

42nd SPRING SESSION RESOLUTIONS
FOR DISCUSSION AT AREA MEETINGS

March 27 – 28, 2010



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Table of Contents

1.0	ACADEMIC SENATE	
1.01	S10	Bylaws Changes to Establish Caucuses.....1
1.02	S10	Plan to Infuse Cultural Competence2
1.03	S10	Noncredit Standing Committee.....2
1.04	S10	Increasing the Pool of Faculty for Academic Senate Service.....3
2.0	ACCREDITATION STANDARDS	
2.01	S10	Paper Defining Roles of Faculty and Researchers.....3
2.02	S10	Making ACCJC Correspondence and Recommendations Public.....4
3.0	EQUITY AND DIVERSITY	
3.01	S10	Adopt the <i>Student Equity: From Dialog and Access to Action</i> Paper4
3.02	S10	Adopt the Practices that Promote Equity in Basic Skills in California5
4.0	ARTICULATION AND TRANSFER	
4.01	S10	Transfer Degree5
4.02	S10	Response to SB 1440: “Transfer Degree”6
4.03	S10	Title 5 Changes Defining a Transfer Associate Degree.....6
6.0	STATE AND LEGISLATIVE ISSUES	
6.01	S10	Opposition to Expansion of the Community College Mission7
6.02	S10	BSI Funding and Flexibility8
6.03	S10	Further Research on the 50% Law8
7.0	CONSULTATION WITH THE CHANCELLOR	
7.01	S10	MOU with Kaplan University.....9
8.0	COUNSELING	
8.01	S10	Commitment to Established Principles and Guidelines Regarding Use of Paraprofessionals10
8.02	S10	Title 5 Changes to Include Counselor to Student Ratio.....11
9.0	CURRICULUM	
9.01	S10	International Baccalaureate (IB) Exam Applicability to Associate Degree . General Education Requirements12
9.02	S10	General Education Reciprocity Among California Community Colleges.....12
9.03	S10	Granting of Early Childhood Education AA/AS Degrees and Course13
9.04	S10	Defense of Physical Education Programs14
10.0	DISCIPLINES LIST	
10.01	S10	Noncredit Minimum Qualifications14
10.02	S10	No Equivalent to the Associate Degree for Minimum Qualifications.....15

Table of Contents

13.0 GENERAL CONCERNS

13.01 S10 Acknowledgement of Current California Community College Reform16
13.02 S10 Understanding “Excess Units”16
13.03 S10 Research and Publish CCC Districts’ Current Expense for Administration..17

1.0 ACADEMIC SENATE

1.01 S10 Bylaws Changes to Establish Caucuses

Julie Bruno, Sierra College, Standards & Practices Committee

Whereas, Resolution S09 1.05 called for the establishment of Academic Senate diversity caucuses to represent matters of equity and diversity, and a follow-up resolution (1.06 F09) was adopted calling to expand the potential application of caucus formation around “issues of interest and importance to all faculty”;

Whereas, The purpose for the caucuses is to serve as forums in which faculty with particular interests may meet to address concerns vital to faculty and the success of students (i.e., African American, Latinos, part-time, LGBT, noncredit); and

Whereas, By promoting dialog on issues of interest to faculty in all California community colleges, the caucuses strive to strengthen relations between faculty and the Senate, promote solutions for areas of concern, enhance communication, and improve the overall relationships of all faculty on our campuses by giving voice to many faculty in a variety of forums;

Resolved, That the Academic Senate for California Community Colleges add to its bylaws a new Article I. J. Caucus to read as follows: “A group which serves as a forum in which faculty may address academic and professional concerns vital to the interest of the faculty forming the caucus”;

Resolved, That the Academic Senate for California Community Colleges add to its bylaws a new Article VI. Caucus to read as follows:

Any group of at least ten members from at least four different colleges and at least two districts with common goals and/or interest may form a caucus by sending a letter to the Senate President, including its name, statement of purpose, and list of members. Recognition as a caucus shall be achieved by verification by the Executive Committee that the caucus goals and purpose are related to academic and professional matters and notification to the body through normal communication channels. Each May, caucuses will inform the president of their intent to remain active and provide a current list of membership. If a caucus fails to alert the Senate President of the desire to stay active, the caucus shall be disbanded and a new letter of intent will need to be created to re-establish a new caucus. The intent is to have caucuses that are active and represent current faculty in California community colleges. Caucus chairs should be elected annually at the first fall meeting of the caucus and submit meeting minutes to the Senate Office.

Resolved, That the Academic Senate for California Community renumber current Articles VI, VII, and VIII of its bylaws; and

Resolved, That the Academic Senate for California Community develop procedures and processes as needed to effectively implement the formation and maintenance of Academic Senate caucuses.

