



## ACADEMIC SENATE

### AGENDA

Thursday, November 17, 2016 at 1:00 p.m. in the Board room

- I. CALL TO ORDER**
- II. APPROVAL OF AGENDA**
- III. APPROVAL OF MINUTES**  
November 3, 2016 Minutes
- IV. REPORTS**  
**Senate:**  
President Paul M. Flor  
Board Representative and External Liaison Jerome Evans  
Vice President Chris Halligan
- V. ACTION ITEMS-UNFINISHED BUSINESS**
  1. Distance Education compliance committee N. Williams
  2. BP 4030 - Academic Freedom P. Flor & B. Perez
  3. Administrative Procedures 4260 P. Flor & B. Perez
- VI. NEW BUSINESS**
  1. ASB & Student Development H. Junior Domingo
  2. Academic Senate Resolution on Respect for Diversity after post-election fervor P. Flor
  3. 2017 Compton Center/Future Compton College Comprehensive Master Plan review
  4. Accreditation Update A. Gillis
  5. ASCCC Fall Plenary D. McPatchell
- VII. INFORMATION-DISCUSSION ITEMS**
  1. Academic Senate news
  2. Institutional Effectiveness committee
  3. Education Taskforce
- VIII. Events/Meetings**
  1. Canvas Training, El Camino College, Torrance, November 18, 2016
  2. Contextualized Teaching and Learning Regional Meetings, December 2 & 3
  3. Common Assessment Initiative Regional Meetings, December 9 & 10
- IX. FUTURE AGENDA ITEMS**
  1. Strong Workforce
  2. Staffing Master plan
- X. ADJOURNMENT**



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

**BP 2520 Academic Senate**

**Issued: May 19, 2015**

Reference:

Education Code Section 70902(b)(7);  
Title 5, Sections 53200 et seq  
Accreditation Standard IV.A  
Board Policy 2510 Participation in Local Decision Making

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5, shall represent the faculty and make recommendations to the administration and to the Board with respect to academic and professional matters, so long as the exercise of such functions does not conflict with the lawful collective bargaining agreement.

The Board or its designee will consult collegially with the Academic Senate when adopting policies and procedures. The Board will rely primarily on faculty expertise on academic and professional matters as defined by Sub-Chapter 2, Section 53200, et seq., California Administrative Code, Title 5, and as listed below:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards and policies regarding student preparation and success;
6. District and College governance structures as related to faculty roles;
7. Faculty roles and involvement in accreditation process, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senates' organization, membership functions and committee structure shall be developed by the Academic Senate.

**CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1st & 3rd Thursday)

\* This is a special meeting scheduled to coincide with ACCJC Accreditation visit the week of March 6-9<sup>th</sup>. This is a Tuesday. We are switching days with El Camino College.

**FALL 2015**

<del>September 8</del>	Board Room
<del>September 22</del>	Board Room
<del>October 6</del>	Board Room
<del>October 20</del>	Board Room
<del>November 3</del>	Board Room
November 17	Board Room
December 1	Board Room
December 15 (if needed)	Board Room

**SPRING 2016**

February 16	Board Room
March 7*	Board Room
March 16	Board Room
April 6	Board Room
April 20	Board Room
May 4	Board Room
May 18	Board Room

**ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS** (1st & 3rd Tuesdays before ECC Senate, usually)

**FALL 2015**

<del>September 6</del>	Dist. Ed. room 166
<del>September 20</del>	Dist. Ed. room 166
<del>October 4</del>	Dist. Ed. room 166
<del>October 18</del>	Dist. Ed. room 166
<del>November 1</del>	Dist. Ed. room 166
<del>November 15</del>	Dist. Ed. room 166
December 6	Dist. Ed. room 166

**SPRING 2016**

February 21	Dist. Ed. room 166
March 9*	Dist. Ed. room 166
March 21	Dist. Ed. room 166
April 4	Dist. Ed. room 166
April 18	Dist. Ed. room 166
May 2	Dist. Ed. room 166
May 16	Dist. Ed. room 166

Compton Faculty are encouraged to attend the ECC Academic Senate meetings when possible.

**Per the Brown Act all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes, If you were signed in to the meeting and did not vote No/Abstain, your vote will be assumed to be a Yes.**



## ACADEMIC SENATE MINUTES

Thursday, November 3<sup>rd</sup>, 2016 1:00 p.m. Board Room

<u>Senators</u>	<u>ATTENDANCE</u> <u>Visitors</u>
Eyob Wallano	Katherine Marsh
Jerome Evans	Hoa Pham
Andree Valdry	Carlos Maruri
Mandeda Uch	Shemiran Lazar
David McPatchell	Jose Bernaudo
Nikki Williams	Jesse Mills
Paul Flor	Fazal Aasi
Kent Schwitkis	Ruth Roach
Christopher Halligan	Holly Schumacher
Annaruth Garcia	
Mahbub Khan	
Vanessa Haynes	
Essie French-Preston	

