



Academic Senate Meeting Agenda Packet

Date: November 20, 2025

Modality: In-Person

Location: IB1 - 106

Time: 2:00 p.m. – 3:30 p.m.

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Academic Senate Membership Table

Voting Membership Count for Quorum: 23

Note: Excludes Vacancies

Faculty Attendance Needed to Make Quorum: 12

Voting Faculty Vacancies: (a) STEM 1—One, (b) HEPS 2—Two, (c) BIST 1—One, and (d) Counselor 1—One.

Community College Academic Senate Membership 2025-2026				
Position	Name	Email	Term	Vote
President	Sean Moore	smoore@compton.edu	2024/2028	To Break a Tie
Vice President	Hassan Elfarissi	helfarissi@compton.edu	2025	No
Secretary	Michael VanOverbeck	mvanoverbeck@compton.edu	2024/2027	No
Fine Arts, Communication and Humanities Count: 5				
1. Senator	Mayela Rodriguez	mrodriguez36@compton.edu	2024/2027	Yes
2. Senator	Juan Tavarez	jtavarez@compton.edu	2023/2026	Yes
3. Senator	Mandeda Uch	much@compton.edu	2023/2026	Yes
4. Senator	Andree Valdry	avaldry@compton.edu	2023/2026	Yes
5. Senator	Stephani Baez	sbaez@compton.edu	2025/2028	Yes
Counselors Count: 5				
6. Senator	Eckko Blake	eblake@compton.edu	2023/2026	Yes
7. Senator	Carlos Maruri	cmaruri@compton.edu	2024/2027	Yes
8. Senator	Janette Morales	jmorales13@compton.edu	2024/2027	Yes
Senator	Vacant			
9. Senator	Karina Lopez	klopez11@compton.edu	2024/2027	Yes
Social Sciences Count: 3				

10. Senator	Nathan Lopez	nlopez11@compton.edu	2023/2026	Yes
11. Senator	Pam West	pwest@compton.edu	2023/2026	Yes
12. Senator	Jesse Mills	jmills@compton.edu	2023/2026	Yes
Business and Industrial Studies Count: 3				
13. Senator	Michael VanOverbeck	mvanoverbeck@compton.edu	2023/2026	Yes
Senator	Vacant			
14. Senator	Manzoor Ahmad	mahmad@compton.edu	2025/2028	Yes
Science, Technology, Engineering, and Mathematics Count: 5				
15. Senator	Hassan Elfarissi	helfarissi@compton.edu	2023/2026	Yes
Senator	Vacant			
16. Senator— Parliamentarian	Kent Schwitkis	kschwitkis@compton.edu	2023/2026	Yes
17. Senator	Jose Villalobos	javillalobos@compton.edu	2023/2026	Yes
Senator	Vacant			
Health and Public Services Count: 3				
18. Senator	Roza Ekimyan	rekimyan@compton.edu	2023/2026	Yes
Senator	Vacant			
Senator	Vacant			
Part-time Faculty Count: 2				
19. Senator	Samitha Givens	sgivens@compton.edu	2025/2028	Yes
20. Senator	Victoria Martinez	vmartinez@compton.edu	2023/2026	Yes
Ex Officio—Voting Members Count: 3 (Excluding FDC Chair)				
21. Union President	David Chavez	dchavez14@compton.edu	Began 2023	Yes
22. Curriculum Chair	Charles Hobbs	chobbs@compton.edu	2024/2026	Yes

Faculty Development Committee Chair (AS voted this position does not have to attend due to no release time)	Vacant			No
23. Distance Education Faculty Coordinator	Brad Conn	bconn@compton.edu	2026	Yes
Frequency	Day	Time	Modality	
Every 1st and 3rd	Thursday	2:00 – 3:30 p.m.	In-Person—Brown Act Committee	