1.02 S10 Plan to Infuse Cultural Competence
Julius Thomas, Rio Hondo College, Equity and Diversity Action Committee

Whereas, Cultural competence is a skill set that makes one effective in working in diverse environments and teaching diverse students, and faculty who make progress toward becoming culturally competent should positively affect the success of students;

Whereas, Ongoing professional development helps faculty recognize that becoming culturally competent is a continual learning process;

Whereas, An effective community college education prepares students to learn about working and living in a diverse world as global citizens, and as faculty we should hold ourselves to the same standard to which we hold our students; and

Whereas, Singular faculty development activities on cultural competence are insufficient for faculty to fully understand and address the needs of diverse student populations;

Resolved, That the Academic Senate for California Community Colleges create a plan for infusing best practices regarding cultural competence into professional development, work, goals, and other aspects of the work of the Senate and produce the plan as a model for local senates by the Spring 2011 Plenary Session.

1.03 S10 Noncredit Standing Committee
Marsha Elliott, North Orange CCD, Noncredit Ad Hoc Committee

Whereas, The Ad Hoc Noncredit Committee has been an effective and important committee of the Academic Senate for California Community Colleges for the last three years, making enormous progress in noncredit;

Whereas, Noncredit education is a vital part of the mission of California community colleges and plays an important role in bridging to credit higher education, employment, citizenship and many other aspects essential to California's economic health, welfare, and citizenship;

Whereas, Noncredit education is essential for addressing equitable outcomes, yet noncredit is currently a target of disproportionate budget cuts; and

Whereas, Even including noncredit faculty on other committees does not provide the voice, empowerment, and support that noncredit faculty require;

Resolved, That the Academic Senate for California Community Colleges change its Rules to add Noncredit Committee as a standing committee of the Academic Senate.

See Appendix A.

**1.04 S10 Increasing the Pool of Faculty for Academic Senate Service
Renee Tuller, Grossmont College, Nominations Committee**

Whereas, The Academic Senate for California Community Colleges' bylaws specify that "All candidates for election to the Executive Committee shall meet at least one of these criteria: 1) is a Delegate or a local senate president 2) has within the last three years immediately preceding the election been a local senate president or an Executive Committee member or officer or 3) has been nominated by a resolution of a Member Senate";

Whereas, The Academic Senate for California Community Colleges' Diversity Policy states that it "recognizes the benefits to students, faculty, and the community college system that are gained by a variety of personal experiences, values, and views that derive from individuals from diverse backgrounds" and recognizes that diversity includes not only race, ethnicity, gender/sex, and other personal attributes, but also full- and part-time status; and

Whereas, Some faculty perceive the existence of barriers to involvement in the Academic Senate for California Community Colleges and its committees and may not volunteer for service due to mistaken beliefs about who should and should not seek to serve at the state level;

Resolved, That the Academic Senate for California Community Colleges explore and, potentially propose a bylaws change that would expand the pool of faculty eligible to run for positions on the Academic Senate for California Community Colleges Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges continue its ongoing efforts to increase the pool of faculty seeking to serve on Academic Senate for California Community Colleges committees, identifying new ways to recruit all faculty and to address misperceptions that discourage faculty from seeking to serve at both the local and state levels.

2.0 ACCREDITATION STANDARDS

**2.01 S10 Paper Defining Roles of Faculty and Researchers
Carlotta Campbell, College of Alameda, Accreditation and SLO Committee**

Whereas, The Academic Senate for California Community Colleges has consistently advocated for faculty primacy in crafting student learning outcomes, selecting the means of assessing these outcomes, and interpreting these assessment results to improve teaching and learning, such as in its 2007 paper *Agents of Change: Examining the Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges*, which emphasizes faculty's central role "to create and assess outcomes (utilizing both quantitative and qualitative measures) and analyze that evidence to improve student learning and teaching";

Whereas, Researchers have expertise in determining research protocols, data analysis, and research parameters and therefore have a role in assisting faculty in determining legitimate assessment techniques for student learning outcomes; and

Whereas, Faculty have expressed growing concerns that some researchers are increasingly determining the means of assessment of student learning outcomes;

2010 Spring Resolutions for Discussion at Area Meetings

Resolved, That the Academic Senate for California Community Colleges, in collaboration with the Research and Planning Group, develop a document that distinguishes the proper roles that faculty and researchers play in Student Learning Outcomes assessment.

