



Academic Senate Minutes



Facilitator: Dr. Minodora Moldoveanu, President

Recorder: Jennifer Hill, Secretary

Date: April 22, 2021

Time: 12:30-2:00 p.m.

Location: Zoom Conference <https://cccconfer.zoom.us/j/96789908627>

Vision:

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

Mission Statement:

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Senators

X Barragan-Echeverria, Theresa
 X Estrada, Harvey
 X Gonzalez, Citlali
 X Hill, Jennifer
 X Hobbs, Charles
 ___ Kahn, Mahbub
 X Madrid, Vanessa
 X Mason, Don
 X Martinez, Jose Manuel
 X Martinez, Victoria
 X Maruri, Carlos
 ___ Maruyama, David
 X McPatchell, David

X Mills, Jesse
 X Moldoveanu, Minodora
 X Monterroso, Noemi
 X Moore, Sean
 X Morales, Janette
 X Phillips, Jasmine
 X Schwitkis, Kent
 ___ Sidhu, Rajinder
 ___ Skorka, Evan
 X Thomas, Shirley
 X Van Overbeck, Michael
 X Villalobos, Jose

Guests

X Berger, Sheri (VP Ac. Aff.)
 X Schumacher, Holly (Ex Officio
 Voting Member, Union Pres.)
 X Johnson, Susan (DE Chair)

1. Call to Order at 12:32

2. Approval of Agenda

- Minodora corrected a minor typo in the agenda as well as adding discussion items for BP 4222 and the creation of a faculty ethics statement/resolution. We also must discuss an issue with dual-enrollment midterm reports. Sean moved to approve agenda as amended. Carlos seconded. Approved.

3. Review and Approval of Minutes from April 1, 2021

- Sean moved to approve. Carlos seconded. Approved.

4. Reports

a. President's Report

- At the Board of Trustees meeting this week, the results of our pre-FCMAT financial audit were discussed. Trustee Sharoni Little mentioned the possibility of all faculty becoming not only Canvas certified, but fully online certified. (See below under Discussion Items.)
- Over spring break, a number of faculty, staff, and students were selected by the Chancellor's Office to present to colleges throughout the state on diversity, equity, and inclusion efforts, including Trustee Sonia Lopez, Compton College President Keith Curry, Academic Senate President Minodora Moldoveanu, Tina Kupperman, Lauren Sosenko, Pilar Huffman, and Compton College student, Kevin Quincy-Jones.

b. Vice President's Report

Carlos reports that Charles Cobb, Vanessa Madrid, Noemi Monterroso, and Carlos Mauri were recently elected (or re-elected) to serve as senators. We are still expecting new representatives from BIS, Social Sciences, and HPS, who will hold elections soon, so that the Senate can complete elections of its executive board.

c. Faculty Board Representative Report

- Jasmine said that DEAC will be investigating the Board's request regarding online certification for faculty, as there are many different approaches. (See Discussion Items.)

d. Academic Affairs Report

- Sheri said that faculty and administration are investigating how additional in-person instruction can be provided in the fall to help support student success, particularly in cosmetology, music, and other areas. We are hoping that 30 percent of courses will be offered on campus.
- The fall schedule is scheduled to go live on May 10th.

e. Curriculum Report

- Sean reported that faculty are moving forward with the long list of courses to be reviewed this semester.

f. Distance Education Report

- DE Addendums must be launched by May 7th so they can be placed on the agenda and as many courses as possible can be approved by the committee at their May 10th meeting.
- Faculty must complete the three Canvas courses and competency demos by May 25th to teach online in the summer, and by June 11th to be eligible to teach in the fall. Susan strongly encourages faculty to sign up early in the event of required changes. Extensive information is available on the DE website to explain each step in detail.
- FCRC is moving forward with plans to become a POER ([Peer Online Course Review](#)) college, which will allow our online classes to be listed near the top of the CVC-OEI schedule and noted as "quality reviewed".

