



**Academic Senate Meeting Agenda Packet**

**Date:** December 4, 2025

**Modality:** In-Person

**Location:** IB1 - 106

**Time:** 2:00 p.m. – 3:30 p.m.

## Table of Contents

<i>Academic Senate Membership Table</i> .....	3
<i>Fall 2025—Academic Senate and College Curriculum Committee Scheduled Meetings</i> .....	6
<i>Fall 2025—Academic Senate Executive Board Scheduled Meetings with the District</i> .....	7
<i>Fall 2025—Academic Senate Executive Board Scheduled Meetings</i> .....	7
<i>Fall 2025 &amp; Spring 2026 — Academic Senate Meeting Submission Deadlines</i> .....	8
<i>Academic Senate Agenda — December 4<sup>th</sup>, 2025</i> .....	9
<i>Academic Senate Meeting Minutes — November 20<sup>th</sup>, 2025</i> .....	14
<i>AR 4260 Prerequisites and Corequisites</i> .....	20
<i>BP 4260 Prerequisites and Corequisites</i> .....	25

## Academic Senate Membership Table

***Voting Membership Count for Quorum: 21***

***Note:*** Excludes Vacancies

***Faculty Attendance Needed to Make Quorum: 11***

***Voting Faculty Vacancies:*** (a) STEM 1—One, (b) HEPS 2—Two, (c) BIST 1—One, and (d) Counselor 3—One.

<b>Community College Academic Senate Membership 2025-2026</b>				
<b>Position</b>	<b>Name</b>	<b>Email</b>	<b>Term</b>	<b>Vote</b>
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
<b>Fine Arts, Communication and Humanities Count: 5</b>				
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
<b>Counselors Count: 5</b>				
Senator	Vacant			
6. Senator	Carlos Maruri	cmaruri@compton.edu	2024/2027	Yes
7. Senator	Janette Morales	jmorales13@compton.edu	2024/2027	Yes
Senator	Vacant			
Senator	Vacant			
<b>Social Sciences Count: 3</b>				

8. Senator	Nathan Lopez	nlopez11@compton.edu	2023/2026	Yes
9. Senator	Pam West	pwest@compton.edu	2023/2026	Yes
10. Senator	Jesse Mills	jmills@compton.edu	2023/2026	Yes
<b>Business and Industrial Studies</b> <b>Count: 3</b>				
11. Senator	Michael VanOverbeck	mvanoverbeck@compton.edu	2023/2026	Yes
Senator	Vacant			
12. Senator	Manzoor Ahmad	mahmad@compton.edu	2025/2028	Yes
<b>Science, Technology, Engineering, and Mathematics</b> <b>Count: 5</b>				
13. Senator	Hassan Elfarissi	helfarissi@compton.edu	2023/2026	Yes
Senator	Vacant			
14. Senator— Parliamentarian	Kent Schwitkis	kschwitkis@compton.edu	2023/2026	Yes
15. Senator	Jose Villalobos	javillalobos@compton.edu	2023/2026	Yes
Senator	Vacant			
<b>Health and Public Services</b> <b>Count: 3</b>				
16. Senator	Roza Ekimyan	rekimyan@compton.edu	2023/2026	Yes
Senator	Vacant			
Senator	Vacant			
<b>Part-time Faculty</b> <b>Count: 2</b>				
17. Senator	Samitha Givens	sgivens@compton.edu	2025/2028	Yes
18. Senator	Victoria Martinez	vmartinez@compton.edu	2023/2026	Yes
<b>Ex Officio—Voting Members</b> <b>Count: 3</b> <b>(Excluding FDC Chair)</b>				
19. Union President	David Chavez	dchavez14@compton.edu	Began 2023	Yes
20. 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
21. Distance Education Faculty Coordinator	Brad Conn	bconn@compton.edu	2026	Yes
<b>Frequency</b>	<b>Day</b>	<b>Time</b>	<b>Modality</b>	
Every 1st and 3rd	Thursday	2:00 – 3:30 p.m.	In-Person—Brown Act Committee	