2.02 S10 Making ACCJC Correspondence and Recommendations Public Joe Safdie, San Diego Mesa College, Accreditation and SLO Committee

Whereas, Faculty members are concerned about the accreditation process and recent accreditation outcomes related to meeting the 2002 Accreditation Standards and the viability of their colleges;

Whereas, Every member of a college community has a stake in a successful outcome based on meeting the 2002 Accreditation Standards and a responsibility to assist in addressing any recommendations, particularly if those recommendations place the college on sanction;

Whereas, the Accrediting Commission for Community and Junior Colleges (ACCJC) sends its reports and recommendations only to chancellors and superintendents/presidents of individual California community colleges, who then choose when and how to share the information with their constituents (faculty, staff, and administrators) and the public; and

Whereas, ACCJC does not release its decisions immediately, on the assumption that chancellors and superintendent/presidents will inform their community in a timely fashion, and there have been instances when the information was not provided immediately to the campus community;

Resolved, That the Academic Senate for California Community Colleges urge local senates to promote local board policies requiring that accreditation documents be made available to the college community within 48 hours of receipt.

3.0 EQUITY AND DIVERSITY

3.01 S10 Adopt the Student Equity: From Dialog and Access to Action Paper David Clay, Cañada College, Equity and Diversity Action Committee

Whereas, Student equity remains an important goal for California community colleges as students become more diverse, and the state needs more educated citizens to assure economic growth and social well being for everyone; and

Whereas, The Academic Senate was directed in resolutions 3.01 F05 and 3.02 S07 to update the 2002 paper *Student Equity: Guidelines for Developing a Plan* and integrate student equity data into program review;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Student Equity: From Dialog and Access to Action*.

See Appendix B.

**3.02 S10 Adopt the *Practices that Promote Equity in Basic Skills in California Community Colleges Paper*
Joan Cordova, Orange Coast College, Basic Skills Committee**

Whereas, Credit and noncredit basic skills and English as a Second Language (ESL) serve the most diverse student population in higher education in the world;

Whereas, Equity should include not merely equitable access but also equitable support and equitable outcomes;

Whereas, As cited in the paper *Practices that Promote Equity in Basic Skills in California Community Colleges*, current research shows that basic skills and ESL work in California community colleges does not typically have equitable outcomes; and

Whereas, Resolution 3.05 S07 requested that the Academic Senate create a paper about effective practices in basic skills with regards to equity;

Resolved, That the Academic Senate for California community colleges adopt the paper *Practices that Promote Equity in Basic Skills in California Community Colleges*.

See Appendix C

4.0 TRANSFER AND ARTICULATION

Note: Resolutions 4.01, 4.02, and 4.03 all address the issue of transfer degrees, and two of them had been referred from the Fall 2009 Plenary Session. These three resolutions conflict with each other but are all presented here in order to offer the Academic Senate delegates a variety of options for dealing with this controversial issue. Please note also that some of these resolutions may ask the Academic Senate to overturn previously established positions, a matter that can be raised and considered during resolution discussions and voting.

**4.01 S10 Transfer Degree
Paul Setziol, De Anza College**

Whereas, State legislators have proposed statewide transfer degrees;

Whereas, The Academic Senate for California Community Colleges maintains that the purview of establishing degree definitions in legislation goes against basic higher education principles;

Whereas, The faculty should maintain the right and responsibility to determine graduation degree requirements as specified in Title 5; and

Whereas, Title 5 currently makes no reference to transfer associate degrees;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to seek a change to Title 5 requiring colleges to offer a transfer associate degree that consists of a minimum of 18 semester units in a major or area of emphasis as locally

2010 Spring Resolutions for Discussion at Area Meetings

defined, a transfer general education pattern (e.g., IGETC or CSU GE), and a minimum of 60 transferable semester units; and

Resolved, That the Academic Senate for California Community Colleges include in Title 5 language the provision that any local requirements for the degree are to be governed by existing Title 5 language on graduation requirements.

Note: This resolution was referred to the Executive Committee (see Resolution 4.04 R F09) to collect further information and return in Spring 2010.

4.02 S10 Response to SB 1440: “Transfer Degree” Stephanie Dumont, Golden West College, Executive Committee

Whereas, Senate Bill 1440 (Padilla) as of March 1, 2010 would authorize a community college to award an associate degree in a major or area of emphasis designated “for transfer” to students who complete a minimum of 60 transferable semester units consisting of an approved transfer general education program (e.g., IGETC or CSU GE) and a major or area of emphasis as locally defined and requires colleges that do so to refrain from requiring additional local requirements that are not included in the GE package or the major/area of emphasis;

Whereas, A great deal of support exists in the Legislature and public for the concept of a “transfer degree,” raising the possibility that a bill will move forward that would put California community college degrees in statute rather than in Title 5, and such a bill could require degree standards that could be inconsistent with the Academic Senate positions; and

Whereas, Placing any degree in statute is inappropriate and could effectively lead to legislative curriculum dictates, but making a change in Title 5 regulations would retain control of degrees within the California Community Colleges and codify degrees that many colleges are already awarding;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to change Title 5 regulations such that colleges would be permitted to award an associate degree in a major or area of emphasis “for transfer” (e.g., “Psychology for Transfer”) to students who complete at least 60 transferable semester units including a minimum of 18 semester units in a major or area of emphasis that meet the requirements of transfer institutions and a transfer general education pattern, and require the colleges that choose to offer such a degree do not impose any additional local graduation requirements.

