



ACADEMIC SENATE

AGENDA

Thursday, November 3, 2016 at 1:00 p.m. in the Board room

- I. **CALL TO ORDER**
- II. **APPROVAL OF AGENDA**
- III. **APPROVAL OF MINUTES**
October 20, 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 Nikki Williams
- VI. **NEW BUSINESS**
1. Curriculum Update Essie French Preston
2. Accreditation Update Amber Gillis
3. BP 4030 - Academic Freedom P. Flor & B. Perez
4. Administrative Procedures 4260 P. Flor & B. Perez
5. Financial Aid report Mytha Pascual
- VII. **INFORMATION-DISCUSSION ITEMS**
1. Academic Senate news
- VIII. **Events/Meetings**
1. Fall Plenary Session, November 3 to 5, 2016, Westin South Coast Plaza
2. Contextualized Teaching and Learning Regional Meetings, December 2 & 3
3. Common Assessment Initiative Regional Meetings, December 9 & 10
- IX. **FUTURE AGENDA ITEMS**
1. Education Master plan & Facilities Master plan review
2. Strong Workforce
3. Staffing Master plan
- X. **ADJOURNMENT**



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 6-9th. This is a Tuesday. We are switching days with El Camino College.

FALL 2015

September 8	Board Room
September 22	Board Room
October 6	Board Room
October 20	Board Room
November 3	Board Room
November 17	Board Room
December 1	Board Room
December 15	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

September 6	Dist. Ed. room 166
September 20	Dist. Ed. room 166
October 4	Dist. Ed. room 166
October 18	Dist. Ed. room 166
November 1	Dist. Ed. room 166
November 15	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, October 20th, 2016 1:00 p.m. Board Room

<u>Senators</u>	<u>ATTENDANCE</u>	
	<u>Visitors</u>	
Eyob Wallano	Celia Arroyo	Silvia Arroyo
Jerome Evans	Jose Bernaudo	Amber Gillis
Andree Valdry	Roza Ekimyan	Liza Rios
Mandeda Uch	Shemiran Lazar	Carlos Maruri
Nikki Williams	Ikaweba Bunting	
Paul Flor	James Lopez Jr.	
Kent Schwitkis	Holly Schumacher	
Christopher Halligan	Amankwa McKinzie	
Annaruth Garcia	Rashid Yayhe	
Mahbub Khan	Mohammad Khalilzadeh	
Vanessa Haynes	Roza Ekimyan	
Essie French-Preston	Minodora Moldoveanu	
David McPatchell	David Maruyama	

- I. CALL TO ORDER** – Paul Flor 1:05 p.m.
- II. APPROVAL OF AGENDA** – Evans/ Schwitkis- Approved
- III. APPROVAL OF MINUTES** – Valdry/Wallano-Approved
- IV. REPORTS**

President’s Report- Paul Flor reporting.

- 3 Board Policies on curriculum were approved by the board of trustees. This means we can assemble the curriculum advisory group and can begin drafting the curriculum handbook. French-Preston has drafted an outline of the handbook and it will be shared later.
- There is a curriculum meeting of the Academic Senate at Mt. SAC and a few faculty members have signed up to attend.
- Included in the packet is information on the Compton curriculum committee proposal. This is just a proposal for when we move ahead with the committee.
- There are workshops that are in the packet that we should consider attending.
- State wide Academic Senate has asked local presidents to ask faculty to apply for the empty state seats.

Vice President’s Report- Christopher Halligan reporting.

- FAAAC- This is a huge election. Make sure that you are paying attention to the propositions. We really need Prop 55 to pass.
- The next board meeting will be held on November 18th and the major topic of discussion is the ACCJC and ensuring that the Chancellor’s Office is following up on the ACCJC and holding them accountable.

- FAAAC applications are available today to anyone who would like to sign up to be a member. If you would like to do any committee work with FAAAC please let Halligan know and he will help you find a committee. FAAAC is a very strong supporter of Compton College and what we are going through.

