

42nd SPRING SESSION RESOLUTIONS

Adopted
Spring 2010



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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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, Lesbian, Gay, Bisexual, Transgender (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 interests may form a caucus by sending a letter to the 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 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 Colleges renumber current Articles VI, VII, and VIII of its bylaws; and

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

MSC Disposition: Local Senates

Assigned: Executive Director, Standards and Practices Committee

1.02 S10 Plan to Infuse Cultural Competence

Julius Thomas, Rio Hondo College, Equity and Diversity Action Committee

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;

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; and

Whereas, Stand-alone 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.

MSC Disposition: Local Senates

Assigned: Equity and Diversity Action Committee

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

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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 the Noncredit Committee as a standing committee of the Academic Senate.

MSC Disposition: Local Senates

Assigned: Executive Director

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

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;

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"; and

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;

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 investigate new methods to increase the pools of faculty seeking membership on committees, identifying ways to recruit all faculty and to address misperceptions that discourage faculty from seeking to serve at both the local and state levels.

MSC Disposition: Local Senates

Assigned: Executive Director, Nominations Committee

1.05 S10 Emeritus for Hoke Simpson Beth Smith, Grossmont College, Area D

Whereas, The Bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus on individuals, and Hoke Simpson has satisfied those requirements as a retired faculty member of the California

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Community College System who has completed more than the required five (5) years of significant service to the Academic Senate:

- Executive Committee member from 1997-2003
- Academic Senate President, Vice President, and Representative At-Large
- Chaired or served on various committees including Educational Policies, Budget Committee, Relations with Local Senates, Matriculation Advisory Committee, ICAS, and several technology committees
- Co-authored several papers, championed diversity, and reminded everyone that “it’s the funding, stupid”
- A colleague and leader who inspired, facilitated, articulated, led, composed, sang, and strummed his way into the hearts and minds of faculty across the state;

Whereas, Hoke created and implemented the Chuck Berry style of management and fulfilled the vital role of "philosopher king" on the Educational Policies Committee, provoking wide-ranging, thoughtful, eclectic debates that resulted in landmark papers on the future of the community college, planning and budget, and faculty hiring;

Whereas, Hoke, as president, always encouraged others to voice their opinions and thereby created fertile ground for the creative development of fundamental educational policy -- perhaps best exemplified by the unofficial bumper sticker slogan "Academic Senate -- Making the World Safe for Introverts"; and

Whereas, Hoke, as president, delivered a memorable and inspiring series of “State of the Senate” speeches featuring the chancellor on a bicycle, God and the Devil debating the mission of the community colleges, and assorted country singer/songwriters fixing the “Desert of the Real”;

Resolved, That the Academic Senate for California Community Colleges recognize Hoke Simpson’s extraordinary and distinguished service by awarding him the status of senator emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Hoke Simpson its heartfelt congratulations during his retirement and wish him and his family every happiness in the years to come.

MSU Disposition: Local Senates
Assigned: Executive Director

1.06 S10 Emeritus for Barbara Davis-Lyman Tressa Tabares, American River College, Area A

Whereas, The Bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus on individuals, and Barbara Davis-Lyman has satisfied those requirements as a retired faculty member of the California

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Community College System who has completed far more than the required five (5) years of significant service to the Academic Senate;

Whereas, Barbara is an activist and pioneer for women in leadership who has served students positively throughout the state by holding influential positions with the Faculty Association of California Community Colleges (FACCC), the Community College League of California (CCLC), the California Association of Community Colleges (CACC) (where she was the first woman and faculty member to chair the Legislative and Finance Commission), and as a member of the Board of Governors;

Whereas, Barbara has served her college and district in numerous ways, including holding the positions of Academic Senate President and Accreditation Chair at Sacramento City College and the Los Rios District Academic Senate President, and she has also held statewide Senate leadership roles including North Area Representative from 1997 through 1999, Chair of the Ad Hoc Welfare Committee, Welfare Reform Task Force, Special Projects Advisory and Review Council (SPARC), Legislative Committee, California Postsecondary Education Commission (CPEC) Accountability Committee and Representative, Chair of Spring Session, and more; and

Whereas, Barbara is a most valued colleague, mentor, and friend to countless faculty who have been inspired by her leadership to share in her passion for the community college mission, she is also a consummate educator who genuinely cares about not only her students but all potential students who can be served by the arm of higher education she likes to refer to as the “People’s College,” and in recognition of her excellence in teaching and student advocacy she has been awarded the 2001-2002 FACCC Full-Time Faculty Award, the 1997 CCLC Courageous Leader Award, the 1994 Gerald C. Hayward Excellence in Education Award, the 1994 American Association of Higher Education’s Citizen of the Academy Award, and the 1992 National Institute for Staff and Organizational Development (NISOD) Teaching Excellence Award;

Resolved, That the Academic Senate for California Community Colleges recognize Barbara Davis-Lyman’s extraordinary and distinguished service by awarding her the status of senator emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Barbara Davis-Lyman its heartfelt congratulations upon her retirement and wish her and her family every happiness in the years to come.