Note: This resolution was referred to the Executive Committee (see Resolution 4.03 R F09) to collect further information and return in Spring 2010.

4.03 S10 Title 5 Changes Defining a Transfer Associate Degree Elizabeth Atondo, Counseling, Los Angeles Pierce College, Transfer and Articulation Committee

Whereas, The California community colleges have multiple missions, one of which is to prepare our students for transfer, and do an exemplary job of providing transfer students with their lower-division baccalaureate education;

2010 Spring Resolutions for Discussion at Area Meetings

Whereas, Transfer students who complete a minimum of 60 baccalaureate units, including general education and major preparation coursework, are experiencing a delay in reaching their educational goals due to the competitiveness for university admission as well as the disproportionate and excessive fee increases, making a bachelor's degree out of reach for many California community college students;

Whereas, The coursework necessary for upper-division transfer to the California State University and the University of California systems, while including the most rigorous courses offered at the California community colleges, differs from the coursework needed to earn an associate degree, and as a result many transfer students leave the community college system not eligible for an associate degree; and

Whereas, Students, community colleges, universities, legislators and the general public share a desire to minimize unnecessary classes and units and maximize efficiency and wise use of taxpayer resources;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to enact changes to Title 5 that would define distinct associate degree requirements for students who are attending a California community college preparing to transfer to a UC or CSU campus, and these requirements would include a minimum of 60 baccalaureate units, full certification of the IGETC or CSU GE Plan, and articulated major preparation coursework based on the upper-division transfer admission requirements of the receiving institution; and

Resolved, That the Academic Senate for California Community Colleges recommend a policy to local senates to align the courses and units required for Associate Degree transfer majors so as not to exceed the lower-division major requirements at the universities and to refrain from adding any additional local graduation requirements.

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S10 Opposition to Expansion of the Community College Mission

Patricia Marquez, Antelope Valley, Educational Policies Committee

Whereas, A memo dated January 22, 2010 with the subject "Avocational, Recreational, and Personal Development Courses ... Some Suggestions" was distributed by the California Community Colleges Chancellor's Office and sought to offer guidance to colleges seeking to comply with language in the 2009-10 Budget Act, directing that community colleges, to "the greatest extent possible, shall implement any necessary workload reductions in areas other than basic skills, workforce training, and transfer";

Whereas, At a time when California community colleges are being asked to focus on select components of their mission, proposed legislation (AB 2400, Anderson and Block and Hill) is attempting to expand on the mission of the California community colleges by authorizing selected districts to offer baccalaureate degrees in specific areas;

2010 Spring Resolutions for Discussion at Area Meetings

Whereas, The current funding cuts have resulted in dramatic decreases in course offerings, while demand for California community college courses is great, thus rendering the colleges less able to fulfill their existing mission, even when focusing on the three areas identified in the 2009-2010 Budget Act; and

Whereas, Expanding the mission of the California Community Colleges would place an undue burden on a system that is already under-funded and unable to perform its current statutory missions as fully and efficiently as would be desirable;

Resolved, That the Academic Senate for California Community Colleges oppose any expansion of its mission as proposed in AB2400 (March 1, 2010); and

Resolved, That the Academic Senate for California Community Colleges assist local senates in educating the Legislature and the general public about the impact of budget cuts more generally and the impact of expanding its mission specifically.

6.02 S10 BSI Funding and Flexibility **Janet Fulks, Bakersfield College, Executive Committee**

Whereas, The Basic Skills Initiative (BSI) supplemental funding supports a higher proportion of diversity, such as students that are typically underserved, from lower socioeconomic populations, and students of color;

Whereas, Current statewide evidence indicates that California community colleges have inadequate sections of basic skills courses and that strategies supported and promoted by the Basic Skills Initiative, such as First Year Experience, summer basic skills courses to catch students up to college level, summer acceleration programs, and numerous noncredit basic skills courses, have been cut to a great extent; and

Whereas, “Flexibility” of basic skills funding will most likely contribute to the current loss of basic skills courses, support, and success;

Resolved, That the Academic Senate for California Community Colleges strongly oppose the suggestion to make basic skills funding flexible and encourage local senates to do the same.