5. Unfinished Business

a. Second Read/Vote: AR 4025/BP 4025– Philosophy and Criteria for Associate Degree and General Education

- Sean made a motion to open discussion, Michael seconded. No changes logged from our last meeting. Michael made a motion to approve. Kent seconded. Approved.

AR 4025, item 7 (GE area 7) - Culture, Diversity, and Equity Requirement: A minimum of 3 units. A course used to satisfy the culture, diversity, and equity requirement may be double counted as meeting any applicable general education requirement.

Effective fall 2021, the culture, diversity, and equity requirement is met by taking a course listed in the catalog and approved by the Curriculum Committee. These relevant courses provide for an understanding and sensitivity to an array of cultures and identities as well as historical and lived experiences.

Courses below are identified as meeting the new Associate Degree requirement, GE area 7 - Culture, Diversity, and Equity. As a result, require CCC approval to be illustrated in the Compton College 2021-2022 Catalog. Due to the language in AR 4025, "A course used to satisfy the culture, diversity, and equity

requirement may be double counted as meeting any applicable general education requirement”, the corresponding areas, if applicable, have been listed next to the course name. Providing a special notation in the course catalog supports students in recognizing, in addition to GE Area 7, which other GE areas the course may satisfy. As a result of this notation, students’ academic planning and goals are supported.

Statement: If non-honors courses have a corresponding honors course, the honors course shall be included.

Anthropology

ANTH 104 - Language and Culture (Area 2)

ANTH 106 - Native Peoples of N. America (Area 2)

ANTH 107 - Native Peoples of S. America (Area 2)

ANTH 109 - Women, Culture and Society (Area 2)

Art

ART 109 - Contemporary Art in World Cultures (Area 3)

ART 207 - Art History of Mexico, Central & South America (Area 3)

ART 209 - History of African Art (Area 3)

Communication Studies

COMS 260 - Introduction to Intercultural Communications (Area 4)

Contemporary Health

CH 101 - Personal & Community Health Issues (Area 5)

CH 105 - Contemporary Women's Health (Area 5)

Note: Both health course address issues of race. For example, 105 Contemporary Women’s Health explores biological sex, as well as differences between racial groups. Similarly, 101 Personal & Community Health explores differences in the health among racial members, as well as the different health issues among racial communities.

Dance

DANC - 164 World Dance (Area 5)

DANC - 165 African Dance (Area 5)

DANC - 168 Latin Social Dance (Area 5)

English

ENGL - 228 Images of Women in Literature (Area 3)

ENGL - 242 Chicano and Latino Literature (Area 3)

ENGL - 243 African American Literature (Area 3)

ENGL - 244 The Literature of American Ethnic Groups (Area 3)

ENGL - 248 Modern Literature of Latin America (Area 3)

Ethnic Studies

ESTU - 101 Introduction to Ethnic Studies (Area 2)

ESTU - 103 The Chicano in Contemporary U.S. Society (Area 2)

ESTU - 105 Chicano Culture (Area 2)

History

HIST - 105 Women & American History from the Colonial Era to 1877 (Area 2)

HIST - 106 Women & American History from 1877 to present (Area 2)

HIST - 108 U.S. History; The American Indian Experience (Area 2)

HIST - 110 The African American in the U.S. to 1877 (Area 2)

HIST - 111 The African American in the U.S. from 1877 to present (Area 2)

HIST - 112 History of the Chicano in the U.S. (Area 2)

HIST - 114 History of the Asian American in the U.S. (Area 2)

HIST - 122 U.S. History; Cultural Pluralism in America (Area 2)

HIST - 152 History of Latin America through Independence (Area 2)

HIST - 154 History of Mexico (Area 2)

HIST - 175 History of Asian Civilizations to 1600 (Area 2)

HIST - 176 History of Asian Civilizations from 1600 to Present (Area 2)

HIST - 183 Introduction to African History, Prehistory to 1885 (Area 2)

HIST - 184 Introduction to African History, 1885 to present (Area 2)

Music

MUSI - 112 Music Cultures of the World (Area 3)

MUSI - 113 Survey of Jazz (Area 3)

MUSI - 116 History of Rock Music (Area 3)