Fall 2025—Academic Senate and College Curriculum Committee Scheduled Meetings

Academic Senate	College Curriculum Committee
Frequency 1st & 3rd Thursday of Each Month	Frequency 2nd & 4th Tuesday of Each Month
Time & Location 2:00 p.m. - 3:30 p.m.	Time & Location 2:00 p.m. - 3:30 p.m.
Room: IB1 - 106	Room: IB1 - 106
Semester—Fall 2025	Semester—Fall 2025
<i>09-04-2025</i>	<i>09-09-2025</i>
<i>09-18-2025</i>	<i>09-23-2025</i>
<i>10-02-2025</i>	<i>10-14-2025</i>
<i>10-16-2025</i>	<i>10-28-2025</i>
<i>11-06-2025</i>	<i>Holiday Veterans Day — No Meeting</i> <i>11-11-2025</i>
11-20-2025	11-25-2025
12-04-2025	12-09-2025
Key	
<ol style="list-style-type: none"> 1. Dates <i>italicized in red</i> indicate past meetings. 2. Dates in regular black font indicate future meetings. 	

Fall 2025—Academic Senate Executive Board Scheduled Meetings with the District	
Date	Time (p.m.)
<i>September 19, 2025</i>	<i>3:00 – 4:00</i>
<i>October 10, 2025</i>	<i>3:00 – 4:00</i>
November 28, 2025	3:00 – 4:00
December 12, 2025	3:00 – 4:00
Key	
<ol style="list-style-type: none"> 1. <i>Dates italicized in red indicate past meetings.</i> 2. <i>Dates in regular black font indicate future meetings.</i> 	

Fall 2025—Academic Senate Executive Board Scheduled Meetings	
Date—Mondays	Time (p.m.)
<i>August 22, 2025</i>	<i>2:00 – 3:00</i>
<i>September 12, 2025</i>	<i>1:00 – 2:00</i>
<i>October 3, 2025</i>	<i>1:00 – 2:00</i>
<i>October 24, 2025</i>	<i>1:00 – 2:00</i>
<i>November 14, 2025</i>	<i>1:00 – 2:00</i>
December 5, 2025	1:00 – 2:00
Key	
<ol style="list-style-type: none"> 1. <i>Dates italicized in red indicate past meetings.</i> 2. <i>Dates in regular black font indicate future meetings.</i> 	

Fall 2025 & Spring 2026 — Academic Senate Meeting Submission Deadlines	
Academic Senate Agenda Item Submission Deadlines and Times	Academic Senate Meeting Dates
Frequency The Friday before the 1 st and 3 rd Thursday of each month by 5:00 p.m.	Frequency 1st & 3rd Thursday of each month
Semester—Fall 2025 Submission Deadline (by 5:00 p.m.)	Semester—Fall 2025 Meeting Date
11-14-2025	11-20-2025
11-28-2025	12-04-2025
Semester—Spring 2026 Submission Deadline (by 5:00 p.m.)	Semester—Spring 2026 Meeting Date
02-13-2026	02-19-2026
02-27-2026	03-05-2026
03-13-2026	03-19-2026
03-27-2025	04-02-2026
04-10-2026	04-16-2026
05-01-2026	05-07-2026
05-15-2026	05-21-2026
05-29-2026	06-04-2026



Academic Senate Agenda — November 20th, 2025

Time: 2:00 p.m. - 3:30 p.m. | **Location:** In-Person IB1-106

Statement of Purpose

The Academic Senate is organized under the provisions of the California Code of Regulations, Title 5. It 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 passage of AB 1725 in 1988 granted the Academic Senate the role as the college's primary authority on academic and professional matters.

Our purpose is to represent all faculty in dealings with Administration and the Board of Trustees, in developing, revising, and implementing college-wide policies and procedures that concern faculty. The Academic Senate should strengthen the role faculty plays in the collaborative governance process. Furthermore, the Academic Senate should provide a platform where faculty discuss, debate, formulate resolutions and recommendations, provide opinions on academic and professional matters, as well as on other issues of concern.

The Academic Senate is a democratically elected group of faculty who represent their respective divisions.