MSU Disposition: Local Senates
Assigned: Executive Director

1.07 S10 Faculty Hiring Resources Dianna Chiabotti, Napa Valley College

Whereas, Few colleges are hiring new full- or part-time faculty during this budget downturn, which gives faculty a chance to re-evaluate hiring practices, attitudes, and training for hiring committees;

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Whereas, Providing excellent professional development opportunities that have been jointly developed by faculty, human resource directors, and other administrators should be a common goal prior to when districts return to hiring more faculty; and

Whereas, The Academic Senate fully endorses diverse hiring committees and practices that seek to find diverse individuals for community college faculty positions;

Resolved, That the Academic Senate for California Community Colleges develop a hiring toolkit or similar collection of resources for use by local senates that can be used to improve recruiting, screening, and hiring of full- and part-time faculty; and

Resolved, That the Academic Senate for California Community Colleges provide professional development opportunities jointly with human resource directors and/or instructional officers at conferences or institutes about best practices for hiring diverse faculty.

MSC Disposition: Local Senates

Assigned: Equity and Diversity Action Committee

1.08 S10 Preparing Faculty for Service on Academic Senate Committees Steve Leone, Cuesta College

Whereas, The Academic Senate for California Community Colleges has difficulty recruiting faculty statewide for involvement in Academic Senate committees and leadership positions due to a general lack of knowledge of the work of these committees;

Whereas, The work of various committees is specialized, and each committee has its own unique areas of responsibility that may not be apparent to those faculty who may be interested in participating;

Whereas, The Academic Senate may have more success in increasing the pool of faculty for Academic Senate service if training on the unique areas of these Academic Senate committees were provided on an annual basis; and

Whereas, Each new member of the various Academic Senate committees, in order to be an effective participant as soon as possible, must have some familiarity with background material on the purpose, subject, and processes of the committee;

Resolved, That Academic Senate for California Community Colleges provide training for faculty potentially interested in participating in various statewide committees through various means such as training programs or sessions and produce a white paper on best practices for the recruitment and training of faculty to serve on Academic Senate committees and in leadership roles.

MSC Disposition: Local Senates

Assigned: Nominations Committee

2.0 ACCREDITATION STANDARDS

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

Whereas, Faculty have primacy in crafting student learning outcomes (SLOs), selecting the means of assessing these outcomes, and interpreting these assessment results to improve teaching and learning, such as is explained in the Academic Senate's 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, Faculty are discipline experts and have expertise in SLOs and specific skills that indicate SLO attainment;

Whereas, College and district 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 researchers on some college and district campuses are increasingly determining the means of assessment of student learning outcomes;

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

MSC Disposition: Local Senates, Research and Planning Group
Assigned: Accreditation and SLO Committee

**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

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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.

MSC Disposition: Local Senates

Assigned: President, Accreditation and SLO Committee

2.03 S10 Ongoing Concerns with the Accrediting Commission for Community and Junior Colleges Shaaron Vogel, Butte College

Whereas, The Academic Senate for California Community Colleges has adopted at least eight resolutions expressing concerns about the processes followed by the Accrediting Commission for Community and Junior Colleges (ACCJC) since 2007 and has communicated its concerns both independently and through a 2009-2010 Consultation Task Group on Accreditation;

Whereas, The Academic Senate for California Community Colleges, participating in the Consultation Task Group on Accreditation along with representatives from state-level organizations including the Board of Governors, the Faculty Association of California Community Colleges (FACCC), the Chief Executive Officers (CEOs), the Chief Instructional Officers (CIOs), the Academic Senate, the California School Employees Association (CSEA), the Community College Association (CCA), and the Chancellor's Office over the past 11 months, helped to develop a survey which was sent to college presidents and accreditation liaison officers (ALO) and which resulted in the following seven recommendations sent to ACCJC in December 2009:

1. Develop a means for colleges to provide periodic feedback to ACCJC on the accreditation processes and their experiences, including both commendations for what went well and identification of what needs improvement.
2. Strengthen standards-based training of both visiting-team members and ALOs. Consider instituting an annual multi-day statewide California community college conference to provide training and information to all interested constituencies. This could be co-presented with the Academic Senate and the Community College League of California at the November annual California community college conference. Colleges could also present their best practices.
3. Review the ACCJC visiting-team selection process and consider means to involve a wider cross-section of the individuals in our system who desire to participate. Team participation should be treated as a professional development opportunity.
4. Scale accreditation expectations of Western Region colleges to benchmarks formulated relative to evidence of best practices documented in all of the accrediting regions in the country.

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5. Consider lengthening the cycle of accreditation to 8 -10 years.
6. Employ cooperative ways to have accreditation result in improvement rather than just compliance. Also, develop more non-public ways to communicate to campuses their need for improvement.
7. Avoid recommendations that encroach on negotiable issues

Whereas, The Academic Senate for California Community Colleges embraces the essential, foundational principles of an effective accreditation process that requires sincere introspection, effective dialog, self criticism, continuous improvement, and a willingness to change, and yet these characteristics have not been demonstrated by the ACCJC through its own actions and processes; and

Whereas, Because of the weaknesses in ACCJC processes, some of which were identified by the Consultation Task Group on Accreditation, many colleges have found that the ideals and principles of peer review and self study have been damaged and undermined because faculty and others are unwilling to participate in a process that focuses on punishment rather than continuous improvement;

