by state regulations, you can determine whether or not to allow recording and whether and how non-disabled students must notify you and other students in the class.
- You must always allow students with a disability to record if they have notified you and shown you their accommodation with the SRC. It is good practice to let students know your policy with a syllabus statement.
- Some reasons to allow recording is that it may help some students retain your course material easier, recorded class lectures can be provided to students that were absent, and it supports a greater variety of learning styles.
- Some reasons to limit recording are that it may stifle student conversation (if the discussion topic is sensitive), it respects student and faculty privacy, and it avoids copyright infringement.
- For your reference, Educational Code Section 78907 states that, “The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law.”

#### Financial Aid, Scholarships, & Pell Grants

Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <http://www.compton.edu/student-services/financialaid/>.



## For Comparison: Syllabus Checklist

COMPTON COLLEGE

ACADEMIC AFFAIRS

### SYLLABUS OUTLINE CHECKLIST

**Action item:** Please fill in page numbers where each item below is located in your syllabus and email the checklist along with your class syllabus to your division instructional coordinator and your Dean.

Instructors Name:

Semester and Year:

Course Name and  
Number:

CRN:

#### Page Number   Section

\_\_\_\_\_ Heading: Compton College

\_\_\_\_\_ Semester and year

\_\_\_\_\_ Compton College's Mission Statement

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

\_\_\_\_\_ Course Name

\_\_\_\_\_ Course Record Number

\_\_\_\_\_ Course Title

\_\_\_\_\_ Instructor Name

\_\_\_\_\_ Section Number

\_\_\_\_\_ Lecture Meeting Days

\_\_\_\_\_ Lecture Time

\_\_\_\_\_ Meeting Room

\_\_\_\_\_ Instructor Contact Information (310) 900-1600 ex XXXX



Email \_\_\_\_\_@compton.edu

\_\_\_\_\_  
Instructor's Office Location

\_\_\_\_\_  
Office Hours

\_\_\_\_\_  
I. Required Text

\_\_\_\_A. Title of Text

\_\_\_\_B. Author's Name

\_\_\_\_C. Edition

\_\_\_\_D. Optional Text Requirements

\_\_\_\_E. Supplemental Requirements

\_\_\_\_F. OER Materials/Free or Low-Cost Statement

\_\_\_\_II. Course Description (*found in the CC catalog & course outline of record*)

\_\_\_\_III. Course Prerequisites (*found in the CC catalog & course outline of record*)

\_\_\_\_IV. Course Objectives from CC Course Outline of Record

\_\_\_\_V. Student Learning Outcomes

\_\_\_\_VI. Assessment Activities (*list all the ways a student will be assessed in this course*)

\_\_\_\_VII. Evaluation Criteria

\_\_\_\_VIII. Grading Scale

\_\_\_\_IX. Attendance Requirements (*Include text of College Policy*)

\_\_\_\_A. Tardy Policy

\_\_\_\_B. Absence Policy

\_\_\_\_C. Excused or unexcused absences





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X. Student Resources Available at Compton College

Your success is our number one priority at Compton College. College resources to help you succeed include computer labs, tutoring centers, the library, health services, and services for designated groups, such as veterans, formerly incarcerated persons, parent-scholars, homeless persons, former foster youth, and students with disabilities. For a comprehensive list of Academic Resources and Support Programs, please visit <https://www.compton.edu/student-support/index.aspx>.

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XI. Food and Housing/Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect

their performance at Compton College is urged to contact The Tartar Support Network at [tartarsupport@compton.edu](mailto:tartarsupport@compton.edu) or (310) 900-1600 ext. 2538 help.

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XII. Undocumented Students

Compton College is committed to supporting the success of all students. If you identify as undocumented, AB540, and/or a DACA student, we have many support services and staff on hand to help. Please visit <https://www.compton.edu/admissions-aid/admissions-records/ab540/index.aspx> for more information.

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XIII. Financial Aid, Scholarships, & Pell Grants

Struggling to pay for tuition, books, or other costs associated with going to college? If so, Compton College has financial aid, scholarships, and other financial assistance solutions to help pay the bills so you can focus on class. For more information about how to maximize your financial aid and scholarship opportunities, please make an appointment with a financial aid counselor at 310-900-1600, ext. 2935, or visit Financial Aid online at <https://www.compton.edu/admissions-aid/financial-aid/index.aspx>.