Meeting Roles

- **Facilitator:** Sean Moore — Academic Senate President
 - **Parliamentarian:** Kent Schwitkis — Senator
 - **Recorder:** Michael VanOverbeck — Secretary
 - **Timekeeper:** Victoria Martinez — Senator
-

Role Descriptions

The Facilitator leads the meeting and ensures the agenda is followed. The Parliamentarian oversees meeting procedures and enforces rules. The Recorder documents minutes. The Timekeeper monitors time and helps keep the meeting on schedule.

Vision

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

Mission Statement

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

Attendees

Officers:

President – Sean Moore [] Vice President – Hassan Elfarissi [] Secretary – Michael VanOverbeck []

Senators:

Manzoor Ahmad [] Stephani Baez [] Eckko Blake [] Roza Ekimyan [] Samitha Givens [] Karina Lopez [] Nathan Lopez [] Victoria Martinez [] Janette Morales [] Jesse Mills [] Carlos Maruri [] Mayela Rodriguez [] Kent Schwitkis [] Juan Tavarez [] Mandeda Uch [] Andree Valdry [] Pam West [] Jose Villalobos []

Ex Officio Voting Members:

David Chavez [] Brad Conn [] Charles Hobbs []

Nonvoting Attendees:

Brian Dean [] Sheri Berger [] Nichelle Elaine Spencer [] Adrian Trinidad []

Time Management Reminder

To help ensure we cover all agenda items, and give everyone a chance to share, please try to keep comments brief and focused. Being mindful of time and making space for others to speak helps the meeting flow smoothly and productively. The Timekeeper will kindly provide gentle reminders as needed to keep us on track.

Agenda Structure

While the Brown Act does not require a specific order for agenda items, this agenda lists Action Items first, followed by Discussion/Feedback, then Information Items in both Unfinished Business and New Business sections. All Unfinished Business items are completed before

moving on to New Business items in the same order. This structure ensures fairness, transparency, and efficient meetings by addressing previously introduced items before new ones.

Amending Agenda Criteria

In accordance with the Brown Act (Gov. Code § 54954.2), agenda changes may only be made during the meeting if an immediate need for action arises after posting, with a brief explanation and approval by a two-thirds vote (or unanimous if fewer than two-thirds are present). This process helps ensure transparency and protects the public's right to be informed.

Agenda

1. Approval of Agenda

- November 20, 2025
- **Supporting document:** Included in the Packet

2. Approval of Minutes

- November 6, 2025
- **Supporting document:** Included in the Packet

3. Reports and Follow-up Questions

No action will be taken on these reports. Senators may discuss them and ask questions for clarification within the allotted time

a) President, Academic Senate

- **Supporting documents:** (a) Summary of Decisions Approved by Academic Senate on September 18, 2025 (Sent to the District) and (b) Summary of Decisions Approved by Academic Senate on November 6, 2025 (Sent to the District)
[Summary-of-Decisions-Approved-By-Academic-Senate-On-September 18, 2025](#)
[Summary-of-Decisions-Approved-By-Academic-Senate-On-November 6, 2025](#)
- **Time:** 2 minutes

b) Vice President, Academic Senate

- **Time:** 1 minute

c) College Curriculum Committee Chair

- **Time:** 1 minutes

d) Distance Education Faculty Coordinator

- **Time:** 1 minutes

- e) **Vice President, Academic Affairs**
 - **Time:** 2 minutes
- f) **ASG Representative**
 - **Time:** 1 minutes

4. Curriculum Consent Agenda Items—November 11, 2025 College Curriculum Committee meeting:

Note: There are no items presented for approval due to the campus closure on November 11, 2025, in observance of Veterans Day. The next meeting is scheduled for November 25, 2025.

5. Tabled Items — Unfinished Business

- a) **Second Reading: Dual Enrollment Handbook — (Discussion/Action)**
 - **Supporting Document:** Second Read – Faculty Dual Enrollment Handbook 2025-2026 (OneDrive link below)
[Second Read - Faculty Dual Enrollment Handbook 2025-2026](#)
 - **Requested by:** Dr. Sheri Berger
 - **Time:** 5 minutes

Note: The document was shared campus-wide for comments and then **presented** to the **Academic Senate** on **November 6, 2025**, for further discussion. Based on faculty feedback and those discussions, Academic Affairs reviewed and revised the document. The **revised version** is now being **presented** for a second reading and a vote for approval by the body.