Resolved, That the Academic Senate for California Community Colleges endorse the seven recommendations developed by the Consultation Task Group on Accreditation;

Resolved, That the Academic Senate for California Community Colleges express to the Consultation Task Group on Accreditation the Senate's ongoing concerns about the operations of Accrediting Commission for Community and Junior Colleges (ACCJC) and grave disappointment at the lack of responsiveness to the recommendations that were given to ACCJC in the spirit of a sincere desire to strengthen accreditation processes and ultimately the quality of the colleges; and

Resolved, That the Academic Senate for California Community Colleges commit to continuing efforts with the Consultation Task Group as the group pursues possible next steps which might result in actions including but not limited to the following: a) writing a letter of no confidence in the Commission leadership from the Academic Senate and/or in conjunction with the Consultation Council; b) seeking advice and support from federal education agencies; and c) considering legislative alternatives.

MSU (96-0) Disposition: Local Senates, ACCJC, Board of Governors, Consultation Council Task Force on Accreditation

Assigned: President

2.04 S10 Accreditation Options Richard Akers, Contra Costa College, Area B

Whereas, The Academic Senate for California Community Colleges greatly values and respects the essential components of peer review and external accreditation in the educational process;

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Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) approach to accreditation has been punitive and publicly divisive, causing additional and unnecessary expenses and re-appropriation of resources from the classroom; and

Whereas, Alternative accrediting bodies other than the ACCJC exist and are utilized by our transfer institutions;

Resolved, That the Academic Senate for California Community Colleges research the options available for peer review and accreditation other than the Accrediting Commission for Community and Junior Colleges and make the results of this research available by Spring 2011.

MSU (97-0) Disposition: Local Senates, ACCJC, Board of Governors, Consultation Council Task Force on Accreditation
Assigned: President, Accreditation and SLO Committee

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 for California Community Colleges 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*.

MSC Disposition: Local Senates, Chancellor's Office
Assigned: Executive Director

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

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Whereas, Resolution 3.05 S07 requested that the Academic Senate for California Community Colleges 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*.

MSC Disposition: Local Senates, Chancellor's Office
Assigned: Executive Director

4.0 TRANSFER AND ARTICULATION

4.01 S10 Degree Attainment Taskforce Paul Setziol, De Anza College

Whereas, California State Senator Alex Padilla has authored a bill, SB1440 (2009), which has appropriately raised an issue of public concern regarding the gap between the increasing percentage of jobs in California calling for a minimum of an associate's degree and the number of those degrees awarded by California community colleges;

Whereas, The bill also raises a legitimate concern for those students entering community colleges with the intent to transfer to a baccalaureate awarding university who end up with neither a baccalaureate nor an associate's degree; and

Whereas, In calling for legislation of degrees, the bill identifies an inappropriate venue for determining the parameters of an associate's degree, misidentifies the primary impediments to associate degree attainment, and fails to deal with those University of California and California State University students who do not attend a community college who also end up with no degree;

Resolved, That the Academic Senate for California Community Colleges work with Senator Padilla and others towards the establishment of a high level intersegmental degree attainment taskforce supported by the Legislature and consisting of Academic Senate and high level administrative representatives from all three segments which would have ambitious targets in terms of timeline and intended results and which would use all appropriate resources to determine the primary impediments to postsecondary degree attainment and propose far reaching solutions aimed at greatly increasing degree attainment;

Resolved, That the Academic Senate for California Community Colleges adopt as a high priority the preparation of ideas, research, educational principles, and values such that the Senate's assertion of faculty primacy and authority in appropriate areas is easily respected by the Legislature.

MSC Disposition: Local Senates, Senator Padilla, Board of Governors, Consultation Council
Assigned: President

4.02 S10 Transfer Summit
Janet Fulks, Bakersfield College

Whereas, Issues regarding transfer and degrees are an important area of faculty responsibility and concern;

Whereas, Numerous external organizations have created legislation, initiatives, and policy suggestions about California community college transfer;

Whereas, Proposals to increase transfer are often lacking in adequate understanding of the issues and are occasionally even harmful or misdirect students; and

Whereas, The majority of California community college transfer students transfer to a California State University or a University of California;

Resolved, That the Academic Senate for California Community Colleges plan and host a “Transfer Summit” designed to examine potential issues and create solutions appropriate to the California community colleges as soon as reasonably possible; and

Resolved, That the Academic Senate for California Community Colleges formally invite appropriate representatives from California State University and University of California to attend and participate in the transfer summit.