Political Science

MUSI - 105 Ethnicity in the American Political Process (Area 2)

MUSI - 106 Civil Rights & Liberties in the U.S (Area 2)

Psychology

PSYC - 108 Social Psychology (Area 2)

PSYC - 110 African American Psychology (Area 2)

Sign Language

SLAN - 130 Deaf Culture (Area 3)

Sociology

SOCI - 104 Social Problems (Area 2)

SOCI - 107 Issues of Race & Ethnicity in the U.S. (Area 2)

SOCI - 108 Global Perspectives on Race & Ethnicity (Area 2)

Women's Studies

WSTU - 101 Introduction to Women's Studies (Area 2)

- 6. Consent Items:** Sean made a motion to approve the consent items; Kent seconded. Approved.
- a. Consent Agenda Items Approved from 4-6-21 Curriculum Committee Meeting:
 - 2-Year CTE Course Review: NURS 222 - Medical Surgical Nursing- Older Adult; and WELD 150 - Structural Fabrication
 - 6-Year Course Review: COMS 260 - Introduction to Intercultural Communication;
 - MUSI 215A - Music History and Literature Up to 1750; and MUSI 215B Music History and Literature - 1750 to Present.
 - DE Addendum Review and Approval: MUSI 215B Music History and Literature - 1750 to Present.
 - b. Consent Agenda Items Approved from 4-20-21 Curriculum Committee Meeting:
 - Course Inactivation: CHEM 120 - Survey of General and Organic Chemistry; ESL 02A - Grammar and Conversation Level I; ESL 02B - Grammar and Conversation Level II; ESL 02C - Conversation and Grammar Level III; ESL 02D - Conversation and Grammar Level IV; MATH 40 - Elementary Algebra; NURS 254 - Advanced Nursing Process I; and NURS 255 - Advanced Nursing Process II - Clinical Preceptorship.
 - 2-Year CTE Course Review: WELD 105 - Basic Welding for Allied Fields; WELD 111 - Introduction to Shielded Metal Arc Welding (SMAW); WELD 113 - Intermediate Shielded Metal Arc Welding (SMAW); WELD 142 - Intermediate Gas Tungsten Arc Welding (GTAW); and WELD 144 - Advanced Gas Tungsten Arc Welding (GTAW) Skills Lab.
 - 6-Year Course Review: FILM 124 - Production Planning; and MATH 8C - Intermediate Algebra Corequisite.
 - 6-Year Course Review Add Prerequisite: MATH 120 - Nature of Mathematics.
- 7. Reinstated Approved Item from 4-20-21 CCC Meeting:**
- 6-Year Course Review Removal of Prerequisite: MICR 133 - General Microbiology Education
- 8. New Program Credit Approved Item from 4-20-21 CCC Meeting:**
- Biomanufacturing - A.S. Degree; Biomanufacturing Technician - Certificate of Achievement; and Biotechnology Laboratory Assistant - Certificate of Achievement.
- 9. New Business:** The Ed Policy Group presented the following Board Policies.
- *First read on BP 3200 on Accreditation* (See Appendix A, page 7.) There was extensive discussion on the lack of participation by classified in the accreditation process, and preserving the Ed Policy edit changing “promote” to “ensure”. Kent made a motion to close discussion. Shirley seconded. Approved.
 - *First read on BP 4230 on Grading and Academic Symbols* (See Appendix B, page 8.) Michael made a motion to close discussion. Carlos seconded. Approved.
 - *First read on AR 4230 on Grading and Academic Symbols* (See Appendix C, page 9.) Shirley made a motion to close discussion. Carlos seconded. Approved.
 - *First read on BP 4222 on Remedial Coursework:* (See Appendix D, page 13.) The Ed Policy Group and Deans Meeting recommended retiring this policy, as it is identical to 4220. Michael made a motion to close discussion. Jasmine seconded. Approved.