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XIV. Statement of Conduct (*include text of college policy*)

\_\_\_\_A. Instructor expectation of student conduct

\_\_\_\_B. Late/Missed assignment policy



\_\_\_\_ C. Academic Honesty (*choose one of the following options*)

Option One: Compton College is dedicated to maintaining an optimal learning environment that thrives upon academic honesty. To uphold the academic integrity of the institution, all members of our academic community, faculty, staff, and students alike, must assume responsibility for providing an educational environment of the highest standards characterized by a spirit of academic honesty. It is the responsibility of all members of the Compton College academic community to behave in a manner which encourages learning, promotes honesty, and acts with fairness toward others. For more information, please refer to your College Catalog or Compton Community College District Board Policy 5500.

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Plagiarism involves submitting the works of others as your own and includes improper source citation, no source citation, using materials prepared by another student, and using fictitious sources. The penalties for academic dishonesty range from receiving an "F" on the assignment or exam to receiving an "F" in the course and may be reported to the appropriate campus authorities.

\_\_\_\_ D. Recording in the Classroom

The use of any recording device during class without the prior consent of the

instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with Compton Community College District Administrative Procedure 5520: Standards Discipline Procedures.

\_\_\_\_\_ E. If applicable, include a policy regarding the use of machinery or tools with safety regulations.

\_\_\_\_\_ XV. Special Accommodations Statement (*choose one of the following options*)

Option One: If you believe you may need accommodations in this class now or at any point in the semester, please go to the Special Resource Center (SRC) or call 310-900-1600, ext. 2402 for an appointment. For more information visit about the Special Resource Center and the services they provide, please visit <https://www.compton.edu/student-support/special-resource-center/index.aspx>.

Option Two: Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Student Resource Center/Disabled Student Services. SRC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to SRC as soon as possible.

\_\_\_\_\_ XVI. Mandatory Reporting: Child Abuse, Gender-Based, or Sexual Misconduct

Your safety is important to me. Please know that that if you disclose information, or if I or any instructor becomes aware of acts of child abuse, child neglect, discrimination, including gender-based discrimination or sexual misconduct (harassment, sexual assault, stalking or intimate partner violence as defined by Title IX) we are required by law to report the problem to the Title IX Coordinator and/or Compton College Police Department or both based upon the circumstances. However, due to their confidential status based upon federal and state laws, psychologists are not required to share information with the authorities. To speak confidentially with a psychologist, please contact St. John's Health Center for a free appointment: (213)-226-7480. You can also visit <https://www.compton.edu/student-support/health-center/index.aspx> for scheduling information.

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XVII. Title IX Information

Your rights are protected as a pregnant student as well as due to pregnancy-related conditions. For more information you may contact the District's Title IX Coordinator, the Director of Diversity, Compliance and Title IX at 310.900.1600 x 2144 or by visiting: [Federal Register: The Daily Journal of the United States Government—Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance](#). Lactation rooms on campus are located on the second floor of the Student Services (SSB) and Instructional Building 2 (IB2) buildings and are clearly marked.

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XVIII. Disclaimer Statement

Students will be notified ahead of time when and if any changes are made to course requirements or policies.

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XIX. Semester schedule of topics and assignments.

**High School Articulation Agreement—Tabled Item**

**COMPTON COLLEGE  
COURSE ARTICULATION AGREEMENT**

Date Submitted:

<b>Compton College</b> <b>1111 E. Artesia Blvd.</b> <b>Compton, CA 90221</b>	<b>High School Name &amp; Address:</b>
<b>Course Name &amp; Number:</b> <b>College Course Title:</b>	<b>High School Course Title:</b>

Items in A – F below should match the information on the approved course outline of record.

**A. COLLEGE COURSE DESCRIPTION:**

**B. UNITS:**

**TOTAL HOURS:**

**C. PREREQUISITES:**

**D. REQUIRED CONTENT FOR ARTICULATION:**

**E. REQUIRED COMPETENCIES (PERFORMANCE OBJECTIVES) FOR ARTICULATION:**

**F. TEXTBOOKS:**

**G. METHODS FOR END-OF-COURSE ASSESSMENT:**

37

**H. OTHER SUPPORTING MATERIALS (INCLUDING SOFTWARE):**

**I. PROCEDURES FOR STUDENTS TO RECEIVE CREDIT FOR COURSE:**

1. When the student has passed the approved end-of-course assessments with a grade of C or better, the high school teacher may recommend that the student petition for college credit.