MSC Disposition: Local Senates, Consultation Council
Assigned: President

4.03 S10 Transfer Degree Design
Eric Oifer, Santa Monica College

Whereas, The Academic Senate for California Community Colleges has previously opposed the use of the word “transfer” in degree titles (Resolution 9.02 F06) because the use of the word “transfer” in degree titles may lead students to believe the completion of the degree ensures transfer to a four-year institution and students may believe that all courses they successfully complete for a “transfer” degree are transferable;

Whereas, The Academic Senate for California Community Colleges adopted Resolution 4.02 F09 that established that the Academic Senate “oppose any legislation that seeks to alter its curriculum, degree, and certificate requirements and reaffirm its support of local autonomy and faculty primacy over the same”;

Whereas, Senate Bill 1440 (April 15, 2010) seeks to establish community college degrees that would guarantee admission to a California State University, prevent the California State University from requiring students who complete such degrees to take any more than 60 additional semester or 90 quarter units, and prevents the California State University from requiring students who complete such degrees to repeat transferable courses that are similar to those taken at the community college and that counted toward the associate degree, all elements of a community college degree that can only be achieved by legislation; and

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Whereas, Some form of a “transfer degree” is imminent, and one that guarantees transfer, respects the professionalism of community college faculty, and generally serves community college transfer students well is preferable over the various other forms such degrees might take;

Resolved, That the Academic Senate for California Community Colleges, despite its prior opposition to the use of the word “transfer” in degree titles and degrees in legislation, support legislation to allow but not mandate the establishment of transfer associate degrees that guarantee transfer and protect students from repeating coursework;

Resolved, That the Academic Senate for California Community Colleges work with the academic senates of the California State University and the University of California to identify common major preparation pathways to simplify student course planning and to inform community college development of degrees designed for transfer; and

Resolved, That the Academic Senate for California Community Colleges strongly encourage all local senates to ensure that students are provided with the degree options that meet their needs, be that aligning degree requirements with transfer institutions or offering degrees that serve as preparation for work.

MSC Disposition: Local Senates, Consultation Council
Assigned: President, ICAS Representatives

5.01 BUDGET AND FINANCE

5.01 S10 Comprehensive Funding for Child Development Labs Patty Dilko, Cañada College

Whereas, The crisis in the California State budget and its implications for the California Community College System has considerably reduced funding to colleges for programs and support services to students and is currently threatening to close or reduce services at many campus child development lab-schools and children’s centers;

Whereas, Campus child development lab-schools and children’s centers serve as instructional support in that they serve as state-of-the-art venues for supervised student teaching and child/classroom observation assignments within the community college system’s core 24 unit Early Childhood Education/Child Development (ECE/CD) course requirements, and if such centers are diminished or closed, students could be forced to complete assignments in a variety of private and not-for-profit child care centers which do not meet the standards of a college laboratory or ECE/CD programs would be forced to eliminate the student teaching requirement all together;

Whereas, These centers also serve as student support services by providing exemplary child care and pre-school education to children birth to five, supporting the participation of a diverse population of individuals who have young children and who might otherwise be unable to attend college; and

Whereas, The Early Learning Quality Improvement System (EL QIS) Advisory Committee, which was formed in response to the passage of SB1629 (2009), has been charged with developing the policy and implementation plan for California’s Early Learning Quality

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Improvement System, and California's community college child development centers are well-positioned to play a critical role as the EL QIS considers how to best allocate funds to promote the development of quality programs for young children and effective workforce development throughout the state;

Resolved, That the Academic Senate for California Community Colleges recognize college lab-schools and children's centers as academic laboratories linked to the Early Childhood Education/Child Development programs and strongly support the optimal systemwide and institutional funding of these programs in the same manner that science labs, vocational labs, and learning centers are funded; and

Resolved, That the Academic Senate for California Community Colleges encourage the California Community College Chancellor's Office, the State Department of Education Child Development Division, and the Early Learning Quality Improvement Advisory Committee to work together to ensure that the California community college child development labs and children's centers are adequately funded through State Department of Education grants to fulfill their role as optimal training sites for California's early childhood workforce.

MSC Disposition: Local Senates, Chancellor's Office, Department of Education, Early Learning Quality Improvement Advisory Committee
Assigned: President

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S10 Opposition to Proposed Modification 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 2009-2010 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, March 2010, Anderson) is attempting to expand the mission of the California community colleges by authorizing selected districts to offer baccalaureate degrees in specific areas;

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;

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Resolved, That the Academic Senate for California Community Colleges oppose any expansion of the California community college mission as proposed in AB 2400 (Anderson, March 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.

MSC Disposition: Local Senates, Consultation Council
Assigned: President

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

Whereas, The Basic Skills Initiative (BSI) funding supports a majority of our student populations and a higher degree of diversity by serving students who are typically underserved, from lower socioeconomic populations, and students of color;

Whereas, Current statewide evidence indicates that California community colleges have inadequate support for basic skills courses and that strategies supported and promoted by the Basic Skills Initiative, such as First Year Experience, summer basic skills courses, summer acceleration programs, and numerous noncredit basic skills courses, have been cut to a great extent due to cuts to BSI funding; and

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

Resolved, That the Academic Senate for California Community Colleges affirm that Basic Skills Initiative funding should be used solely for basic skills strategies determined at the local level.

MSC Disposition: Local Senates, Consultation Council
Assigned: President

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 Committee to research the data, craft a new resolution that considers the ideas included in all of

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the referred resolutions and our previous position in Resolution 8.04 S01, and bring back to the Spring 2010 Plenary Session”;

Whereas, While 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, a change in the 50% law calculation to a percentage that includes all faculty would not remove the existing disincentives associated with the hiring of instructional support and student services faculty; and

Whereas, Adopted Academic Senate documents have identified a specific recommended ratio for counseling faculty to students that represents 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 that seeks to accomplish the goals delineated in past resolutions can be identified and appropriately justified; 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.