10. Discussion Items

- Faculty Onboarding Process – Welcome Faculty, Ease Adjustment to Campus, Increase Retention: At the last meeting we discussed changing the name of this concept, as well as what we can do to make new faculty feel welcomed, supported, and facilitate their success. Don suggested a “cheat sheet” to help keep track of administrative deadlines. Vanessa suggested a cohort system with quarterly meetings for new hires, a regular forum for mutual support. A number of people mentioned the effectiveness of the old “mentor” system. Michael made a motion to close discussion. Sean seconded. Approved.
- Tom Norton suggested the need for a document or senate resolution on a faculty code of ethics based on an incident with plagiarism in the program review process. Jennifer suggested that we work on this over the summer, and Minodora planned a draft for fall review. Sean motion to close. Michael seconded. Approved.
- Judy pointed out that there is a problem with the dual enrollment midterm report due date. This semester it was due just before spring break, but there were some issues with Banner that pushed it into spring break. In addition, the timing is problematic in disciplines such as English, since grading midterm writing assignments takes far more time than average. Judy suggested that we change this due date to accommodate these realities in addition to a number of other issues with dual enrollment. Sheri noted that this isn't a traditional midterm report, that midterm is perhaps a misnomer. It is a response to high school administration requests for timely information on their students' progress. She said we can submit it earlier, but not later. Jennifer suggested that this would be more beneficial, as waiting until week nine to intervene with students well below passing level makes it very unlikely they can be helped. Judy suggested some redundancy between CRM and these reports, but Sheri said that, unfortunately, CRM is currently too limited for our needs in this instance. Carlos made a motion to close discussion. Theresa seconded. Approved.
- Trustee Sharoni-Little's suggested at the last Board meeting that all faculty should be mandated to complete full online certification rather than just Canvas training. Judy suggested that this item be discussed first in DEAC. Jasmine pointed out that it took two years to reach agreement on the training issue in our recent contract, where a number of trainings were mandated. Holly pointed out that this is an item that must be negotiated in the contract as a condition of employment. Michael made a motion to close discussion. Carlos seconded. Approved.

11. Adjournment

Jasmine made a motion to adjourn at 1:50. Harvey seconded. Approved.

The next Academic Senate meeting is scheduled for May 6, 2021.



BP 3200 Accreditation

Issued: April 20, 2021

References:

Title 5 Section 51016;
ACCJC Accreditation Eligibility Requirement 21
ACCJC Accreditation Standards I.C.12 and 13

The Compton Community College District ~~shall meet and, where feasible, exceed the accreditation Standards established by the Western Association of Schools and Colleges (WASC), Accrediting Commission for Community and Junior Colleges (ACCJC).~~^[SLB1] ~~To that end, the College, through the consultation process, has established procedures to maximize the effectiveness~~^[SLB2] ~~of the accreditation process, and promote the participation of the campus community in that process.~~^[SLB3] ~~provides quality educational programs and services to its community and demonstrates its commitment as an accredited institution of higher learning by ensuring the following:~~

The President/Chief Executive Officer (CEO) shall

- ~~confirm~~ ~~e~~Ensure that the District complies with, ~~and where feasible~~ ~~strive to exceeds,~~ the accreditation processes and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation.
- ~~keep~~ ~~Keep~~ the Board of Trustees informed of approved accrediting organizations and the status of accreditations of various programs at Compton College.
- ~~ensure~~ ~~Ensure~~ that the Board of Trustees is involved in any accreditation process in which Board participation is required.
- ~~provide~~ ~~Provide~~ the Board of Trustees with regular status updates and summaries of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report.

~~Compton College~~^[CM4] ~~will promote the participation of the campus community in the accreditation process.~~^[CM5] ~~Compton Community College District shall ensure the participation of the campus community in the accreditation process. Procedures for implementing the accreditation policy and to maximize the effectiveness of these procedures will be developed in collegial consultation with the Academic Senate and in collegial consultation with the Academic Senate~~ ~~through the collaborative governance process involving campus stakeholders~~

Applicable Administrative Regulation:
AR 3200 – Accreditation



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

APPENDIX B

BP 4230 Grading and Academic Record Symbols

**Issued: June 19, 2018
Revised: May 18, 2021**

References:

Title 5 **Sections §**55021 and **§**55023

Courses shall be graded using the grading system established by Title 5 **s**Section 55023. The grading system shall be published in the college catalog and made available to students.