**X. CALL TO ORDER** – Paul Flor 1:08 p.m.

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

**XII. APPROVAL OF MINUTES** – Halligan/Evans- Approved

Jose Bernaudo commented on the minutes and how a secret ballot was requested for the last vote on the Educational Task Force. It was noted that we cannot add to the past minutes but the comment is now reflected in the record. Two comments are now on record: a secret ballot was asked for and was denied and secondly, there was an administrator present which may have caused intimidation for the voting senators. Flor stated that he has never heard of secret ballot at Senate. Bernaudo would like to know why and how we do not have a secret ballot. Flor stated that he would like for Bernaudo to show where there is a need for a secret ballot to be called for. Bernaudo stated that when there is an issue like the task force and there is an administrator present, we should have a secret ballot. Nikki Williams spoke about being the one to ask for the secret ballot, but not because of administrator presence rather the reception of other faculty members to the vote. After discussing this with Flor, she stated that she was comfortable with not having a secret ballot. Flor reiterated Academic Senate meetings are open session; our By-laws do not permit for secret ballots; there is no precedent of secret ballots at these meetings; that secret ballots are appropriate at union meetings; if Bernaudo have evidence of secret ballots used elsewhere, to provide it.

**XIII. REPORTS**

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

- BP 4030 and Administrative Procedures 4260- Today we will be considering for our first reading both policies. Flor stated that he would like us to make our BP 4030 more up-to-date and accurate. The additions of the board policy are in the agenda packet. The additions are in red. We need to consider that this language may need to be added to the union contract. Schwitkis asked if number 3 should be addressing us as a school. Flor stated that until we get accreditation, we need to keep the same wording

and that this language is pretty common. This is the first reading and at our next meeting we will hopefully accept and vote on BP 4030. Administrative Procedure 4260 relates to prerequisites and co-requisites. Please take a look at this before our next meeting. French-Preston stated that this needs to be printed in the catalogue. There is a numbering issue that needs to be corrected with Administrative Procedure 4260. All that is in red is what is proposed to be included. Included in the packet is the approved 2013 version as a comparative to the changes. Schwitkis asked for clarification on the numbering and Flor went through both versions to help with the clarification. Perez discussed why the changes were made.

- Vacancy in the Board of Trustees- a provisional appointment has been made. The new appointee's background has been included in the packet.
- Starfish early alert system- Information has been included in the packet. A number of faculty participated in the training on October 21<sup>st</sup> and are currently piloting the system.
- IEPI information is included in the packet for anyone interested in submitting proposals.
- Plenary- McPatchell will be attending.
- We need to start discussion on creating a seniority list for part time faculty. We also need to ensure that all part time faculty have been evaluated.

**Vice President-** Christopher Halligan

- No report
- Make sure that you go out and vote- Check out the FACCC website to see their proposition endorsements.

**Board Representative** – Jerome Evans reporting

- None

**Accreditation:** Amber Gillis reporting.

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**XIV. ACTION ITEMS-UNFINISHED BUSINESS**

- Distance Education Compliance- Nikki Williams spoke about postponing the meeting until we have attended the mandatory distance education meetings next week. We would like to see the information that is given out at the meeting before we begin putting together some standards for meaningful contact with other faculty. We will send out an announcement of a meeting date soon.

**XV. NEW BUSINESS**

- Lieutenant Box- Discussed the drill for Shelter in Place. He stated that we should not leave our office or classroom. We should focus on strategies on how we would deal with a situation that would require shelter in place. We have been emailed the guide to help with strategies. For this drill we should look at page 9. Flyers have been left so that we can read them. There will be 2 PSAs as reminders. Lieutenant Box opened the floor to questions and discussion ensued.
- SLO and PLO Assessment report given by Hoa Phan- The numbers are going up as of October 19<sup>th</sup>. The SLO team is going to be going to a workshop that talks about how we are using SLO Assessment to improve teaching. SLO assessment completion went up when we assigned full-time leads to help the

part-timers enter their data. All the facilitators offer individual assistance to faculty. The SLO facilitators and coordinator are trying to readjust the training schedule because Friday is not working for most people. Pham noted that there is greater support from administrators and that there are now consequences for lack of completion of the assessment process. You can lose your overload.

- Accreditation- The deadline is this Friday. We have one more working meeting this Friday. There is last minute clean up with the standards. The self-evaluation will come to the senate on the 17<sup>th</sup>. Flor would like to propose that we consider it for 1<sup>st</sup> and 2<sup>nd</sup> reading in November so that we can send it to the board in December.
- Financial Aid Report- Holly Schumacher discussed financial aid. Students are submitting incomplete scholarship applications. The students are needing faculty letters of recommendations. This comes in the form of a link that faculty simply have to fill in. Faculty do not have to create a letter, they will get a link. Please encourage students to submit a completed application.
- Financial Aid- is now open early for the next academic year. This can be done in advance so that students can have their financial aid done early and have funds on time. Flor asked about the BOG fee waiver and if we are feeling the ramifications for the new criteria of compliance. What students could be subject to losing their fee waivers? This could affect 11% of students. Discussion ensued about ensuring that we account for students we may lose thereby losing FTES.