Board Representative – Jerome Evans reporting

- Thanked everyone for their book fair participation. Almost \$1550 was collected and more than 500 books were distributed. Latino Heritage was a success and it was thanks to everyone's support.
- November 8-13- Students will be attending the HBCU tour.
- A handout has been given to pass out to students about the scholarships available at Compton.
- Consultative Council announced that Molina Healthcare will hopefully open in January.
- Compton's 90th celebration committee is underway. Liza Rios spoke and asked for suggestions on planning the festivities. She encouraged us to include students in the process. Flor stated that the institution has committed to fund up to \$50,000 for the celebration and any suggestions should be forwarded to Rios.

Accreditation: Amber Gillis reporting.

- None

V. ACTION ITEMS-UNFINISHED BUSINESS

- **Educational Task Force-** Bernaudo stated that the union has voted unanimously to not support the task force. The Union has deemed the task force unethical. Bunting has asked if we can access the report put out by the Educational Task Force online. Yayhe stated that he emailed the report to the body and it can be emailed again. Flor stated that he is happy to share the data that he processed. Uch state that this is third time that we have brought this issue to Senate to discuss this and we need to be in solidarity with the Union. Uch moves that the faculty and Academic Senate no longer participate in the Educational Task on the grounds of ethical issues: violation of the union contract with the creation and implementation of the action plan, the numbers are not in the reports to support the task force findings, and administration are not being held accountable for recruitment.
Discussion: Barb stated what her history was as Academic Senate President. She stated that there are some things that faculty must participate in or we abdicate our role. There are times when Academic Senate and Union will not be in accord. We have student enrollment that brings students on campus but we are not able to recruit students for specific programs- this is the job of the individual departments to reach out to students and get them enrolled. We have responsibilities that are above 33.75 hours of work a week. We are technically professionals which means that we have responsibilities. Many of these programs did not do program review to help fix these programs before this point. We have two roles, one is to participate in the process of consultation. Union's legal representation told them that they should not participate. As senators, it is our responsibility to deal with this issue. Yahye stated that this administration wants to close these programs no matter how you put it. The President and CEO got a four year contract and if he wants us to work with the task force then they should work with us with a four year contract to bring the programs up.
Bunting addressed the way that the proposal is worded. The motion should read that the Senate should be coinciding with what the representative body (union) has already decided. It is up the counselors to hustle the programs. Enrollment rests with administrators and is very low and then the responsibility is placed on the counselors and faculty which in turn brings a huge disconnect between the two. Bunting gave an example of how this can be a conflict to the faculty. Mohsen Sahebame spoke stated that he

teaches computer information systems and that Barbara Perez does not know what is happening on campus. Sahebjame stated that his program has participated in program review and it keeps getting kicked back by Dr. Murry and has not been allowed the program review to go forward. The dean of their area is one that uses the f-word with his employees. Sahebjame has been dealing with some health issues and could not come on Mondays and Wednesdays so it was requested that the meetings for program review take place on Tuesday and Thursday so that Sahebjame can participate and on top of that, he has to teach 5 days out of the week. There are several instances that Sahebjame can prove that Perez has accused him of certain acts that are proven to be false and that apologies were never made. Sahebjame asked where this bias is coming from. Flor stated that he can certainly empathize with Sahebjame and other colleagues who go through this and this is certainly a work condition issue. Flor stated that he is reminding the body that the motion on the floor is combining union and senate. The motion on the floor needs to remove the union component. We need to remember what the role of Academic Senate is. Bernaudo- would like to address Perez's response and stated that we have to realize that the task force is a deception and the purpose of it is to layoff and close programs. We can change the wording of the motion but the senate can stop this task force.

Amended the original motion to read: The senate supports the union's position on the educational task force that the faculty will no longer participate with this task force due to serious ethical issues. Anna Ruth Garcia seconded. Senators must stand for their vote. 5 senators in support- 6 senators not supporting 2 abstentions- abstentions count as votes against. The motion does not pass.