- b) **First Reading: AR 4260 - Prerequisites and Corequisites — (Discussion/Feedback)**
 - **Supporting document:** Included in the Packet
 - **Time:** 10 Minutes
- c) **First Reading: BP 4260 - Prerequisites and Corequisites — (Discussion/Feedback)**
 - **Supporting document:** Included in the Packet
 - **Time:** 10 Minutes

7. New Business

- a) **Plan – Compton College’s 2035 Strategic Initiative: Return on Investment and Economic Mobility document (Presentation/Action)**
 - **Supporting documents:** (a) Compton College’s 2035 Strategic Initiative: Return on Investment and Economic Mobility (document) and (b) Compton College’s 2035 Strategic Initiative: Return on Investment and Economic Mobility (PowerPoint)

[Compton College 2035 Strategic Initiative - ROI and Economic Mobility Framework](#)
[Compton College's 2035 Strategic Initiative - Return on Investment and Economic Mobility PPT](#)

- **Time:** 25 minutes (20-minute presentation + 5-minute discussion)

b) Hiring Prioritization Committee Recommendations — (Action)

- **Supporting document:** Hiring Prioritization Committee Recommendations from November 14, 2025 (OneDrive link below)
[Hiring Prioritization Recommendation from November 14, 2025](#)
- **Time:** 5 Minutes

c) Resolution: Establishing a Formal District Policy for Faculty Regalia, Jackets, Milestone Pins, and Certificates (Action)

- **Supporting document:** Establishing a Formal District Policy for Faculty Regalia, Jackets, Milestone Pins, and Certificates (One Drive link below)
[Establishing a Formal District Policy for Faculty Regalia, Jackets, Milestone Pins, and Certificates.docx](#)
- **Time:** 5 Minutes

d) Handshake Overview - Digital Job Board — (Presentation/Q & A)

- **Supporting document:** (OneDrive link below)
[Handshake Overview - Digital Job Board PPT](#)
- **Time:** 15 minutes (10-minute presentation + 5-minute discussion)

e) Form a Workgroup to Design a New Sanctuary Campus Resolution — (Discussion)

- **Time:** 5 Minutes

8. Future Agenda Recommendations

- **Time:** 2 minutes

9. Public Comments

- **Time:** 1 minute per person
Note: Members of the public may address the Senate during the Public Comments section on any agenda item or other matters within the Senate's jurisdiction. Comments are limited to one minute per speaker to ensure fairness and efficiency. No prior notice is required; comments may be made spontaneously during this time.

End of Agenda



Academic Senate Meeting Minutes — November 6th, 2025

Time: 2:00 p.m. - 3:30 p.m. | **Location:** In-Person IB1-106

Meeting Roles

- **Facilitator:** Hassan Elfarrisi—Vice President (Stepped in for Academic Senate President)
 - **Parliamentarian:** Kent Schwitkis — Senator
 - **Recorder:** Michael VanOverbeck — Secretary
 - **Timekeeper:** Victoria Martinez — Senator
-

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Attendees

Officers:

President – Sean Moore [] Vice President – Hassan Elfarissi [X] Secretary – Michael VanOverbeck [X]

Senators:

Manzoor Ahmad [X] Stephani Baez [X] Eckko Blake [X] Roza Ekimyan [] Samitha Givens [X] Karina Lopez [] Nathan Lopez [X] Victoria Martinez [X] Janette Morales [] Jesse Mills [] Carlos Maruri [X] Mayela Rodriguez [X] Kent Schwitkis [X] Juan Tavarez [X] Mandeda Uch [X] Andree Valdry [X] Pam West [X] Jose Villalobos []

Ex Officio Voting Members:

David Chavez [X] Brad Conn [X] Charles Hobbs [X]

Nonvoting Attendees:

Brian Dean [] Sheri Berger [X] Nichelle Elaine Spencer [] Amari Williams [X]

Time Management Reminder

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Agenda—Amended**2. Approval of Agenda**

- November 6, 2025

Victoria M. motioned to approve the agenda. Pam W. seconded. Unanimously approved.