**XVI. Information- Discussion Items**

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**XVII. Events/Meetings**

- Event information is included in the packet.

**MOTION TO ADJOURN** – Approved –Halligan/Evans 2:16 p.m.

## **Proposed 2016-2017 Goals**

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

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

Measures:

- Arrange faculty representation on campus committees and periodic updates,
- Recruit faculty co-chairs for Institutional Standing Committees
- Ensure divisions have required number of senators
- Review and begin revising Academic Senate By-laws to reflect curriculum reforms
- Ensure Academic Senate office is relocated in swing space

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

Measures:

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

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

Measures:

- Support Enrollment Management initiatives through ongoing communication and faculty involvement
- Support accreditation efforts through regular Senate/Faculty Council communication and collaboration
- Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion



## SHARING THE INFORMATION

*Effective faculty leadership is best achieved through teams not heroes.*

### Compton Curriculum Committee Proposal

#### Fall 2015

Form a college curriculum committee  
Chair – Essie French-Preston

Charge: Determine the curriculum and programs for the newly accredited Compton College

#### Membership:

Option 1 – current representatives to ECC’s division curriculum committees

Option 2 – divisions elect representatives (mirror senate elections?)

- Science
- Math
- English/ESL
- Social Sciences
- Arts
- Business/CIS
- Nursing
- PE

Undergo Curriculum training

Work with Strategic Planning committee to finalize mission statement for Compton

Establish a timeline to review curriculum from divisions

Divisions/departments begin to identify courses and programs from ECC curriculum that will comprise Compton College – including any modification to the curriculum

#### Spring 2016

Curriculum committee begins to review course proposals.

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2017 Compton Center/Future Compton College Comprehensive Master Plan review

[http://www.compton.edu/adminandoperations/provostceo/Documents/2017\\_CCCD-CMP\\_Nov11-2017\\_DRAFT.pdf](http://www.compton.edu/adminandoperations/provostceo/Documents/2017_CCCD-CMP_Nov11-2017_DRAFT.pdf)

Feedback or questions are welcome until November 18. Forward to Dr. Abiodun Osanyinpeju at [aosanyinpeju@elcamino.edu](mailto:aosanyinpeju@elcamino.edu)

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The Compton Community College District (CCCD) Board of Trustees has a new board member sworn into office at the November 15 Board meeting.

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On Friday morning, November 18, a number of Compton faculty and staff will attend the first testing training for CANVAS. Faculty teaching online must register for this training. Professional development credit is available.

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## **IEPI Pathways Training Workshops**

**Gather your college leadership team and come learn about different strategies of implementing a college pathways approach.**

### ***General Information***

IEPI, in partnership with the Statewide Academic Senate and select AACC CA Guided Pathways colleges, is sponsoring two upcoming pathways events. These two-day events are designed for college leadership teams interested in learning about different strategies to implement a college pathways approach. Time and attention will be spent disseminating California grown pathway strategies now in place at our colleges. National pathway models will also be shared. In addition, workshop attendees will hear from Davis Jenkins, Senior Researcher at the Community College Research Center at Columbia University, author of Redesigning America's Community Colleges: A Clearer Path to Student Success. Consistent with IEPI events there will also be time built in for leadership teams to begin to develop action plans tailored to their unique college culture.

**When:** January 26-27, 2017

Hilton Orange County Costa Mesa

Registration link: <http://pathwayscostamesa.eventbrite.com>

### ***Workshop Schedule/Registration/Cost***

Registration is required through Eventbrite. There is a \$75 per-person registration fee for attending. Registration includes morning beverages and lunch on day one and continental breakfast and lunch on day two. Participants are responsible for travel and any parking costs. This two-day workshop is tentatively scheduled from 9:00 am - 5:00 pm on day one and from 8:30 am – 3:00 pm on day two.

### ***Who Should Attend?***

Each college is encouraged to send a leadership team that includes senior level administrators (CIO, CSSO, etc.) and representatives of the Academic Senate, Student Services (deans/counselors) and faculty.

### ***Questions?***

For questions related to workshop registration, contact Maureen Akal at [Makal0361@icloud.com](mailto:Makal0361@icloud.com) or (630)337-3004.

**Register:** <http://iepi.cccco.edu/professional-development>

### ***Resources***

**Flyer:** IEPI Pathways Training (**pdf**) (**doc**)

Registration for Fall Plenary is closed and I have no confirmation of CCC faculty attending. Here are some breakout sessions we will miss out on.