2. Procedures:

The student will apply for admission to Compton College and will complete the following:

- a. OpenCC Application
- b. DualEnroll.com
- c. High School Credit by Examination Form – new form needed

Assigned grades are based solely on the students' CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to Administrative Regulation 4231 – Grade Change. The letter grade will be posted on the transcript in the semester the test was taken.

Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.

This agreement will be reviewed if changes are made to the course or teacher assignment. It will be the responsibility of the high school to notify Compton College when changes occur.

**REQUIRED SIGNATURES:**

Compton College	High School
Initiating Faculty Member  Date: _____	Department Chair/Program Coordinator/Teacher  Date: _____
Division Chair  Date: _____	Career/Perkins Counselor  38 Date: _____
Articulation Officer  Date: _____	Principal  Date: _____
Division Dean  Date: _____	

Vice President of Academic Affairs	
Date: _____	

## Procedure for High School Articulation Agreement—Tabled Item

### COMPTON COLLEGE PROCEDURES FOR OBTAINING HIGH SCHOOL ARTICULATION AGREEMENTS

**BACKGROUND:** In September 2005, SB 70, the Governor’s Initiative on Improving and Strengthening Career Technical Education (CTE), was approved and subsequently chaptered into the Education Code section 88532. The bill focused on improving the linkages and career-technical pathways between high schools and California community colleges. In June 2024, [Administrative Regulation 4051](#) – High School Articulation Agreements was issued.

#### PROCEDURES FOR ARTICULATION:

1. Full-time faculty, or part-time if there are no full-time faculty, members in a CTE discipline initiate the request for articulation with a high school. Note: the high school may approach faculty or others as well, but Compton College faculty initiate the process.
2. To begin the process, an official proposal must be prepared for review by full-time faculty in the discipline, or part-time faculty if there are no full-time faculty.
3. The proposal must be approved by a majority of full-time faculty members in the discipline, or part-time if there are no full-time faculty.
4. The proposal will then be forwarded to the articulation officer and Division Dean for approval to begin discussion with the high school.
5. Sign off by the college and the high school constitutes an agreement that the high school will cover at minimum the content as specified in the course outline of record; upon successful completion, the student will have obtained the objectives as specified in the course outline of record; the high school will require comparable prerequisites, if any, and the high school will follow the stated methods for end-of-course assessment.
6. Articulation agreements will be reviewed if changes are made to the course or teacher assignment. It will be the responsibility of the high school to notify Compton College when changes occur.
7. High School Articulation Agreements will be maintained in the Office of Academic Affairs. The Vice President of Academic Affairs will be the point of contact for these agreements.

#### APPROVAL OF ARTICULATION AGREEMENT:

The articulation agreement must be approved by both Compton College and the high school as follows:

College Approvals:



Initiating Faculty Member  
Division Chair (signifying approval of discipline faculty members)  
Articulation Officer  
Division Dean  
Vice President of Academic Affairs

High School Approvals:

Department Chair, Program Coordinator, or Teacher  
Career/Perkins Counselor  
Principal

PROCEDURE FOR STUDENTS TO OBTAIN COURSE CREDIT AT COMPTON COLLEGE:

1. Upon completion of the end-of-course assessment with a C or better, the high school teacher may recommend the student to petition for college credit.
2. The student will then apply for admission to Compton College, unless they are already a student. Assistance will be provided by the CTE Career Pathways Coordinator.
3. The student will submit their additional paperwork for Compton College through DualEnroll.com. Assistance will be provided by the CTE Career Pathways Coordinator.
4. The student will fill out the petition for High School Credit by Examination form. (Richette – AR 4051 says they complete the High School Credit by Examination form – we need to make this).
5. Assigned grades are based solely on the students' CBE assessment results. A letter grade will be assigned, except that students shall be offered a "pass-no pass" option if that option is ordinarily available for the course. The course will be identified as CBE on the transcript in accordance with the official final grade received. Once assigned, a grade is not reversible, except that it may be appealed pursuant to Administrative Regulation 4231 – Grade Change. The letter grade will be posted on the transcript in the semester the test was taken.
  - a. Students who are unsuccessful in obtaining the required minimum grade will not be granted credit for the articulated college course; no record of the attempt for CBE will appear on a student's transcript.