MSC Disposition: Local Senates

Assigned: Educational Policies Committee, President

6.04 S10 Improving Degree Articulation for Early Childhood Students Patty Dilko, Cañada College, Area B

Whereas, The Academic Senate for California Community Colleges has passed resolutions that acknowledge the primacy of Early Childhood/Child Development faculty in developing the Early Childhood Education/Child Development major (19.04 S06), and that “support the Early Childhood/Child Development Curriculum Alignment Project by endorsing . . . 24 semester units of coursework as the basis for Early Childhood Education/Child Development certificate and degree programs” (9.03 F07), and that “support the work of California Community College Early Childhood Education/Child Development faculty and their California State University colleagues who worked on the CAP project in the development of the 24-unit, lower-division, competency-based package for foundational courses (aka CAP core 8) which may be developed into transfer package agreements; and seek ways to promote the results of this intersegmental collaboration whenever possible within discussions at the California Community College and the California State University System Offices” (9.04 F07);

Whereas, The Early Childhood Teacher Permit issued by the State Commission on Teacher Credentialing is required by the State Department of Education, Child Development Division for

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Teachers working with children birth to eight years in child care and development programs across the State, and thus the CAP project designed a core of 24 units of theoretical and competency-based ECE coursework that lead to ECE/CD certificates and degrees;

Whereas, The California Community Colleges Early Childhood Education/Child Development programs have been proactive in including colleagues from the California State University system in the development of the CAP core eight courses through the ECE Curriculum Alignment project and 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; and

Whereas, Early Childhood Education students continue to face barriers, including requirements to repeat course content in upper division courses without consideration for the lower division transfer preparation pathway that they have completed as they move from the community college system into the University of California (UC) and California State University (CSU) systems due to misalignment between the systems that prevents major-specific transfer agreements with the UC or CSU system including at a minimum the 24 unit ECE/CD Lower-division CAP courses that would provide students a predictable and consistent pathway toward meeting their professional and educational goals;

Resolved, That the Academic Senate for California Community Colleges strongly support SB 1126 (as of March 26, 2010), Improving Degree Articulation for Early Childhood Educators; and

Resolved, That the Academic Senate for California Community Colleges encourage its University of California and California State University partners to create Early Childhood Education majors with courses that reflect the advanced level of early educator competencies required to work in early care and education environments and do not require community college students to take more total units for the major than native UC or CSU students.

MSC Disposition: Local Senates, UC Academic Senate, CSU Academic Senate
Assigned: President, C-ID Faculty Coordinator

6.05 S10 Current Legislative and Regulatory Budget Concerns David Morse, Long Beach City College, Area D

Whereas, The Governor's January 2010 budget and subsequent proposals by the Legislative Analyst's Office and other legislative processes contain recommendations that could negatively impact community college programs and educational efforts;

Whereas, As of March 27, 2010 these recommendations include:

- Suspending the full-time faculty obligation
- Suspending the 50% law
- Suspending other limitations and thus allowing outsourcing of non-instructional activities

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- Redirecting Extended Opportunity Programs and Services (EOPS) funds to SB70 career technical education (CTE) funds even though 60% of EOPS students are in CTE
- Moving many more categorical programs into the flexibility category, which removes accountability requirements
- Raising student fees to \$40 per semester unit—a 54% increase
- Deferring payment to districts, which can lead to millions of dollars in lost local revenue due to interest payments or lost interest; and

Whereas, These recommendations will change over the following months through the budget development cycle, but some likely will remain in forms that can negatively impact our colleges and programs, as funding or safeguards that are removed may very possibly never be restored;

Resolved, That the Academic Senate for California Community Colleges encourage local colleges and districts to monitor and oppose, through creation of formal policy or through other shared governance methods, any proposals in the current budget cycle that undermine community college programs and support services and their capacity to promote student success.

MSC Disposition: Local Senates
Assigned: President

6.06 S10 Threat to Cal Grants Mary Beth Barrios, San Bernardino Valley College, Area D

Whereas, Rising college costs threaten to put higher education out of reach for many students, including California community college students, and each legislative budget cycle seems to include discussion of a proposed increase in fees;

Whereas, At the same time policy makers and other interested parties are proposing an increase in fees and the cost of textbooks continues to rise, lawmakers are recommending cuts to financial aid for our students resulting in an imbalance of aid to fees which causes many students to work more at the expense of their academics or to drop out of college because they can no longer afford to attend;

Whereas, The Competitive Cal Grant Program, whose primary recipients are California community college students, provides funding for educational expenses such as fees, books, and supplies and has helped keep college in reach for thousands of low and middle-income students; and

Whereas, The Competitive Cal Grant Program is under fire from the current national administration, which has proposed outright elimination of all new Competitive Cal Grants;

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Resolved, That the Academic Senate for California Community Colleges strongly oppose any proposal to eliminate or cut all or part of the Cal Grant program.