1. Expansion of SLOs in the Accreditation Standards: Accreditation SLOs Are Everywhere: Assessing our students' learning has always been a part of every faculty member's professional responsibilities. With the 2014 revised accreditation standards, however, outcomes assessment, evaluation of assessment data, and reporting are required for nearly all college functions. This breakout will explore what the expansion of outcomes assessment means for our colleges and the ways in which the increased use of outcomes assessment can lead to true institutional improvement.
2. Strong Workforce Recommendations: Curriculum: With the passage of the Strong Workforce Taskforce recommendations, a particular focus has been on curriculum and curricular processes in career technical education. The Academic Senate has been working on ways to make curriculum processes more effective and more efficient, regardless of the modality or the discipline of the courses. This breakout will discuss methods through which colleges can streamline curriculum processes to benefit programs and colleges. A follow-up session on Friday - Strong Workforce Recommendations: Regional Coordination will focus on some effective practices in regional coordination and provide participants with tools to engage all stakeholders in regional conversations to best meet the needs of our students. Many of the Strong Workforce Recommendations require coordination of efforts across districts to strengthen communication, coordination, and decision-making between regional CTE efforts and colleges to meet regional labor market needs.
3. Surviving an Accreditation Visit: An accreditation site visit can be an extremely stressful time on a college campus. Institutions can take certain actions before and during the visit to reduce anxiety for everyone and make the visit go more smoothly. Please join us for a discussion about preparing for a site visit, what to expect during the visit, and some recent trends in actions on institutions coming from ACCJC.
4. Part-time Faculty Evaluation: Governor Brown signed AB 1690 (Medina) on September 30, 2016. This bill, sometimes called the "adjunct relief bill," specifies minimum standards for part-time faculty to be included in collective bargaining agreements such as evaluation procedures. This session will review applicable recommendations to meet the needs of AB 1690 as provided in the ASCCC's paper Part Time Faculty: A Principled Perspective and the ways in which this legislation may impact colleges.
5. Institutional Support for our Formerly Incarcerated Students: At the 2016 ASCCC Academic Academy, faculty were introduced to research that demonstrates how engaging with and creating an authentic and inclusive environment for formerly incarcerated students will immediately and positively impact the success and academic behaviors of all students. At this breakout session, Dr. Sabrena Turner-Odom shares explains the four major themes of formerly incarcerated student development: inner strength, adaptability, rebirth, and peer influence. The presenters will then share how those themes could influence practices and institutional policies that support and compliment those policies.
6. Friday Keynote Presentation: Incoming Chancellor Eloy Ortiz Oakley: The LBCC President has had a distinguished and dynamic career in the CCC System. Recently he was honored by President Obama as a Champion for Change for College Opportunity for his work in establishing the Long Beach College Promise and the California College Promise. He takes the helm as Chancellor of the California Community Colleges on December 19. At this keynote address, he will share his thoughts on higher education and, most particularly, what the future holds for California's community colleges.
7. IEPI Update: Indicators, PRTs, and Professional Development: The Institutional Effectiveness Partnership Initiative (IEPI) is comprised of three main components: professional development, technical assistance, and a framework of indicators to evaluate the health and progress of institutions. In addition, IEPI has also released leadership grants to fund projects throughout the system that improve leadership at all levels. This breakout will present an overview of the current and future work of the IEPI and how it will impact the effectiveness of our colleges as we serve the needs of our students and communities.

**References:**

Title 5 Section 51023;

ACCJC Accreditation Eligibility Requirement 20 and ACCJC Accreditation Standard I.C.7 (*formerly II.A.7*)

*Agreement Between the Compton Community College District and the Compton Community College Federation of Employees (Certificated Unit)*

The Compton Community College District recognizes that the search for the truth and the expressions of diverse opinions are essential to a democratic society, learning, and excellence in education, will encourage and protect academic freedom. Academic freedom is fundamental for the protection of the rights of the faculty member in teaching and of the student in learning. Faculty also have the responsibility to grade students solely on the basis of evidence of knowledge of the material pertinent to the class and attainment of appropriate skills, or other generally accepted grading criteria, avoiding any bias generated by a student's political outlook, religious belief or other personal attributes. It carries with it responsibilities correlative with rights.

Accordingly, a member of the faculty shall have the right to:

1. To freely examine or endorse unpopular or controversial ideas appropriate to course content in discussions with students, academic research and publications; nonetheless, the faculty member shall attempt to be accurate and objective and show respect for the opinions of others.
2. To select or recommend the selection of instructional materials for the courses which may contain unpopular or controversial ideas.
3. To speak and write as a citizen, provided that the faculty member recognizes a special obligation as a member of the educational profession and indicates that he or she is not speaking for the Center or District.
4. To present all points of view, including library materials of interest, information and enlightenment without regard for the race, nationality, social, political or religious view of the author.
5. To exercise other rights as a faculty member within the structure of state and federal laws protecting such rights.