Procedures for implementing this policy will be developed in collegial consultation with the Academic Senate.

Applicable Administrative Regulation:

AR 4230 Grading and Academic Record Symbols

APPENDIX C

COMPTON COMMUNITY COLLEGE DISTRICT ADMINISTRATIVE REGULATIONS

[El Camino](#)
[Cerritos](#)
[Santa Monica](#)
[Citrus](#)[1]

AR 4230 Grading and Academic Record Symbols

Issued: June 19, 2018

Revised: March 19, 2020

Revised: April 20, 2021

References:

Title 5 §55021 and §55023

The grading practices of the Compton Community College District shall be as follows:

Semester Unit of Credit[2]

College work at Compton College is measured in terms of semester units. One unit of credit is awarded for approximately 54 hours of lecture, study or laboratory work. The [amount-number](#) of credits awarded shall be adjusted in proportion to the number of hours of lecture, study or laboratory work.[3]

Grade Records

Instructors will maintain records required by the District and report grades in a timely manner based on District procedures. Instructors shall maintain a careful record of graded assignments and, to support the grade assigned for the course, the grade roster should have a minimum of three grades plus the final examination grade for each student.[4]

Grades, Grade Points, and Grade Point Average

Grade points are numerical values which indicate the scholarship level of letter grades. The grade point average equals the total grade points divided by the total units attempted for-credit courses in which letter grades (evaluative symbols) have been assigned. Grade points are assigned according to the scale in the chart below and shall be published in the college catalog.[5]

Evaluative Symbols

A	Excellent	4 points for each unit
[6] B	Good	3 points for each unit
[7] C	Satisfactory	2 points for each unit
[8] D	Passing , L ess than satisfactory	1 point for each unit

[9] F	Failing	0 points for each unit
[10] P	Pass, at least satisfactory (formerly C for Credit)	See Note 1
[11] NP	No Pass, less than satisfactory (formerly NC for No Credit)	See Note 1
[12] SP	<i>Satisfactory Progress towards completion of the course (Used for noncredit courses only and is not supplanted by any other symbol.)</i>	

Non-Evaluative Symbols

I	Incomplete	See Note 2
[13] IP	In Progress	See Note 3
[14] W	Withdrawal	See Note 4
[15] MW	Military Withdrawal	See Note 5
[16] EW	Excused Withdrawal	See Note 6
[17] RD	Report Delayed	See Note 7

Notes:

I. P/NP – Pass/No Pass (formerly Cr/NC for Credit/No Credit)

A certain number of courses are offered only on a P/NP basis while some others are offered on a P/NP or letter grade option depending on which the student selects by the fourth week of a 16-week class or 25% of a class. A student earning a P grade will receive unit credit toward graduation if the course is degree-applicable. Non-credit courses may also be offered P/NP. Unit credit earned in P/NP courses will not be considered when calculating grade point average. Designation of P/NP or option P/NP grading is included in the course description. All grades in credit courses except W and P/NP will be considered in determining the grade point average. While NP and W grades are not used in grade point determination, a student with an excessive number of withdrawals or NPs is subject to course repetition limitations and probation or dismissal regulations.[18]

II. I - Incomplete

A student may receive a notation of "I" (Incomplete) and a default grade when a student did not complete his or her academic work for unforeseeable, emergency, and justifiable reasons. The Incomplete grade to be assigned by the instructor and designated on the student's transcript will be IB, IC, ID, IF, or INP. Collectively, these grades will be referred to as an "I" grade. The written record containing the conditions for removal of the "I" will be held for the student in the [Admissions and Records Office](#) through the sixth week of the next regular semester[CM19]. If the

student does not complete the required work by the end of the sixth week, the “I” will automatically be removed and the default grade will be assigned. Any extension of the time for completion of the required work must be approved by the division dean. The student should petition for the extension of time on a form provided by the Admissions [and Records](#) Office.