**Fall 2025—Academic Senate and College Curriculum Committee Scheduled Meetings**

<b>Academic Senate</b>	<b>College Curriculum Committee</b>
<b>Frequency</b> 1st & 3rd Thursday of Each Month	<b>Frequency</b> 2nd & 4th Tuesday of Each Month
<b>Time &amp; Location</b> 2:00 p.m. - 3:30 p.m.	<b>Time &amp; Location</b> 2:00 p.m. - 3:30 p.m.
<b>Room:</b> IB1 - 106	<b>Room:</b> IB1 - 106
<b>Semester—Fall 2025</b>	<b>Semester—Fall 2025</b>
<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>
<i>11-20-2025</i>	<i>11-25-2025</i>
12-04-2025	12-09-2025
<b>Key</b>	
<ol style="list-style-type: none"> <li>1. Dates <i>italicized</i> in <b>red</b> indicate past meetings.</li> <li>2. Dates in regular black font indicate future meetings.</li> </ol>	

**Fall 2025—Academic Senate Executive Board Scheduled Meetings with the District**

<b>Date</b>	<b>Time (p.m.)</b>
<i>September 19, 2025</i>	<i>3:00 – 4:00</i>
<i>October 10, 2025</i>	<i>3:00 – 4:00</i>
<i>November 28, 2025 (Cancelled)</i>	<i>3:00 – 4:00</i>
December 12, 2025	3:00 – 4:00
<b>Key</b>	
<ol style="list-style-type: none"> <li>1. <i>Dates italicized in red indicate past meetings.</i></li> <li>2. <i>Dates in regular black font indicate future meetings.</i></li> </ol>	

**Fall 2025—Academic Senate Executive Board Scheduled Meetings**

<b>Date—Mondays</b>	<b>Time (p.m.)</b>
<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
<b>Key</b>	
<ol style="list-style-type: none"> <li>1. <i>Dates italicized in red indicate past meetings.</i></li> <li>2. <i>Dates in regular black font indicate future meetings.</i></li> </ol>	

**Fall 2025 & Spring 2026 — Academic Senate Meeting Submission Deadlines**

<b>Academic Senate Agenda Item Submission Deadlines and Times</b>	<b>Academic Senate Meeting Dates</b>
<b>Frequency</b> The Friday before the 1 <sup>st</sup> and 3 <sup>rd</sup> Thursday of each month by 5:00 p.m.	<b>Frequency</b> 1st & 3rd Thursday of each month
<b>Semester—Fall 2025 Submission Deadline (by 5:00 p.m.)</b>	<b>Semester—Fall 2025 Meeting Date</b>
<i>11-14-2025</i>	<i>11-20-2025</i>
<i>11-28-2025</i>	<i>12-04-2025</i>
<b>Semester—Spring 2026 Submission Deadline (by 5:00 p.m.)</b>	<b>Semester—Spring 2026 Meeting Date</b>
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
<b>Key</b>	<b>Key</b>
<p>1. Dates italicized in <i>red</i> indicate past meetings.</p> <p>2. Dates in regular black font indicate future meetings.</p>	



## Academic Senate Agenda — December 4<sup>th</sup>, 2025

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

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### 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.

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### 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.

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### Vision

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

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## **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.

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## **Attendees**

### **Officers:**

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

### **Senators:**

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

### **Ex Officio Voting Members:**

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

### **Nonvoting Attendees:**

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

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## **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.

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## **Agenda Structure**

While the Brown Act does not require a specific order for agenda items, this structure places Unfinished Business first, followed by New Business. All Unfinished Business items are addressed before moving on to New Business. This approach supports fairness, transparency, and

meeting efficiency by ensuring previously introduced items are resolved before new topics are considered.

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## **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.