Adopted:

Amended:

**NOTE: section in red in new compared to previous version (also provided).**

## **Administrative Procedure 4260**

## **Prerequisites and Co-Requisites**

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories and limitations do not constitute unjustifiable obstacles to student success and access. Therefore, the Education Code, Title 5 and the Compton Community College District seek to foster the appropriate balance between student success and access.

### 1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

### 2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
  1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.
  2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the student registers for that subsequent term.
- B. Grounds for challenge shall include the following:
  1. Those grounds for challenge specified in Title 5, Section 55003(p and q).
  2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
  3. The student seeks to enroll in a course that has a prerequisite established to protect health and

safety, and the student demonstrates that he or she does not pose a threat to himself or herself or others.

4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

### 3. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

- A. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
- B. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Section 53200- 53204 of Title 5 and within the limits set forth in Title 5 section 55003. Certain limitations on enrollment must be established in the same manner.
- C. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  1. The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the division do all of the following:
    - a) Approve the course; and,
    - b) As a separate action, approve any prerequisite or co-requisite, only if:
      - i) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
        1. involvement of faculty with appropriate expertise;
        2. consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards.
        3. be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
        4. specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

5. identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv;
  6. matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
  7. maintain documentation that the above steps were taken.
- ii) The prerequisite or co-requisite meets the scrutiny specified in one of the procedures for review of individual courses (see below), and specify which.
  - c) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
  - d) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
  - e) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
  - f) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
2. A course which should have a prerequisite or co-requisite as provided in (e) or (f) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
    - a) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
    - b) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
3. The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.

4. **Periodic Review of Prerequisites and Advisories.** As a regular part of the course review process, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. The regular course review process occurs on a six- year cycle, except that prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years. Any prerequisite or co-requisite that is still supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.
5. **Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.** Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which he or she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
6. **Instructor's Formal Agreement to Teach the Course as Described.** The college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the academic senate and, if appropriate, the local bargaining unit.

## **Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co- requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

### **1. Prerequisites and Co-requisites**

**A. Levels of Scrutiny.** Prerequisites and co-requisites must meet the requirements of at least one of the following subsections:

1. **The Standard Prerequisites or Co-requisites.** The college may establish satisfactory completion of a course as prerequisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the curriculum committee as provided above, the college specifies as part of the course outline of record at least three of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the

equivalent prerequisite(s) or co-requisite(s). Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.

2. **Sequential Courses Within and Across Disciplines.** A course may be established as a prerequisite or co-requisite for another course provided that, in addition to the review by faculty in the department or discipline and by the curriculum committee as described above, skills, concepts, and/or information taught in the first course are presupposed in the second course, and a list of the specific skills and/or knowledge a student must possess in order to be ready to take the second course is included in its outline of record.
3. **Courses in Communication or Computation Skills.** Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course by course basis. A course in communication or computation skills, or eligibility for enrollment in such a course, may be established as a prerequisite or co-requisite for any course other than another course in communication or computation skills by Content Review.

Department faculty will work with Institutional Research, key administrators and the College Curriculum Committee to identify and prioritize which courses may need communication or computational prerequisites. The process will be documented using the form provided by the curriculum committee and attached to the course review proposal in the curriculum data system that establishes the prerequisite. Once prerequisite courses are established, the affected departments will assure the prerequisite courses are reasonably available and will not unnecessarily impede student progress. College curriculum committee members will be trained on Title 5 regulations regarding the establishment of prerequisites. As part of Program Review, departments will study the impact of prerequisites on student success, giving special attention to disproportionate impact on historically underrepresented groups.

4. **Cut Scores and Prerequisites.** Whether or not research is required to establish a prerequisite, data collected to validate assessment instruments and cut scores is always relevant to reviewing the prerequisites for the associated courses. If such data are insufficient to establish the cut scores, any course prerequisites established for the same course or courses may not be printed in subsequent catalogs and schedules nor enforced in subsequent semesters until the problems are resolved, and sufficient data exist to establish the cut scores. In such a case, the collection of these data shall be done in the manner prescribed above in addition to other requirements of law. Such a prerequisite may be changed to an advisory on recommended preparation while the problems are being resolved.
5. **Programs.** In order to establish a prerequisite for a program, the proposed



prerequisite must be approved as provided for a course prerequisite in regard to at least one course that is required as part of the program.

6. Health and Safety. A prerequisite or co-requisite may be established provided that, in addition to the review by faculty in the department or division and by the curriculum committee as provided above:
  - a) The course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and
  - b) The prerequisite is that the student possesses what is necessary to protect his or her health and safety and the health and safety of others before entering the course.
  