3. Approval of Minutes

- October 16, 2025
- **Supporting document:** Included in the Packet

Manzoor A. motioned to approve the minutes. Pam W. seconded. Unanimously approved.

Michael V. motioned to open 3a-f. Victoria M. seconded.

4. Reports and Follow-up Questions

No action will be taken on these reports. Senators may discuss and ask questions for clarification.

g) President, Academic Senate

- **Supporting Documents:** Summary of Decisions by Academic Senate on October 16, 2025; and the Academic Senate President’s Written Report (OneDrive Links Below)
[Summary-of-Decisions-Approved-By-Academic-Senate-On-October 16, 2025](#)
[Academic Senate President Report 11-6-25.docx](#)
- **Time:** 2 minutes

h) Vice President, Academic Senate

- **Time:** 1 minute

i) College Curriculum Committee Chair

- **Time:** 1 minutes
 - Update

j) Distance Education Faculty Coordinator

- **Time:** 1 minutes
 - DE summit announcement
 - Reviewed survey results and incorporated into DE handbook
 - 55 CDC enrolled students that are not Compton college students.

k) Vice President, Academic Affairs

- **Time:** 1 minutes
 - Curriculum Title 5 issues (Dangling hours, Non-compliance and work experience)

l) ASG Representative

- **Time:** 1 minutes

Victoria M. motioned to close 3a-f. Charles H. seconded.

6. Curriculum Consent Agenda Items—October 14, 2025 College Curriculum Committee meeting:

- a) **Course Review/Articulation/Transfer:** ENGL C1002 – Introduction to Literature, and ENGL C1002H – Introduction to Literature – Honors
- **Time:** 2 minutes

Note: Amended to remove the **new course**, FILM 110H – Honors Film Analysis and Appreciation as it was formerly approved.

Victoria M. motioned to approve 4a. Michael V. seconded. Unanimously approved.

7. Curriculum Consent Agenda Items—October 28, 2025 College Curriculum Committee meeting:

- a) **SLO Update:** MATH 100- Supervised Tutoring: Mathematics
- b) **Common Course Numbering Update:** SOCI C1000 - Introduction to Sociology; and SOCI C1000H - Introduction to Sociology – Honors
- **Time:** 1 minutes

Victoria M. motioned to approve 5a-b. Pam W. seconded. Unanimously approved.

8. Tabled Items — Unfinished Business

Victoria M. motioned to open action item 6a. David C. seconded.

- d) **Vote forward Questions to the District Regarding BP 6700 — (Action)**
- Vote on forwarding questions about Board Policy 6700 to the District.
 - *Supporting document:* BP 6700 Questions (OneDrive link below)
[*Questions about the implications of BP 6700.docx*](#)
 - **Time:** 5 minutes

Michael V. motioned to approve 6a. Stefani B. seconded. Unanimously approved.

David C. motioned to open discussion item 6b. Carlos M. seconded.

- e) **Sanctuary Campus Resolution — (Discussion/Feedback)**
- The District did not approve the proposed resolution. As it remains an important topic, it is included for Senate discussion.
 - **Supporting document:** Received from District – Summary of Decisions Made at the June 5, 2025, AS Meeting (OneDrive link below)
[*Received from District - Summary of Decisions Made at the June 5, 2025 AS Meeting*](#)
 - **Time:** 5 minutes
 - Disagreement with this decision.
 - While the campus didn't accept the sanctuary status request, it is recommended that the academic senate create a resolution to support the undocumented students and community at the same time denounce what is happening in our community.
 - Can this be resubmitted since the landscape has changed. Or revise and resubmit along with the resolution.