6.03 S10 Further Research on the 50% Law **Michelle Grimes-Hillman, Mount San Antonio College, Educational Policies Committee**

Whereas, What is known as the “50% Law” is a reference to California Education Code §84362(d), which states that “There shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education”;

Whereas, At the Fall 2009 Plenary Session numerous resolutions seeking to modify the 50% law were proposed, prompted lively debate, and were ultimately “Referred to the Executive

2010 Spring Resolutions for Discussion at Area Meetings

Committee to research the data, craft a new resolution that considers the ideas included in all of the referred resolutions and our previous position in Resolution 8.04 S01 and bring back to the Spring 2010 Plenary Session.”

Whereas, The 50% law is often cited as a disincentive to the hiring of faculty who provide vital support services for students, such as counseling and library faculty; and

Whereas, Adopted Academic Senate for California Community Colleges documents have identified a specific recommended ratio for counseling faculty to students that represent effective practices but the principles are not being practiced by most community colleges and Resolution 8.04 S01 directs the Academic Senate to work to “amend California Education Code §84362(d) such that the minimum percentage of any district's apportionment spent on classroom, library, and counseling faculty salaries increases from the present standard of 50% to a percentage that is commensurate with the inclusion of counseling and library faculty members”;

Resolved, That the Academic Senate for California Community Colleges recommend that the 50% law be left unchanged until such time as a more appropriate percentage can be identified and appropriately justified that seeks to accomplish the goals delineated in past resolutions and as determining an appropriate percentage that would be inclusive of all faculty would not remove the existing disincentives associated with the hiring of instructional support and student services faculty; and

Resolved, That the Academic Senate for California Community Colleges explore and potentially advocate for Title 5 changes that integrate minimum faculty to student ratios for counseling, library, and other instructional and student support faculty.

Note: Several resolutions were referred to the Executive Committee (see Resolutions 6.02, 6.03, 6.04, and 6.05 R F09) to research the data, craft a new resolution that considers the ideas included in all of the referred resolutions and our previous position in resolution 8.04 S01 and bring back to the Spring 2010 plenary session.

7.0 CONSULTATION WITH THE CHANCELLOR

7.01 S10 MOU with Kaplan University

Michelle Grimes-Hillman, Mount San Antonio College, Educational Policies Committee

Whereas, The current consultative process as described in AB 1725 has served the California Community College System, its colleges, and its students by providing well-informed and deliberative quality education;

Whereas, The recent signing of a memorandum of understanding (MOU) with Kaplan University (December 2009) establishing a relationship between California community colleges and Kaplan was made outside of the consultative process, lacking input regarding potential problems with these types of agreements, particularly issues of accreditation;

2010 Spring Resolutions for Discussion at Area Meetings

Whereas, The System MOU with Kaplan has been incorrectly interpreted by some to imply a commitment on behalf of individual community colleges to enter into articulation agreements but in fact does not mandate that local colleges articulate any courses with Kaplan; and

Whereas, The articulation of courses is an academic and professional matter, and ultimate authority with respect to determining whether or not a course should be offered or accepted for articulation lies with the discipline faculty of the college, guided by the articulation officer;

Resolved, That the Academic Senate for California Community Colleges inform local senates and curriculum committees that they are not required to articulate with Kaplan University unless initiated by discipline faculty;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to examine the potential outcomes of this MOU with regard to accreditation, increased student costs, decreased student outcomes, and other considerations vital to ensuring a quality education; and

Resolved, That the Academic Senate for California Community Colleges have a robust discussion about coordination, consultation, and collaboration precedents that protect and promote quality education in the California.

8.0 COUNSELING

8.01 S10 Commitment to Established Principles and Guidelines Regarding Use of Paraprofessionals Joseph Bielanski, Berkeley City College, Counseling and Library Faculty Issues Committee

Whereas, The Academic Senate for California Community Colleges has adopted numerous resolutions which addressed the distinction between counseling faculty and paraprofessionals (including 8.01 S98; 8.02 S99; 8.01 S01), beginning with Resolution 15.1 in Fall 1993, which affirmed the distinct professional role and function of counseling faculty, who meet minimum qualifications leading to counseling knowledge, competencies, and skills, and affirmed that the role and function of counseling faculty is distinct from paraprofessionals;

Whereas, In an effort to continue to emphasize the unique professional role and function of counseling faculty, the Academic Senate, in Fall 1994 (Resolution 8.01), adopted the paper *The Role of Counseling Faculty in the California Community Colleges*, which affirmed the relationship of counseling to “student success and preparation” and again noted the distinction between counseling faculty and paraprofessionals, as well as citing specific functions for which paraprofessionals appropriately could be assigned;

Whereas, In an effort to set forth specific standards for how counseling roles should be performed, the Academic Senate, in Spring 1997 (Resolution 8.01), adopted the paper *Standards and Practice of California Community Counseling Faculty and Programs* and further adopted revisions and updates to the paper in Fall 2008 (Resolution 8.01), which delineated the “core functions” of counseling faculty to include academic counseling, career counseling, personal