7. Recency and Other Measures of Readiness. Recency and other measures of readiness may be established as a prerequisite or co-requisite only if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, the following is also done:
  - a) A list of the specific skills a student must possess in order to be ready to take the course is included in the course outline of record.
  - b) Data are gathered according to sound research practices in at least one of the following areas:
    - (1) The extent to which students, those currently enrolled in the course or those who have completed it, believe the proposed prerequisite or co-requisite is necessary.
    - (2) Comparison of the faculty members' appraisal of students' readiness for the course to whether students met the proposed prerequisite or co-requisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate and based on independent assignments, quizzes and exams, participation in courses or other indicators that the student was or was not ready to take the course.
    - (3) Comparison of students' performance at any point in the course with completion of the proposed prerequisite or co-requisite.
    - (4) Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question as described above.
  - c) The standard for any comparison done shall be that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or co-requisite. The research design, operational definitions, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. If the evidence fails to meet the standard

established, each college may establish the proposed prerequisite or co-requisite as a recommended preparation and may seek to establish it as a prerequisite or co-requisite only by following the process described in this policy and any applicable college policies.

- d) If the curriculum committee has determined as provided in these procedures that a new course needs to have a prerequisite or co-requisite, then the prerequisite or co-requisite may be established for a single period of not more than two years while research is being conducted and a determination is being made, provided that:
- (1) All other requirements for establishing the prerequisite or co-requisite have already been met; and
  - (2) Students are informed that they may enroll in the course although they do not meet the prerequisite. However, students who lack the prerequisite may not constitute more than 20% of those enrolled in any section of the course.

Prerequisites and co-requisites that are exempt from review at the time they are, or were, established are not eligible for this exception, and the research must be conducted during the six years before they must be reviewed.

**B. Additional Rules.** Title 5, Section 55202 specifies additional rules, which are to be considered part of this document as though reproduced here.

**2. Advisories on Recommended Preparation.** The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

**3. Limitations on Enrollment.** The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above, including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

**A. Performance Courses.** The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:

1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and

2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

### **Blocks of Courses or Sections**

Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

Reference:

Title 5, Sections 55000 et seq.

Adopted:

Amended:

Previous version from June 2013

## AP 4260 Prerequisites and Co-requisites

### References:

Title 5 Sections 55000 et seq.

**NOTE:** *This procedure is **legally required**. Districts may insert their local practice here. The following example was developed by the California Community Colleges Chancellor's Office Task Force in conjunction with the State Academic Senate. Districts should consult with local counsel before deviating from this example.*

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

### 1. Information in the Catalog and Schedule of Courses.

The college shall provide the following explanations both in the college catalog and in the schedule of courses:

- A. Definitions of prerequisites, co-requisites, and limitations on enrollment including the differences among them and the specific prerequisites, co-requisites, and limitations on enrollment that have been established.
- B. Procedures for a student to challenge prerequisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the college.
- C. Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- D. Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, prerequisite and satisfactory grade.

### 2. Challenge Process

- A. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:
  1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.

2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

B. Grounds for challenge shall include the following:

1. Those grounds for challenge specified in Title 5 Section 55201(f).
2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.
3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.
4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

C. Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

1. Establish a curriculum committee and its membership in a manner that is mutually agreeable to the college administration and the academic senate.
2. Establish prerequisites, co-requisites, and advisories on recommended preparation (advisories) only upon the recommendation of the academic senate except that the academic senate may delegate this task to the curriculum committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.
3. Establish prerequisites, co-requisites, advisories on recommended preparation, and limitations on enrollment only if:
  - a) The faculty in the discipline or, if the college has no faculty member in the discipline, the faculty in the department do all of the following:
    - (1) Approve the course; and,
    - (2) As a separate action, approve any prerequisite or co-requisite, only if:
      - (a) The prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
        - (i) involvement of faculty with appropriate expertise;
        - (ii) consideration of course objectives set by relevant department(s).  
The curriculum review process should be done in a manner that is in accordance with accreditation standards.
        - (iii) be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;
        - (iv) specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