VI. NEW BUSINESS

- Distance Education compliance- Paul Flor discussed the desire to form a committee on campus that will address the issue of faculty engagement in online classes. Nikki Williams discussed the desire to get a committee started in the next two weeks comprised of current online teaching faculty as well as faculty interested in teaching online. The purpose of this group is to come up with a campus checklist of what constitutes meaningful contact with students, ensure that all faculty understand what meaningful contact is, and ensure that all Etudes sites are adhering to this. This is of two-fold importance for faculty to have clarity on this issue and have specific state guidelines to follow and for administrators to have this checklist to use when checking Etudes sites and performing evaluation reviews. This will ensure that everyone is on the same page.
- Perez talked about the difference between correspondence and distance education courses and the need to get this done as soon as possible. When ACCJC comes in, they will have access to all of the shells and we are not doing a very good job in this area.
- Flor stated that the desire is to create an ad hoc committee that will address the issues of faculty participation, potentially have some uniformity with meaningful contact, and will be faculty driven.
- Schwitkis made a motion that we create a distance education sub-committee to address the issues of meaningful contact. Motion passes unanimously.

VII. Information- Discussion Items

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VIII. Events/Meetings

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MOTION TO ADJOURN – Halligan/Evans- Approved –2:06 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.

On a related matter, the three board policies have been submitted to the Board of Trustees: BP 4025 Philosophy and Criteria for Associate Degree and General Education, BP 4260 Pre-Requisites and Co-requisites, BP 4020 Program, Curriculum, and Course Development.

The Compton Community College District (CCCD) Board of Trustees has a provisional board member, Nicole J. Jones. A resident of Willowbrook, she will represent Area 2 effective November 1,

2016 through the next regularly scheduled election for the CCCD Board of Trustees, scheduled for November 7, 2017. She serves as the director of external affairs for California State Controller Betty Yee. Ms. Jones earned a master's of public administration degree at Bernard M. Baruch College in New York, and a bachelor's degree in social sciences with an emphasis on urban education from the University of California, Berkeley. She will take the oath of office at the November 15, 2016.

On Friday morning, October 21, a number of Compton faculty and staff attended the first beta testing training for the Starfish Early Alert. It is an early warning and student tracking platform, which collects information and manages data about student performance in a way that student support services programs can engage with more students. It is designed to detect at-risk students in time at the very first sign of a problem. More information will be provided as training and surveying of the system occurs.

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 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 3, 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

October 20, 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, October 20th, 2016 2:00 p.m. Board Room
Minutes**

ATTENDANCE

Eyob Wallano

Jerome Evans

Andree Valdry

Mandeda Uch

Nikki Williams

Paul Flor

Kent Schwitkis

Christopher Halligan

Annaruth Garcia

Mahbub Khan

Vanessa Haynes

Essie French-Preston

David McPatchell

Celia Arroyo

Jose Bernaudo

Roza Ekimyan

Shemiran Lazar

Ikaweba Bunting

James Lopez Jr.

Holly Schumacher

Carlos Maruri

Liza Rios

Amankwa McKinzie

Mohammad Khalilzadeh

Minodora Moldoveanu

David Maruyama

Rashid Yayhe

Silvia Arroyo

Roza Ekimyan

Amber Gillis

I. Call to Order – 2:07 p.m.

II. Agenda – Halligan/Evans - Approved

III. Minutes – - Halligan/Schwitkis-Approved

IV. Reports:

Chairperson – Paul Flor reporting.

- No report

Vice Chairperson- Chris Halligan reporting.

- No report

ECC Curriculum Committee- Essie French-Preston reporting.

- Attended the September meeting on the role of curriculum. The discussion was on how curriculum is affiliated with financial aid. We must cross reference with the list of classes that are eligible for students to receive financial aid. We have some work to do to ensure that all courses are listed on the federal register to ensure that students can get financial aid for the courses they are taking. This will be beginning at Compton as we get going with our curriculum committee.
- Perez stated that in order for the Curriculum committee to begin the senate will have to approve what the structure will be. We can use Napa Valley as the foundation since their structure matches ours the most closely. Perez stated that one of the things that we are going to have the new curriculum committee do is course review to look at all the courses and see if we have any deep philosophical problems with the courses as is. Perez is going to work with her contacts at CSU to

get our courses through the process of review since they have already been articulated through El Camino. Anything that requires a big change needs to go through the articulation process.

Student Learning Outcomes-

-

V. Action Item/Unfinished Business

-

VI. New Business

-

VII. Information- Discussion Items

-

VIII. Events/Meeting

-

ADJOURNED – 2:17 p.m.