2010 Spring Resolutions for Discussion at Area Meetings

counseling, crisis intervention, outreach, and efforts to constantly improve counseling programs and services; and

Whereas, *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007) stressed the role of counseling as a necessary program component (B.3) for the success of basic skills students, such that “Counseling support provided [be] substantial, accessible, and integrated with academic courses/programs” (p. 28), and the Academic Senate in Spring 2009 (Resolution 9.08) acknowledged and approved the effective practices in the basic skills document;

Resolved, That the Academic Senate for California Community Colleges strongly encourage institutions to adhere to the research principles and guidelines set forth in the *The Role of Counseling Faculty in the California Community Colleges, Standards and Practice of California Community Counseling Faculty and Programs*, and *Basic Skills as a Foundation for Student Success in California Community Colleges* regarding the professional role, function, and purpose of counseling; and

Resolved, The Academic Senate for California Community Colleges urge college administrators not to substitute paraprofessionals for trained counselors and in so doing disregard the knowledge, competencies, and skills that professional counseling faculty provide to ensure student success;

Resolved, That the Academic Senate for California Community Colleges prepare a one page briefing document clarifying the role of paraprofessionals in counseling services, summarizing relevant points to make available for distribution to policy makers and other interested parties.

8.02 S10 Title 5 Changes to Include Counselor to Student Ratio Stephanie Dumont, Golden West College, Counseling and Library Faculty Issues Committee

Whereas, The significant role counseling faculty play in the success of students has been reinforced in numerous research based documents such as *Basic Skills as a Foundation for Student Success in California Community Colleges* (Center for Student Success, 2007), *Facilitating Community College Transfer: A Master Plan Mandate*, (Intersegmental Committee of Academic Senates, Spring 2009), *Community College Transfer Task Force: Findings and Recommendations Aimed at Strengthening the Community College Transfer Process* (Intersegmental Task Force, September 2009), *California Community College Transfer: Recommended Guidelines* (California Community College Chancellor’s Office and California Community College Transfer Center Directors Association, 2006), and *Crafting a Student-Centered Transfer Process in California: Lessons From Other States* (Institute of Higher Education Leadership and Policy, August 2009);

Whereas, While counseling services directly support instruction, counseling faculty are not considered an instructional expense for purposes of the 50% law, and, as a result, colleges are incentivized to limit expenditures on counseling activities, including hiring;

2010 Spring Resolutions for Discussion at Area Meetings

Whereas, Growth funding should be used to support all needs created by an increase in enrollment, including adding sections and commensurate student support services;

Whereas, Title 5 §58724, Minimum Standards for Libraries and Media Centers, defines the minimum number of library faculty required based on college size, but Title 5 includes no corresponding guidelines for counseling faculty;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 to define the minimum number of counseling faculty required based on the recommended counselor to student ratio cited in the Academic Senate adopted paper *Consultation Council Task Force on Counseling* (2003).

9.0 CURRICULUM

9.01 S10 International Baccalaureate (IB) Exam Applicability to Associate Degree General Education Requirements Robin Arie-Donch, Solano College, Transfer and Articulation Committee

Whereas, Title 5 §55063, Minimum Requirements for the Associate Degree, outlines specific general education requirements that each college must include for the associate degree;

Whereas, The only way for a California community college student to receive associate degree general education credit for an IB exam is if equivalency for a course or an associate degree general education area has been locally established;

Whereas, Many students attend more than one California community college, and IB course equivalencies may not exist or may vary greatly among the California community colleges; and

Whereas, IB general education subject area applicability exists system-wide for students completing IGETC or CSU GE Breadth;

Resolved, That the Academic Senate for California Community Colleges develop a suggested system-wide policy template regarding the use of International Baccalaureate exams for meeting Associate Degree general education requirements and encourage local senates to consider this policy template for local adoption.

9.02 S10 General Education Reciprocity Among California Community Colleges Kenneth Matsuura, Cerritos College, Transfer and Articulation Committee

Whereas, Title 5 §55063, Minimum Requirements for the Associate Degree, outlines and defines four general education subject areas that each college must include for the associate degree;

Whereas, Many students attend more than one California community college, and the courses that are locally approved for a particular GE area vary among the California community colleges (i.e., comparable courses may be approved for different areas and/or a given college may approve a course for a GE area for which there is no comparable course at another college);

2010 Spring Resolutions for Discussion at Area Meetings

Whereas, Honoring the GE courses a student has completed from other colleges prevents a student from having to repeat a GE course, thereby accruing unnecessary units; and

Whereas, Local control of a college's curricular offerings and of mechanisms for determining the GE applicability of courses is not violated when a college opts to honor the determinations made by another community college;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to honor GE courses from any California community college, including local colleges within a district, and engage in Associate Degree GE reciprocity among the 112 colleges as a means of facilitating student achievement.