- (v) identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under iv.
  - (vi) matching of the knowledge and skills in the targeted course (identified under iv.) and those developed or measured by the prerequisite or co-requisite (i.e., the course or assessment identified under v.); and
  - (vii) maintain documentation that the above steps were taken.
- (3) Approve any limitation on enrollment that is being established for an honors course or section, for a course that includes intercollegiate competition or public performance, or so that a cohort of students will be enrolled in two or more courses, and, in a separate action, specify which.
  - (4) Approve that the course meets the academic standards required for degree applicable courses, non-degree applicable courses, non-credit courses, or community service respectively.
  - (5) Review the course outline to determine if a student would be highly unlikely to receive a satisfactory grade unless the student had knowledge or skills not taught in the course. If the student would need knowledge or skills not taught in the course itself, then the course may be approved for degree applicable credit only if all requirements for establishing the appropriate prerequisite have been met excepting only approval by the curriculum committee.
  - (6) Review the course outline to determine whether receiving a satisfactory grade is dependent on skills in communication or computation. If receiving a satisfactory grade is sufficiently dependent on such skills, then the course may be approved for degree applicable credit only if all requirements have been met for establishing a prerequisite or co-requisite of not less than eligibility for enrollment to a degree-applicable course in English or mathematics, respectively.
- b) A course which should have a prerequisite or co-requisite as provided in (5) or (6) but for which one or more of the requirements for establishing a prerequisite have not been met may only:
    - (1) Be reviewed and approved pursuant to the standards for non-degree applicable credit, non-credit, or community service; or
    - (2) Be revised and reviewed as required to meet the criteria for establishing the necessary prerequisites or co-requisites.
  - c) The curriculum committee also reviews the course and prerequisite in a manner that meets each of the requirements specified above.
  - d) If the District chooses to use content review as defined in Title 5 of the Code of California Regulations section 55000(c) to define prerequisites and co-requisites in reading, written expression, or mathematics for courses that are degree applicable and are not in a sequence, it must adopt a plan consistent with Title 5 of the Code of California Regulations section 55003(c).
4. Program Review. As a regular part of the program review process or at least every six years, except that the prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years, the college shall review each prerequisite, co-requisite, or advisory to establish that each is still supported by the faculty in the discipline or department and by the curriculum committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or co-requisite that is still

supported shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and with the law.

5. **Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.** Implementation of prerequisites, co-requisites, and limitations on enrollment must be done in a consistent manner and not left exclusively to the classroom instructor. Every attempt shall be made to enforce all conditions a student must meet to be enrolled in the course through the registration process so that a student is not permitted to enroll unless he/she has met all the conditions or has met all except those for which he/she has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.
6. **Instructor's Formal Agreement to Teach the Course as Described.** Each college shall establish a procedure so that courses for which prerequisites or co-requisites are established will be taught in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or co-requisite. The process shall be established by consulting collegially with the local academic senate and, if appropriate, the local bargaining unit.

## **Review of Individual Courses**

If the student's enrollment in a course or program is to be contingent on his or her having met the proposed prerequisite(s) or co-requisite(s), then such a prerequisite or co-requisite must be established as follows. If enrollment is not blocked, then what is being established is not a prerequisite or co-requisite but, rather, an advisory on recommended preparation and must be identified as such in the schedule and catalog. Establishing advisories does not require all the following steps.

### **1. Advisories on Recommended Preparation**

The college may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the curriculum committee as provided in above. This process is required whether the college used to describe such recommendations in its catalog or schedule as "prerequisites," or "recommended," or by any other term.

### **2. Limitations on Enrollment**

The types of limitation on enrollment specified below may only be established through the curriculum review process by the discipline or department faculty and the curriculum committee specified above including the requirement to review them again at least every six years; for example, as part of program review. The following requirements must also be met in order to establish these particular limitations on enrollment.

- A. **Performance Courses.** The college may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics provided that:
  1. For any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
  2. The college includes in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.

Limitations on enrollment established as provided for performance courses shall be reviewed during program review or at least every six years to determine whether the audition or try-out process is having a disproportionate impact on any historically under-represented group and, if so, a plan shall be adopted to seek to remedy the disproportionate impact. If disproportionate impact has been found, the limitation on enrollment may not be printed in subsequent catalogs or schedules nor enforced in any subsequent term until such a plan has been endorsed by the department and the college administration and put into effect.

- B. Honors Courses. A limitation on enrollment for an honors course or an honors section of a course may be established if, in addition to the review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses at the college which satisfy the same requirements. If the limitation is for an honors course and not only for an honors section, the college must also include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same associate degree or certificate requirement.

Blocks of Courses or Sections. Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. Such a limitation on enrollment may be established if, in addition to review by the faculty in the discipline or department and by the curriculum committee as provided above, there is another section or another course or courses that satisfy the same requirement. If the cohort is created through limitations on enrollment in the courses rather than limitations on specific sections of courses, then the college must include in the course outline of record a list of each certificate or associate degree requirement that the course meets and of the other course or courses which satisfy the same associate degree or certificate requirement.

**Revised 8/07, 7/11, 3/12, 9/12, 6/13**





**El Camino College  
Compton Center**

**FACULTY COUNCIL Agenda  
Thursday, November 17, 2:00 p.m. in the Board room  
(or immediately following the Council meeting)**

**I. CALL TO ORDER**

**II. APPROVAL OF AGENDA**

**III. APPROVAL OF MINUTES**

November 3, 2016 Minutes

**IV. REPORTS**

**Faculty Council:**

Chairperson

Paul Flor

Vice Chairperson

Chris Halligan

ECC Curriculum Committee

Essie French-Preston

ECC Education Policies Committee

Vanessa Haynes

Student Learning Outcomes

Hoa Pham

Student Success Committee

Amber Gillis

**V. ACTION ITEMS-UNFINISHED BUSINESS**

**VI. NEW BUSINESS**

1.