MSC Disposition: Local Senates, Board of Governors, Chancellor's Office
Assigned: President

6.07 S10 Organizing and Fostering California Community College Activism Eric Oifer, Santa Monica College

Whereas, The current political climate has directed attacks on public education and the California community colleges in such forms as cuts in funding and unsubstantiated reform efforts;

Whereas, The academic and professional work of the California community colleges is directly and significantly impacted by legislative actions and efforts; and

Whereas, California community college faculty, students and staff need the capacity, direction, and skills to counter attacks and advocate for California community colleges;

Resolved, That the Academic Senate for California Community Colleges present information on practices to mobilize students, faculty, and staff toward activism around political issues facing the California community colleges; and

Resolved, That the Academic Senate for California Community Colleges work with other statewide groups to lead a public campaign for California community colleges.

MSC Disposition: Local Senates
Assigned: President

6.08 S10 Accelerated Timeframe for Nursing Programs Shaaron Vogel, Butte College

Whereas, Curriculum, program development, and standards regarding student success are areas of faculty primacy under Title 5 §53200;

Whereas, The timeframe in which courses and programs are offered is a curricular issue, and the Academic Senate for California Community Colleges has resolutions that support the importance of the timeframe of courses and the impact on student success and retention;

Whereas, Student success should be the focus in the curricular process and not the time to completion; and

Whereas, There is current legislation that proposes that the Chancellor's Office create a program model for nursing that can be completed in less than 18 months and that the Chancellor's Office will choose the five colleges to implement this proposal;

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Resolved, That the Academic Senate for California Community Colleges oppose legislation that allows the Chancellor's Office to develop program models and decide which colleges will offer an accelerated curricular program; and

Resolved, That the Academic Senate for California Community Colleges reaffirm with the Legislature the importance of Title 5 §53200 and its assurance that faculty have primacy over program development, curriculum, standards regarding student success, and the timeframe for courses and programs.

MSC Disposition: Local Senates, Chancellor's Office, Consultation Council
Assigned: President

6.09 S10 Research Implications of Expansion of Community College Mission Phil Smith, Los Rios CCD

Whereas, AB 2400 (Anderson, March 2010) seeks to authorize selected districts to offer baccalaureate degrees in specific areas; and

Whereas, The Academic Senate for California Community Colleges formulates its positions based upon research and careful consideration of the pros and cons of an issue;

Resolved, That the Academic Senate for California Community Colleges study the issues of California community colleges potentially offering baccalaureate degrees and, based upon that analysis, develop a white paper for the body's consideration no later than Spring 2011.

MSC Disposition: Local Senates
Assigned: Educational Policies Committee

6.10 S10 Restore Categorical Funding David Beaulieu, Los Angeles CCD

Whereas, Categorical programs support students who are underserved, are disadvantaged economically, educationally and by language, and often are the first generation to attend college;

Whereas, Many programs such as Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), and CalWORKs have been extraordinarily successful as widely acknowledged by state educators and legislators;

Whereas, Categorical monies were intended to be reserved to fund categorical programs in ways mandated by Title 5; and

Whereas, There have been recent severe statewide cuts to categorical programs, resulting in an approximate 40% reduction in services;

Resolved, That the Academic Senate for California Community Colleges strongly urge the Legislature to restore categorical funding to at least its 2007-08 levels; and

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Resolved, That Academic Senate for California Community Colleges affirm that current categorical funds should be used exclusively for specified categorical programs.

MSC Disposition: Local Senates, Chancellor's Office, Consultation Council
Assigned: President

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 for well-informed and deliberative collaboration that helps to ensure quality education;

Whereas, The recent signing of a memorandum of understanding (MOU) with Kaplan University (December 2009) establishing a relationship between the California Community College System and Kaplan University was made outside of the consultative process and without input regarding potential problems with these types of agreements, particularly issues of accreditation;

Whereas, The System MOU with Kaplan University 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 University; 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 such articulation is approved 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, student costs, 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 with the Chancellor's Office and across the system about coordination, consultation, and collaboration precedents that protect and promote quality education in California.

MSC Disposition: Local Senates, Chancellor, Consultation Council
Assigned: President

**7.02 S10 Support for Academic Senate Participation in CCC Assess Project
Mark Wade Lieu, Ohlone College, Area B**

Whereas, Assembly Bill 2682 (Block, February 19, 2010) “Community colleges: student assessments: pilot project ” formalizes what has generally been referred to as “CCC Assess,” which comprises the establishment of a data warehouse that would allow for centralized access to K-14 student testing data and transcripts, of potentially great usefulness in the application of multiple measures to placement decisions, and the establishment of contracts for systemwide assessment for placement testing options in the areas of English, reading, mathematics, and English as a Second Language that would reduce the cost of testing for participating colleges;

Whereas, The Academic Senate for California Community Colleges expressed support for the concepts outlined for the CCC Assess project in Resolution 9.07 S09;

Whereas, CCC Assess has already received \$500,000 in grant funding along with the strong support of representatives of K-12, the Legislative Analyst's Office, and Chancellor Jack Scott; and

Whereas, The Academic Senate has been asked to coordinate the processes by which faculty will take the primary role in both the development of criteria for test selection and in the selection of the tests themselves, and the timeline for the project is extremely aggressive, with development of the data warehouse structure and determination of the test vendors to be completed by November 2010;

Resolved, That the Academic Senate for California Community Colleges participate fully in the CCC Assess project pursuant to its authority in academic and professional matters in order to ensure that faculty remain in charge of the process by which state contracts with assessment test vendors are established for this project;

Resolved, That the Academic Senate for California Community Colleges keep faculty regularly apprised of the progress of the CCC Assess project, including throughout the summer, owing to the aggressive timeline for the project; and

Resolved, That the Academic Senate for California Community Colleges maintain as its philosophy throughout the CCC Assess process support for the value of multiple measures in placement decisions, local validation of cut scores, and local control of curriculum.