See Appendix D.

9.03 S10 Granting of Early Childhood Education AA/AS Degrees and Course Credit Dianna Chiabotti, Occupational Education Committee

Whereas, The Academic Senate for California Community Colleges has passed resolutions that call on the California Department of Education to “rely primarily upon the expertise and knowledge of the Early Childhood Education/Child Development faculty of the California community colleges in matters pertaining to the development of an early learning credential, preschool learning standards, and education of a workforce for a universal preschool” (19.04 S06), to “rely upon the expertise of the Early Childhood Education/Child Development faculty of the California community colleges in the development of the early learning credential,” and to “strongly urge the California Department of Education to deploy newly created funds for program development, student support, and institutional support in direct proportion to the number of Early Childhood Education/Child Development students served by each of the CCC, CSU, and UC systems” (19.05 S06);

Whereas, The Early Learning Quality Improvement System (EL QIS) Advisory Committee, which was formed in response to the passage of SB1629, has been charged with developing the policy and implementation plan for California's Early Learning Quality Improvement System, including a workforce development plan; and

Whereas, California community colleges are the entity designated with the authority to grant certificates and AA/AS degrees, and California Community Colleges Early Childhood Education/Child Development programs have been proactive in creating curricular alignment with four-year colleges through participation in the C-ID and Career Pathways projects and have been instrumental in helping increase early childhood program quality through collaboration with the Child Development Training Consortium, the California Mentor Teacher Program, and Baccalaureate Pathways in Early Care and Education;

Resolved, That the Academic Senate for California Community Colleges strongly oppose any attempt by any state agency other than existing, accredited institutions of higher education to offer unit-bearing courses toward child development permits and degrees; and

2010 Spring Resolutions for Discussion at Area Meetings

Resolved, That the Academic Senate for California Community Colleges work to ensure that California community colleges continue to be the only public higher education entity to grant AA/AS degrees for the State of California and that the California Community Colleges remain the premier workforce pathway for early childhood teachers in this State.

9.04 S10 Defense of Physical Education Programs Beth Smith, Grossmont College, Executive Committee

Whereas, Physical education courses have been evaluated and approved by college curriculum committees, meet all requirements for academic rigor in compliance with Title 5, and are not “recreational” or “superfluous” courses;

Whereas, Because many California community college degrees require physical education as a locally determined graduation requirement, the drastic reductions or eliminations of physical education course offerings dramatically impede students’ abilities to achieve their educational goals;

Whereas, Proposed cuts to physical education courses undermine physical education programs’ viability, upon which intercollegiate student athletics and student scholarships depend; and

Whereas, Physical education courses are central to some career majors, such as public safety professionals (Police, Fire, Lifeguard), kinesiology, physical therapy, and other allied health programs;

Resolved, That the Academic Senate for California Community Colleges work with faculty in physical education/exercise science to develop responses and action plans for addressing criticisms and concerns from the Legislature and others about the quality and necessity of these courses and later convene other faculty discipline groups that feel an equal threat from the legislature or other groups.

10.0 DISCIPLINES LIST

10.01 S10 Noncredit Minimum Qualifications Reynaldo Ortiz, College of the Desert, Noncredit Committee

Whereas, Noncredit education is an integral component of the California community colleges and is essential to the colleges’ mission and role in serving California;

Whereas, The allowed noncredit offerings in the California community colleges serve areas such as access, equity, adult educational advancement, vocational training, citizenship, and the health and well being of many communities, including the disabled, new parents and older adults, and immigrants;

Whereas, Noncredit and credit programs should ensure educational rigor, processes, and high standards of quality in a manner consistent with public higher education in California; and

Whereas, Currently, noncredit disciplines, areas of instruction, and minimum qualifications for noncredit faculty are not contained in the Disciplines List because they were instead directly

2010 Spring Resolutions for Discussion at Area Meetings

included into Title 5, reflecting outdated K-12 regulations, and are consequently more difficult to maintain in a manner that best meets community needs and legislated expectations, particularly with regard to recent SB361 regulatory changes such as Career Development College Preparation;

Resolved, That the Academic Senate for California Community Colleges establish a task force of noncredit faculty to examine existing noncredit faculty minimum qualification regulations in consultation with the appropriate constituents for the potential purpose of placing the qualifications in the Disciplines List, thereby implementing the same processes that are currently used for all other disciplines, faculty, and administrators; and

Resolved, That Academic Senate for California Community Colleges recommend the noncredit minimum qualifications be removed from Title 5 §53412.

See Appendix E.