**VII. INFORMATION-DISCUSSION ITEMS**

**VIII. EVENTS/MEETINGS**

**IX. FUTURE AGENDA ITEMS**

1. Revising By-laws to reflect changes to curriculum

2. Drafting of Curriculum Handbook

**ADJOURNMENT**

# CCCD Academic Senate and *ECC-CEC Faculty Council Roster*

2016-2017 (19 members)

## Officers:

President/ <i>Chairperson</i>	Paul M. Flor (17-18)
Past President/ <i>Past Chairperson</i>	Michael Odanaka
President-Elect/ <i>Chairperson-Elect</i>	Vacant
Vice President/ <i>Vice Chairperson</i>	Chris Halligan (16-17)
Secretary/ <i>Secretary</i>	Nikki Williams (16-17)
Curriculum/ <i>Curriculum Representative</i>	Essie French-Preston (16-17)
<i>Adjunct Representative</i>	Mahbub Khan (16-17)
Board Representative	Jerome Evans (16-17)

## Members:

### **Career and Technical Education (2)**

Annaruth Garcia (16-17)  
Phillip Yaghmai (17-18)

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

Shirley Thomas (18-19)  
Pamela West (16-17)

### **Humanities (2)**

Chris Halligan (17-18), Vice President/*Vice Chairperson*  
Nikki Williams (16-17) Secretary/*Secretary*

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

Kendhal Radcliff (17-18)  
Mandeda Uch (16-17)

### **Mathematics (2)**

Abigail Tatlilioglu (16-17)  
Jose Villalobos (18-19)

### **Science (2)**

Kent Schwitkis (18-19)  
Eyob Wallano (16-17)

### **Library and Learning Resource Unit (1)**

Andree Valdry (17-18)

### **Counseling (2)**

Essie French Preston (17-18), Curriculum/*Curriculum Representative*  
Vanessa Haynes (18-19)  
Michael Odanaka, Past President/*Past Chairperson*

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

Jerome Evans (17-18), Board Representative  
David McPatchell (18-19)

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

Mahbub Khan (18-19), *Adjunct Representative*  
Elizabeth Craigg Walker (17-18)



**El Camino College  
Compton Center**

**FACULTY COUNCIL MEETING  
Thursday, November 3<sup>rd</sup>, 2016 2:00 p.m. Board Room  
Minutes**

**ATTENDANCE**

**Senators**

Eyob Wallano  
Jerome Evans  
Andree Valdry  
Mandeda Uch  
David McPatchell  
Nikki Williams  
Paul Flor  
Kent Schwitkis  
Christopher Halligan

**Visitors**

Katherine Marsh  
Hoa Pham  
Carlos Maruri  
Shemiran Lazar  
Jose Bernaudo  
Jesse Mills  
Fazal Aasi  
Ruth Roach  
Holly Schumacher

**I. Call to Order** – Paul Flor- 2:16 p.m.

**II. Agenda** – - Approved

**III. Minutes** – French-Preston/ Halligan- Approved

**IV. Reports:**

**Chairperson** – Paul Flor reporting.

- No report

**Vice Chairperson-** Chris Halligan reporting.

- No report

**ECC Curriculum Committee-** Essie French-Preston reporting.

- No report

**Student Learning Outcomes-** Kendahl Radcliffe reporting.

- No report

**V. Action Item/Unfinished Business**

- 

**VI. New Business**

- 

**VII. Information- Discussion Items**

- 

**VIII. Events/Meeting**

- 

**ADJOURNED** – Halligan/Evans 2:17 p.m.

## **Academic Senate Proposed Resolution**

*The El Camino College, Compton Center faculty Council and the Compton Community College District Academic Senate strongly endorses the California Community College Chancellor Erik Skinner's statement that "While the presidential election has been divisive and has sparked anxiety and uncertainty on our campuses, we will always embrace the values of inclusion and diversity and support all students who want to build better lives for themselves and their communities. No student should forgo the opportunity to apply for financial assistance at our colleges."*

*In addition, we support the reassurances and reminders issued in the November 10, 2016 California Community College Chancellor's Office press release, stating that "In California, in-state enrollment fees and state financial aid -- including fee waivers, Cal Grant and privately funded institutional scholarships -- are available to certain undocumented students, or Dreamers. These benefits are protected by California law.... Community college financial aid and student services professionals are available to support undocumented students..."*

*We also strongly endorse El Camino College President Dr. Dena Maloney's, statement that "it is important for us to come together as a campus community and support each other and our students as we move forward." Inclusiveness has always been a strength of the Compton Center, and is an integral part of our campus culture. Respect for diversity of views is one of our core values.*