



EDUCATIONAL POLICY COMMITTEE MINUTES



Facilitator: Jasmine Phillips

Recorder: Jennifer Hill

Date of Meeting Recorded: December 1, 2020

<p>Vision: Compton College will be the leading institution of student learning and success in higher education.</p>
<p>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.</p>

ATTENDEES PRESENT:		
X Domenic Capozzolo	X Sean Moore	X Kendahl Radcliffe
X Amber Gillis	X Melain McIntosh	X Andree Valdry
X Jennifer Hill	X Jasmine Phillips	X Holly Schumacher
Guests: Minodora Moldoveanu, Sheri Berger		

<p>AGENDA:</p> <ol style="list-style-type: none"> 1) Call to Order: The meeting was called to order at 12:03 p.m. 2) Approval of Agenda: Melain made a motion to approve an amended agenda. Amber seconded. Approved. Motion carried. 3) Review and Approval of Previous Meeting Minutes: Amber made a motion to approve the minutes. Melain seconded. Motion carried. 4) Update on Follow-up Items from Previous Meeting None. 5) New Discussion Items None 6) New Action Items <ol style="list-style-type: none"> a. <i>Second Read: BP/AR 4050, Articulation (Melain and Domenic)</i> The attached document was approved with minor proofreading edits. A new AR will be formulated for the high schools, and the process will be started shortly. Sean made a motion to approve; Amber seconded. Motion carried. b. <i>First Read, Second Read and Vote: First Read: BP/AR 4260 Prerequisites and Corequisites-Deadline: Dec 8 (Amber, Sean)</i> Jasmine suggested adding “collegial” consultation to clarify the procedure in addition to other very minor proofreading edits. Melain, Sean, and Jasmine all verified that the language is more or less in keeping with the template. Amber made a motion to approve; Sean seconded. Motion carried. 7) Announcements and Informational Items None



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8) Future Agenda Items

- a. First Read: AR 7211 Minimum Qualifications and Equivalency-Deadline: Spring Semester
- b. First Read: AR 4240 Academic Renewal-Deadline: April 17, 2021 (Carlos)
- c. First Read: BP 4240 Academic Renewal-Deadline: April 17, 2021 (Carlos)
- d. First Read: BP 4245: Academic Rank-Deadline Spring Semester (Amber)
- e. First Read: AR 4245: Academic Rank-Deadline Spring Semester (Amber)

9) Public Comment via Brown Act

None

10) Adjournment: Amber made a motion to adjourn at 12:31. Sean seconded. Motion carried.



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

BP 4050 Articulation

**Issued: June 20, 2017
Revised: November 17, 2020**

References:

Education Code Sections 66720-66744;
Title 5 Section 51022(b);
ACCJC Accreditation Standard II.A.10

The *President/Chief Executive Officer (CEO)* will assure appropriate articulation of the District's educational *courses and/or* programs with four-year institutions and where appropriate, establish articulation with local area high schools and occupational centers to enable students to achieve a seamless transfer.

The procedure may support articulation with other institutions, including those that are not geographically proximate but whose partnerships are appropriate and advantageous for the District.

The procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

Applicable Administrative Regulation:
AR 4050 Articulation



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AR 4050 Articulation

Issued: July 17, 2018
Revised: November 17, 2020

References:

Education Code Section 66720-66744
Title 5 Sections 51022(b) and 55051
ACCJC Accreditation Standard II.A.10
Board Policy 4050 – Articulation

Compton College adheres to the *guidelines provided in the California Articulation Policies and Procedures Handbook* developed by the California Intersegmental Articulation Council and the procedures established by the College Curriculum Committee.

The Articulation Officer establishes partnerships with four-year *universities* to develop agreements to assist students with the transition from a community college to a university. The articulation process is to ensure course applicability for general transferability, general education, and major requirements for those community college courses that the university has agreed to accept as being comparable or accepted in lieu of the university courses. *Categories of articulation agreements include:*

- *Courses accepted for baccalaureate credit*
- *Transfer Credit Agreement*
- *General Education Breadth Agreements*
- *Course-to-course Agreements*
- *Lower division Major Preparation Agreements*
- *Systemwide Transfer Degrees (Senate Bill SB-1440)*

The process of developing and reviewing curriculum and coursework to determine course comparability between institutions rests with the discipline faculty at the respective institutions. Discipline faculty are responsible for the review of course content and the identification of comparable courses.

The Articulation Officer annually submits new courses and updates the Intersegmental General Education Transfer Agreement (IGETC), California State University General Education (CSU GE) and Transfer Course Agreement lists to the University of California and California State University systems. Curricular changes that impact articulation shall be annually reported to all transfer constituents. California's Public Post-Secondary Institutions' agreements shall be maintained in ASSIST, the official transfer and articulation system repository.



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**BP 4260 ~~Pre-Requisites~~Prerequisites
and ~~Co-requisites~~Corequisites**

**Issued: October 18, 2016
Revised: December 8, 2020**

References:

Title 5 Sections 55000 and 55003

The *President/Chief Executive Officer (CEO)* is authorized to establish ~~pre-requisites~~ *prerequisites*, ~~co-requisites~~, and advisories on recommended preparation for courses in the curriculum *in collegial consultation with the Academic Senate*. All such ~~pre-requisites~~ *prerequisites*, ~~co-requisites~~ *corequisites*, and advisories shall be established in accordance with the standards set out in Title 5. Any ~~pre-requisites~~ *prerequisites*, ~~co-requisites~~ *corequisites*, or advisories shall be necessary and appropriate for achieving the purpose for which they are established. The procedures shall include a way in which ~~a pre-requisites prerequisites or co-requisites corequisites and advisories 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 Chief Executive Officer* 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



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AR 4260 Prerequisites and Corequisites

Issued: December 8, 2020

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 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



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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.*



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

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*



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- 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.*