- Add this item to the next agenda.

Mayela R. motioned to close 6b. Manzoor A. seconded.

Michael V. motioned to open discussion item 6c. Kent S. seconded.

f) Incomplete Contract — (Discussion/Feedback)

- Brian Dean will present the new form/process to the Academic Senate for a second discussion after initial September 18 conversation.
- **Supporting Documents:** Incomplete Contract and Summary of Feedback (One Drive links below)
[*Incomplete Contract 2025 with new edits9.18.25\(2\).docx*](#)
[*Incomplete Contract Summary of Feedback.docx*](#)
- **Requested by:** Brian Dean
- **Time:** 5 minutes
 - Suggestion about faculty receiving training on using this new procedure.
 - Suggestion to make it more clear on the form that “if you do not do the work, you will receive this grade”

Michael V. motioned to close discussion item 6c. Mayela R. seconded.

Michael V. motioned to open discussion item 6d for first read. Carlos M. seconded.

g) First Read: Dual Enrollment Handbook — (Discussion/Feedback)

- **Supporting Document:** Draft - Dual Enrollment Handbook (OneDrive link below)
[*Correct Version - Faculty Dual Enrollment Handbook 2025-2026.docx*](#)
- **Requested by:** Dr. Sheri Berger
- **Time:** 15 minutes
 - What do I do if the student has an IEP?
 - Sounds like there is a Disability Service but it is on the student to make the effort to reach out to the SRC.
 - More detailed language should be included in the handbook.
 - Valuable for the group who is editing this, to go through it again to fix typos and grammar check.
 - Calendar is probably not going to match, and language needs to acknowledge this and specify the type of calendar adjustments that need to be made.
 - Example (Minimum days, zoom days)
 - Discussion how language about additional pedagogy teaching dual enrollment students shouldn't be included. Maybe not appropriate on how to approach teaching dual enrollment students when they are taking college courses. Makes it sound like that they are not mature enough or ready to take college courses. Important subject but this may be the wrong area to include.
 - Highschool students submitting evaluations on faculty and there is a concern about the maturity of their perspective.

David C. motioned to close discussion item 6d for first read. Stefani B. seconded.

David C. motioned to open discussion item 6e. Carlos M. seconded.

h) Free Speech and Academic Freedom Protections — (Discussion/Feedback)

- Discussion on free speech and academic freedom protections on campus, especially for faculty.
- **Requested by:** Mayela Rodriguez
- **Time:** 5 minutes
 - Question about how the academic senate would feel about the need to have a resolution about free speech.
 - BP 4030 may be the appropriate place to include this language, and this is currently being updated. Will be bringing it to the Academic Senate for feedback in the near future.
 - In 2023 ASCCC passed a resolution on free speech.
 - Mayela R. would agree to draft a resolution to bring back to the Senate.

Mayela R. motioned to close discussion item 6e. Kent S. seconded.

Already discussed in 6a

~~i) **AR 6700, BP 6700, and AP 6701A Civic Center Other Facilities Use**~~

- ~~Discussion of AP/BP 6700 & AP 6701A Civic Center and Other Facilities Use, effects on faculty and student run campus events.~~
- ~~**Supporting documents:** AR 6700, BP 6700, and AP 6701A (OneDrive links below)~~
~~[AR 6700 Civic Center Other Facilities Use 6-18-24](#)~~
~~[BP 6700 Civic Center and Other Facilities Use 8-2024](#)~~
~~[AP 6701A Civic Center Other Facilities Use 5-19-20](#)~~
- ~~**Requested by:** Mayela Rodriguez~~
- ~~**Time:** 5 minutes~~

Manzoor A. motioned to open 6g. Eckko B. seconded.

j) Academic Senate Statement of Purpose — (Potential Action to Vote on Adding All or Parts of the Academic Senate Statement of Purpose to the Agenda Template)

- Discussion on illustrating the Academic Senate Statement of Purpose on the agenda. If consensus is reached, Senate may motion to vote to form taskforce.
- **Supporting Resource:** Academic Senate Statement of Purpose (Academic Senate Website Homepage link below)
<https://www.compton.edu/about/campus-committees/academic-senate/index.aspx>
- **Time:** 5 minutes

Michael V. motioned to close 6g. Manzoor A. seconded.