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## **Agenda**

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### **1. Approval of Agenda**

- December 4, 2025
  - **Supporting document:** Included in the Packet
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### **2. Approval of Minutes**

- November 20, 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:** Summary of Decisions Approved by Academic Senate on November 20, 2025 (Sent to the District)  
[Summary-of-Decisions-Approved-By-Academic-Senate-On-November 20, 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

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#### 4. Curriculum Consent Agenda Items—November 25, 2025 College Curriculum Committee meeting:

- a) **Articulation/Transfer Review:** STAT C1000H – Introduction to Statistics – Honors
- b) **Standard Course Review—SLO Update—Add Credit by Examination:** SPAN 102 – Elementary Spanish II
- c) **Standard Course Review—Add Credit by Examination:** JAPA 101 – Elementary Japanese I, and SPAN 101 – Elementary Spanish I
- d) **Standard Course Review—Revise Course Hours—Add Distance Education—EFOMA:** THEA 114 – Fundamentals of Acting, and THEA 217 – Intermediate Acting
- e) **Standard Course Review—Revise Course Hours:** THEA 113 – Introduction to Acting
  - **Time:** 2 minutes

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#### 5. Unfinished Business

- a) **Accreditation Roadshow Presentation — (Discussion/Feedback)**
  - **Supporting Documents:** Accreditation Presentation Committee (PPT, Academic Senate Rubric, and Academic Senate 2024 Standard Crosswalk (OneDrive link below)  
[AccreditationPresentation Committees 04282025 final.pptx](#)  
[Academic Senate Rubric \(2\).docx](#)  
[Academic Senate 2024 Standards Crosswalk \(1\).docx](#)
  - **Requested by:** Professor Amber Gillis
  - **Time:** 25 minutes (15-minute presentation + 10-minute discussion)
- b) **Third Reading: Dual Enrollment Handbook — (Action)**
  - **Supporting Document:** Faculty Dual Enrollment Handbook 2025-2026 v3 (OneDrive link below)  
[DRAFT Faculty Dual Enrollment Handbook 2025-2026 v3](#)
  - **Requested by:** Dr. Sheri Berger
  - **Time:** 7 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. Formerly, a **revised version** was **presented** for a second reading and a vote for approval by the body, in which the document was not approved. **The revised version** above is being brought back for a third reading with some changes made by Academic Affairs based on senator requests during the second reading.

- c) **Second Reading: AR 4260 - Prerequisites and Corequisites — (Action)**
  - **Supporting document:** Included in the Packet
  - **Time:** 5 Minutes
  
- d) **Second Reading: BP 4260 - Prerequisites and Corequisites — (Action)**
  - **Supporting document:** Included in the Packet
  - Time:** 5 Minutes
  
- e) **Hiring Prioritization Committee — (Action)**
  - **Supporting document:** Hiring Prioritization Committee Recommendations from November 14, 2025 (OneDrive link below)  
[Hiring Prioritization Recommendation from November 14, 2025](#)
  - **Time:** 10 Minutes
  
- f) **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](#)
  - **Requested by:** Professor Roza Ekimyan
  - **Time:** 5 Minutes
  
- g) **Handshake Overview - Digital Job Board - (Presentation/Q & A)**
  - **Supporting document:** Digital Board PPT (OneDrive link below)  
[Handshake Overview - Digital Job Board PPT](#)
  - **Time:** 15 minutes (10-minute presentation + 5-minute discussion)
  
- h) **Form a Workgroup to Design a New Sanctuary Campus Resolution - (Discussion)**
  - **Time:** 5 Minutes

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## 7. New Business: (placeholder)

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## 8. Future Agenda Recommendations

- **Time:** 2 minutes

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## 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.