10.02 S09 No Equivalent to the Associate Degree for Minimum Qualifications Yolanda Bellisimo, College of Marin, Standards and Practices Committee

Whereas, Section 53410 of Title 5 requires that disciplines in which a master's degree is not generally expected or available have, as minimum qualifications, a bachelor's degree and two years of experience or an associate degree and six years of experience;

Whereas, Section 87359 of California Education Code states that no one may be hired unless the governing board "determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications" and that the governing board relies primarily upon the advice and judgment of the academic senate in determining equivalency to the minimum qualifications;

Whereas, Faculty members, in order to assist and counsel students on program and course requirements, maintain accurate course and student records, fulfill duties required in a faculty handbook, and perform work outside the classroom, including development and assessment of Student Learning Outcomes, program review, and preparation of the Course Outline of Record and class syllabi, all of which require knowledge, skills, and abilities equal to or greater than the associate degree level; and

Whereas, A primary role of faculty members is to foster a professional college environment and a respect for academic achievement;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that there is no equivalent to the associate degree for disciplines in which a master's degree is not generally expected or available and that an associate degree is the minimum educational qualification required for all faculty members in these disciplines.

See Appendix F

Note: This resolution was referred to the Executive Committee (see Resolution 10.11 R S09) to conduct more research on the pros and cons of such a position and to bring back information in Fall 2009.

13.0 GENERAL CONCERNS

13.01 S10 Acknowledgement of Current California Community College Reform Efforts Marilyn Eng, Citrus College, Educational Policies Committee

Whereas, Statewide Career Pathways: Facilitating School to College Articulation and the Course Identification Numbering System (C-ID) are faculty-led initiatives that facilitate student advancement, provide faculty with a forum to discuss curriculum, and are working to address other system-level needs;

Whereas, The faculty of the California community colleges have been working actively on improving the quality of their colleges' degrees by raising the mathematics and English levels required for graduation, improving the general understanding of their degrees by proposing standardized definitions of the AA and AS degrees, and working with the California State University (CSU) to employ the Early Assessment Program as an early messaging mechanism to increase student preparedness for college-level work;

Whereas, The faculty of the California community colleges are seeking to increase the appropriate application of prerequisites to courses to improve student success and are working with the Chancellor's Office to explore the identification of a centralized assessment system that would simplify assessment and make mandatory assessment economically feasible; and

Whereas, The numerous positive changes that have happened within the California Community College System in recent years and are currently in progress are often overlooked as simple low-cost or no-cost solutions to real or imagined problems sought by individuals and entities external to the California community colleges;

Resolved, That the Academic Senate for California Community Colleges provide leadership to local senates to help them effectively communicate with local Boards of Trustees and elected officials regarding the current faculty-led initiatives that seek to improve the quality of a California community college education and students' achievement of their goals; and

Resolved, That the Academic Senate for California Community Colleges continue to work with the Chancellor's Office and its transfer partners to develop system-level solutions and options that do not impinge upon local control.

13.02 S10 Understanding "Excess Units" Marilyn Eng, Citrus College, Educational Policies Committee

Whereas, Both the California Legislative Analyst's Office and the Chancellor for California Community Colleges have lamented the "excess units" that the state pays for as students work to earn a bachelor's degree (e.g., CCCCO Press Release, January 29, 2010), yet have offered no research-based evidence for why a student might accrue "excess units";

2010 Spring Resolutions for Discussion at Area Meetings

Whereas, The many possible explanations for “excess units” are complex and ever-changing, including but not limited to students engaging in appropriate and necessary educational exploration, changing majors, making misguided course selections, and finding themselves unable to obtain a seat in a necessary course while still needing units for financial aid, insurance, or some other benefit requiring enrollment in a minimum number of units; and

Whereas, While all educational experiences are valuable, students may sometimes take courses for reasons other than an interest in learning or as means of achieving a goal;

Resolved, That the Academic Senate for California Community Colleges work with other community colleges constituencies to research and develop an understanding of the causes of student accumulation of “excess units” for the determination of ways that such unit accumulation can be appropriately minimized.

13.03 S10 Research and Publish CCC Districts’ Current Expense for Administration Michelle Grimes-Hillman, Mount San Antonio College, Educational Policies Committee

Whereas, The Academic Senate for California Community Colleges has not researched nor published administrator to faculty ratios;

Whereas, The Academic Senate for California Community Colleges has not researched nor published CCC districts’ current expense for administration; and

Whereas, There is no legislation or regulation that mandates the amount or percent of a district’s current expenses that can or should be spent on administration;

Resolved, That the Academic Senate for California Community Colleges work with its faculty union partners to research and publish faculty to administrator ratios and current expenses for administrators of California community college (CCC) districts; and

Resolved, That Academic Senate for California Community investigate and determine if a need exists to propose Title 5 mandates on faculty to administration ratios or a cap on CCC districts’ current expense for administration by percent.