MSC Disposition: Local Senates, Chancellor’s Office
Assigned: President

**7.03 S10 Chancellor’s MOU with Kaplan University
Eric Oifer, Santa Monica College, Area C**

Whereas, The California Community Colleges Chancellor’s Office signed a memorandum of understanding (MOU) with Kaplan University to articulate single course sections for participating individual community colleges without consulting the Academic Senate for

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California Community Colleges, articulation officers, counselors, and many other relevant constituent groups;

Whereas, This lack of consultation violates the principles and standards of shared governance articulated in Title 5§55300, as the program supported by this MOU clearly falls under the “10 + 1” academic and professional areas;

Whereas, This lack of consultation undermined the Chancellor’s ability to consider all relevant and potentially deleterious impacts this decision may have upon students; and

Whereas, This agreement signals the Chancellor’s willingness to outsource the California community colleges’ mission to private for-profit entities;

Resolved, The Academic Senate for California Community Colleges does not recognize the Chancellor’s Office MOU with Kaplan University due to the process by which it was generated;

Resolved, The Academic Senate for California Community Colleges urge the Chancellor to exercise the option to withdraw from its MOU with Kaplan University; and

Resolved, The Academic Senate for California Community Colleges urge local senates to refuse to enter into agreements based on the Chancellor’s Office MOU with Kaplan University or similar agreements arrived at through similarly flawed processes.

MSC Disposition: Local Senates, Board of Governors, Chancellor, Consultation Council
Assigned: President

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 F93, 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 (January 1995)*, 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;

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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* (Spring 1997; revised Fall 2008) 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 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;

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

Resolved, That the Academic Senate for California Community Colleges prepare a one page briefing document that defines and clarifies the role of paraprofessionals and faculty counselors providing these services, summarizing relevant points, and make this document available for distribution to policy makers and other interested parties.

MSC Disposition: Local Senates

Assigned: Counseling and Library Faculty Issues Committee

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:*

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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, The acknowledged importance counseling faculty play in the success of students contrasts directly with the precipitous decline in the number of counseling faculty systemwide which can, in large part, be attributed to recent events, including the decimation of categorical funding (campuses commonly hire counseling faculty using matriculation funds), a significantly reduced portion of the American Recovery and Reinvestment Act than was expected while many campuses had planned to use these funds to backfill categoricals, and the fallacy of the 50% law that claims the counseling function does not directly support instruction, and, as a result, colleges are incentivized to limit expenditures on counseling activities, including hiring; and

Whereas, When colleges receive growth dollars to provide funding for an increase in enrollment, they do not simultaneously receive equal funding to support the services used by students representing that increase in enrollment;

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 (1:370) cited in the Academic Senate adopted paper *Consultation Council Task Force on Counseling* (2003); and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to work with their collective bargaining units to add language in local contracts establishing reasonable minimum counselor to student ratios and request that the Academic Senate collaborate with statewide collective bargaining organizations to jointly press for local bargaining units' consideration of establishing reasonable minimum counselor to student ratios.

MSC Disposition: Local Senates, Council of Faculty Organizations
Assigned: President, CLFIC

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's 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

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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.

MSC Disposition: Local Senates
Assigned: Educational Policies Committee

9.02 S10 General Education (GE) 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);

Whereas, Honoring the GE courses a student has completed from other colleges prevents a student from having to repeat a GE course and thereby accrue unnecessary units (e.g., a student completing British History at College A which fulfills a social science GE requirement for the local associate's degree transfers to College B, and although College B does not teach British History the student is awarded social science GE credit for College B's associate degree); 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, particularly given the similar practice of "pass along" general education certification for CSU GE and IGETC;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to honor general education courses from any California community college.

MSC Disposition: Local Senates
Assigned: President

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

Whereas, There are local agencies that propose to grant AA/AS degrees in early childhood education;

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 (2008), 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

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 workforce pathway for early childhood teachers in this state.

MSC Disposition: Local Senates
Assigned: President

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 reduction or elimination of physical education course offerings dramatically impedes students’ abilities to achieve their educational goals;

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Whereas, Resolution 13.07 S09 supported the maintenance of physical education as credit courses, asking that “the Board of Governors dismiss the recommendation of the 2009 Legislative Analyst’s Office Budget Analysis report to re-classify physical education courses and maintain that all credit courses currently taught on campuses in the discipline of physical education be classified and funded as credit courses,” and 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), athletic training, 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 threatened by the Legislature or other groups.