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## End of Agenda



## Academic Senate Meeting Minutes — November 20<sup>th</sup>, 2025

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

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### Statement of Purpose

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

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### **Officers:**

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

### **Senators:**

Manzoor Ahmad [ ] Stephani Baez [ x] Eckko Blake [ ] Roza Ekimyan [ x] Samitha Givens [ x] Karina Lopez [ ] Nathan Lopez [ x] Victoria Martinez [ ] Janette Morales [ x] Jesse Mills [ x] Carlos Maruri [ ] Mayela Rodriguez [ x] Kent Schwitkis [ ] Juan Tavarez [ x] Mandeda Uch [ ] Andree Valdry [ ] Pam West [ ] 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 [ ] Adrian Trinidad [ x] Frank Harris [ x] Diane White [ x] KC Greaney [ x] Lorena Villarreal [ x], Amari Williams [ x] Sacramento Ramos [ x] Corina Diaz [ x]

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## **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.

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## **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.

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## **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.

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## **Agenda**

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**Meeting started at 2:08pm**

### **1. Approval of Agenda**

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

**Mayela R. motioned to approve the agenda. Stefani B. seconded. Unanimously approved.**

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### **2. Approval of Minutes**

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

**Roza E. motioned to approve the minutes. Janette M. seconded. Unanimously approved.**

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**Mayela R. motioned to open up 3a-f. Janette M. seconded.**

### **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
  - Faculty development chair has been approved for a 20% release time.
  - Update from the bylaw revision team.

#### **b) Vice President, Academic Senate**

- **Time:** 1 minute
  - Legislation updates with immigration enforcement. SB98
  - SB19
  - AB727
  - Department of Education responsibilities
- c) **College Curriculum Committee Chair**
  - **Time:** 1 minutes
- d) **Distance Education Faculty Coordinator**
  - **Time:** 1 minutes
- e) **Vice President, Academic Affairs**
  - **Time:** 2 minutes
    - **Chancellor’s office moving forward to have all colleges transition away from TOP codes to using CIP codes.**
- f) **ASG Representative**
  - **Time:** 1 minutes

**Stefani B. motioned to close 3a-f. David C. seconded.**

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#### **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.

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#### **5. Tabled Items — Unfinished Business**

**Mayela R. motioned for the vote to approve 5a. Roza E. seconded. Unanimously not approved. Motion does not carry.**

- 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.

- Recommend removing “Best practices for the Dual Enrollment Learner” on page 20 and page 21 numbers 1-6.
  - Although it was originally recommended to include this, the senate felt that this is important information but not the correct location.
- Recommend removing pg 13 “Classroom management for dual enrollment instructors” (Should be in a different location and not in the Dual enrollment handbook).
- Don’t want to imply that the dual enrollment student is something different than a Compton College student.
- Dual Enrollment Handbook should come back with edits for a third read.

**David C. motioned to open 5b. Charles H. seconded.**

**b) First Reading: AR 4260 - Prerequisites and Corequisites — (Discussion/Feedback)**

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

**Roza E. motioned to close 5b. Mayela R. seconded.**

**Mayela R. motioned to open 5c. Jesse M. seconded.**

**c) First Reading: BP 4260 - Prerequisites and Corequisites — (Discussion/Feedback)**

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

**Mayela R. motioned to close 5c. Jesse M. seconded.**

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## **7. New Business**

**Mayela R. motioned to open 7a. Jesse M. seconded.**

**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)

**Brad C. motioned to close 7a. Jesse M. seconded.**

**Michael V. motioned to approve 7a. Brad C. seconded. Motion carries.**

**Nays:** Nathan L., David C.

**Abstain:** Stefani B.

**David C. motioned to table 7b-e. Jesse M. seconded. Unanimously approved**

**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

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**8. Future Agenda Recommendations**

- **Time:** 2 minutes

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**David C. motioned to open the floor for public comment. Jesse M. seconde.**

**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.

**Jesse M. motioned to close the floor for public comment. Mayela R. seconded.**

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**End of Agenda**

**Meeting ended at 3:32pm**

## 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:

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