III. **IP - In Progress**

The “IP” symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is “in progress,” but that assignment of an evaluative symbol (grade) must await its completion. The “IP” symbol shall remain on the student’s permanent record to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student’s permanent record for the term in which the course is completed. The “IP” shall not be used in calculating grade point averages. If a student enrolled in an “open-entry, open-exit” course is assigned an “IP” at the end of an attendance period and does not re-enroll in that course during the subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade A through F, P, or NP) to be recorded on the student’s permanent record for the course.

IV. **W - Withdrawal**

It is the responsibility of the student to officially drop a class by the published withdrawal date. If a student fails to drop by that date, the student may be subject to a substandard grade. A student may also be dropped by the instructor if the student has been absent for more than 10% of the scheduled class meetings. Withdrawal from classes is authorized through the 12th week of instruction in a 16-week class, or 75% of a class, whichever is less. If a student remains in class beyond the published withdrawal date an evaluative symbol (grade A through F, P, or NP) or an “I” (Incomplete) shall be assigned. A student who must withdraw after the published withdrawal date due to extenuating circumstances may petition for the assignment of a “W.” Extenuating circumstances are verified cases of accidents, illnesses or other circumstances beyond the control of the student.

No notation (“W” or other) shall be made on the academic record of the student who withdraws prior to the close of the second week of a 16-week class, or 20% of a class, whichever is less. Any withdrawal occurring after the published No Notation date shall be recorded as a “W” on the student’s record.

The “W” shall not be used in calculating grade point averages, but excessive “W’s” shall be used as factors in course repetition and probation and dismissal procedures.

V. **MW – Military Withdrawal**

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, the student may be assigned "MW." Military withdrawals shall not be counted in the limitation on excessive withdrawals nor in progress probation and dismissal calculations.

VI. **EW – Excused Withdrawal**

An Excused Withdrawal (EW) occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his or her ability to complete a course(s). Such events and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, a pandemic event (e.g. Novel Coronavirus) when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term when the student is the subject of an immigration action, or other extenuating circumstances making course completion impractical. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of a student's behavioral violation or if the student requested and was granted a mid-semester transfer.

Upon verification of these conditions by the Director of Admissions and Records or their designee and consistent with the district's required documentation substantiating the condition, an excused withdrawal symbol may be assigned at any time after the period established by the governing board during which no notation is made for withdrawals. The withdrawal symbol so assigned shall be an "EW."

An Excused Withdrawal shall not be counted in progress probation and dismissal calculations and shall not be counted toward the permitted number of withdrawals or counted as an enrollment attempt.

An Excused Withdrawal ~~will~~shall not be counted in the Satisfactory Academic Progress calculation for Financial Aid purposes.

VII. **RD – Report Delayed**

The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.



BP 4222 Limitation to Remedial Coursework

Issued: May 15, 2018
Revised: April 20, 2021

Reference:

Title 5 Section 55035^[CM1], ACCJC Accreditation Standard II.A.4

It is the policy of Compton Community College District that a student ~~should~~ shall not receive credit for more than 30 semester units of remedial coursework (nondegree-applicable basic skills courses) at Compton College. The limitation does not apply to the following:

- a. A student enrolled in one or more course of English as a Second Language courses; or
- ~~b. A student identified by the district as having a documented learning disability.~~

A student may be granted a waiver to the 30-unit limit. A waivers will be granted only if a student shows ~~significantsignificant~~ significant measurable progress towards the development of skills appropriate to enrollment in degree-applicable credit courses.

The President/CEO, in collegial consultation with the Academic Senate, as stated in Board Policy 2510, shall establish procedures that establish standards of scholarship and grading practice and symbols as established by Title 5.^[CM2]

The Board will determine a uniform grading practice for the District, based on sound academic principles.

Work in all courses acceptable in fulfillment of the requirements for an associate or baccalaureate degree, a certificate, diploma or license shall be graded in accordance with a grading scale adopted by the Board consistent with Section 55758. The grading system shall be published in the college catalogs and made available to students.

Applicable Administrative Regulation:

AR 4222 Limitation to Remedial Coursework