9. New Business

Michael V. motioned to extend meeting by 5 minutes. Kent S. seconded. 8 ayes, 2 nays, 2 abstentions. Motion carries.

Michael V. motioned to open action item 7a. Kent S. seconded.

f) 2025-2028 Student Equity and Achievement Plan

- **Supporting document:** Draft—2025-2028 Student Equity and Achievement Plan; and 2025-2028 Student Equity and Achievement Plan Executive Summary (OneDrive links below)
[2025-2028 SEA Plan Executive Summary](#)
[2025-2028 SEA Plan draft](#)
- **Time:** 10 Minutes

Victoria M. motioned to approve 7a. Samitha G. seconded. Unanimously approved.

Victoria motioned to table 7b-c and 8. Kent S. seconded. Unanimously approved.

g) First Read: AR 4260 - Prerequisites and Corequisites

- **Supporting document:** Included in the Packet
- **Time:** 10 Minutes

h) First Read: BP 4260 - Prerequisites and Corequisites

- **Supporting document:** Included in the Packet
- **Time:** 10 Minutes

8. Future Agenda Recommendations

- **Time:** 3 minutes

9. Public Comments

Michael V. motioned to open the floor for public comment. Kent S. seconded.

- **Time:** 1 minute per person
Note: Members of the public may address the Senate during the Public Comments section on any agenda item or other matters within the Senate's jurisdiction. Comments are limited to one minute per speaker to ensure fairness and efficiency. No prior notice is required; comments may be made spontaneously during this time.
 - Discussion about a possible policy about disclosing if content is AI generated.

Michael V. motioned to close the floor for public comment. Charles H. seconded.

Meeting ended at 3:35pm

AR 4260 Prerequisites and Corequisites

**AR 4260 Prerequisites and Corequisites
2020**

Issued: December 8,

References:

Board Policy 4260 – Prerequisites and Corequisites
Title 5 Sections 55000, 55003, and 58106

Prerequisites, corequisites, 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, corequisites, advisories, and limitations do not constitute unjustifiable obstacles to student success and access.

~~The Curriculum Committee, established by mutual agreement of the administration and the Academic Senate shall:~~

- ~~1. Oversee the establishment of prerequisites, corequisites, advisories on recommended preparation and limitation on enrollment;~~
- ~~2. Oversee verification and documentation that newly proposed prerequisites or corequisites meet the scrutiny specified in one of the measures of readiness;~~
- ~~3. Review the appropriateness of conditions under which limitations on enrollment are established by a department;~~
- ~~4. Review, in conjunction with the instructional department, any prerequisite or corequisite which is successfully challenged promptly thereafter to assure that it is in compliance with all other provisions of the law.~~

The faculty in the discipline or, if the College has no faculty member in the discipline, the faculty in the department are responsible for establishing prerequisites and corequisites through the curriculum process. The approval of a prerequisite or corequisite must be based on the determination that it is necessary and appropriate for a student's readiness to enter a course or program.

The level of scrutiny required to establish prerequisites, corequisites, and advisories on recommended preparation shall be based on content review or content review with statistical validation. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis, including those establishing communication and computational skill requirements. Prerequisites, corequisites, and advisories shall be reviewed at least once every six years, except that prerequisites,

corequisites, and advisories for vocational courses or programs shall be reviewed every two years.

No prerequisite or corequisite may be established or renewed unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be scrutinized using content review or content review with statistical validation if:

1. it is required by statute or regulation;
2. it is part of a closely-related lecture-laboratory course pairing within a discipline;
3. it is required by four-year institutions;
4. baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or
5. it is a corequisite that has been recommended through placement guidelines approved by the Chancellor for the California Community Colleges.

A course prerequisite, corequisite, recommended preparation or enrollment limitation is subject to change. Questions regarding the status of the conditions of enrollment for a particular course should be directed to the academic division responsible for the course.

The curriculum review process is described in the College Curriculum Handbook. As a regular part of the course review process, which is every six years or two years for career technical education courses, prerequisites, corequisites, or advisories shall be reviewed 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 the law.

Definitions:

Prerequisite: A prerequisite is a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. A prerequisite must be met before enrolling in a course or educational program.

Corequisite: A corequisite is a condition of enrollment consisting of a course that a student is required to take simultaneously to enroll in another course.

Advisories on Recommended Preparation: Advisories on recommended preparation is a condition of enrollment that a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or educational program.

Enrollment Limitation: An enrollment limitation means that a student may be required to meet certain conditions before enrolling in a course. This may apply to such courses as intercollegiate competition courses, public performance courses, or honors courses, or courses with legal requirements imposed by statutes, regulations, or contracts.

Review of Individual Courses:

If the student's enrollment in a course or program is to be contingent on his/her having met the proposed prerequisite(s) or corequisite(s), then such a prerequisite or corequisite must be established as follows. If enrollment is not blocked, then what is

being established is not a prerequisite or corequisite 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

Faculty 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 – Faculty 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.

Limitations on enrollment established as provided for performance courses shall be reviewed during the course review process 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 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 course or courses at the College which satisfy the same requirements.
- c. Blocks of Courses or Sections – 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.

Implementing Prerequisites, Corequisites, and Limitations on Enrollment:

Implementation of prerequisites, corequisites, 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 they have has met all the conditions or has met all except those for which he/she they have has a pending challenge or for which further information is needed before final determination is possible of whether the student has met the condition.

~~Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.~~

~~By August 1 of each year districts choosing to establish prerequisites, corequisites or advisories shall submit to the Chancellor's Office in the manner specified by the Chancellor the prerequisites and corequisites that were established during the prior academic year. Districts shall also specify the level of scrutiny, i.e., content review as defined in subdivision (c) of section 55000 or content review with statistical validation as defined in subdivision (e) of section 55003, used to determine whether the prerequisite or corequisite was necessary and appropriate for achieving the purpose for which it was established.~~

~~Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.~~

~~The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures, as required by section 55522. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with section 55500) (of Chapter 6, Division 6 in Title 5)~~

~~If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the district shall:~~

- ~~(1) ensure that courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.~~
- ~~(2) monitor progress on student equity in accordance with section 54220. Monitoring shall include:

 - ~~(A) conducting an evaluation to determine the impact on student success including whether the prerequisite or corequisite has a disproportionate~~~~

~~impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor.~~

~~(B) where there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.~~

~~Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.~~

Challenging a Prerequisite or Corequisite:

Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

1. The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
2. The prerequisite or corequisite is in violation of Title 5, Section 55003;
3. The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
4. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite; or
5. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.

~~6. Such other grounds for challenge as may be established by the district governing board.~~

BP 4260 Prerequisites and Corequisites



COMPTON COMMUNITY COLLEGE
DISTRICT
BOARD OF TRUSTEES POLICIES

BP 4260 Prerequisites, and Corequisites and Advisories

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References:

Title 5 Sections 55000 and 55003

The President/Chief Executive Officer (CEO) is authorized to establish prerequisites, corequisites, and advisories on recommended preparation for courses in the curriculum in collegial consultation with the Academic Senate. All such prerequisites, corequisites, and advisories shall be established in accordance with the standards set out in Title 5. Any prerequisites, corequisites, or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The regulations procedures shall include a way in which prerequisites or corequisites may be challenged by a student on grounds permitted by law. Prerequisites, corequisites, and advisories shall be identified in District publications available to students.

The President/CEO shall, in collegial consultation with the Academic Senate, develop and submit to the Board for approval procedures to assure that the policy is implemented according to the standards set forth in Title 5.

Applicable Administrative Regulations:

AR 4260 - Prerequisites and Corequisites