MSC Disposition: Local Senates, Consultation Council
Assigned: President

9.05 S10 Embedding Program SLOs in Program Review Don Gauthier, Los Angeles Valley College, Area C

Whereas, Program student learning outcomes (SLO) assessment data are useful to inform program review;

Whereas, Examples of using Program SLO assessment are provided in the adopted Academic Senate paper *Program Review: Setting a Standard (Spring 2009)*;

Whereas, Effective practice with program SLO assessment embeds the process within the existing process of program review in order to reduce workload and to link learning outcomes to budget and planning decisions; and

Whereas, The recommendations of the 2010 Spring regional SLO coordinators meeting highly supported embedding program SLO assessment in program review processes and supported a resolution to encourage local colleges to consider this as a viable means to both reduce workload and link outcomes assessment work to budgeting and planning decisions;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to consider embedding program student learning outcomes assessment in program review processes.

MSC Disposition: Local Senates
Assigned: President, Accreditation and SLO Committee

**9.06 S10 Curricular Priorities Versus Budget-Driven Priorities
Esther Mathew, San Diego Continuing Education, Area D**

Whereas, The Chancellor’s Office sent a memo, dated January 22, 2010, which stated,

For 2009-2010 it is safe to assume all courses that are outside of transfer, basic skills, or career technical are potential courses for scrutiny as community colleges limit class offerings in response to large budget cuts across the state. In addition to focusing on these three areas, community colleges also must continue to respond to local community need and workforce issues through the noncredit offerings which are already restricted to 10 areas of identified content. (California Education Code §84757(a))

and the Chancellor’s Office suggested making workload reductions of both credit and noncredit in “Recreational, avocational, and personal development courses . . . which should be offered as a community service class for a fee which covers the cost of instruction,” and thus some local administrations have not only targeted reductions in credit and noncredit apportionment courses, but have engaged noncredit faculty in discussions about moving noncredit courses, including those that fall within the ten areas eligible for apportionment, from one classification (noncredit) to another (community service) (see §55002, Standards and Criteria for Courses);

Whereas, A variety of interpretations and information exists, such as recreation courses are already disallowed for noncredit apportionment, California Education Code §76380 states that some noncredit apportionment courses *cannot* be offered as community service (i.e., basic skills including high school diploma programs, ESL, citizenship), and the recent information in the Student Fee Handbook 2010, Chapter 2, 2.2 Noncredit classes in part states “While the law appears to authorize fees for certain noncredit areas, districts actually have very little authority in this area”, and if a district does convert noncredit apportionment courses to community service, it can restrict access to those courses for many disadvantaged students in the community who have educational needs these courses provide;

Whereas, Noncredit faculty, largely made up of part-time faculty, with little power, few protections, and inadequate experience in interpreting legislation and guidelines, have little support or available resources for making informed recommendations about course classifications and how those classifications could affect community needs; and

Whereas, The academic integrity and quality of noncredit courses, and even the actual existence of some of these courses, are being threatened by increasing pressure on noncredit faculty to use a business model as the primary rationale for making curricular and scheduling decisions with the potential to move courses from one classification to another, and back again, depending on changes, up or down, in funding, workload, and FTES goals;

Resolved, That the Academic Senate for California Community Colleges provide noncredit faculty and local senates with the information they need to have informed discussions of local course offering priorities for both credit and noncredit and to make informed recommendations regarding classification of noncredit courses and programs that are meeting community needs; and

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Resolved, That the Academic Senate for California Community Colleges advocate to the appropriate bodies the important role of noncredit among the multiple missions and priorities of the community colleges.

MSC Disposition: Local Senates
Assigned: President, Noncredit Committee

9.07 S10 Maintain Authority for Determining Basic Skills Coursework Janet Fulks, Bakersfield College, Basic Skills Committee

Whereas, The Basic Skills Initiative (BSI) work has confirmed that the majority of the California community college students need some form of basic skills coursework in order to be successful in higher education endeavors and that these students are largely students of color, immigrants, single parents, and other underserved populations;

Whereas, Successful basic skills programs rely heavily upon strategies and knowledge of developmental education research expertly crafted and informed by local population needs, which vary greatly within the California Community College System;

Whereas, Assembly Bill 1725 (1988) clearly indicates that faculty have the primary responsibility for curriculum, program review, and student success, yet some external organizations, grant funders, and Boards of Trustees members are imposing their own predetermined limitations on basic skills coursework (i.e., number of courses that can be offered prior to transfer); and

Whereas, Budget cuts have resulted in disproportionately high cancellations of noncredit and credit basic skills classes, summer basic skills programs, and first year experience programs, contrary to the well-documented effective practices necessary to provide an adequate foundation for student success;

Resolved, That the Academic Senate for California Community Colleges recommend that discipline faculty examine their own departments' credit and noncredit basic skills programs and offerings with regard to their actual student populations and effective basic skills strategies, recognizing the important role of credit and noncredit basic skills development as essential to equitable outcomes for our diverse student populations;

Resolved, That the Academic Senate for California Community Colleges make clear to the Chancellor's Office, the Board of Governors, and external agencies that attempts to dictate basic skills offerings coupled with disproportionate cuts to credit and noncredit basic skills work disenfranchises our diverse student population at the core and will permanently damage the future workforce and transfer populations necessary for California's economic health; and

Resolved, That the Academic Senate for California Community Colleges work with its partners (i.e., Chancellor's Office, Chief Student Services Officers, Chief Instructional Officers, and

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Board of Governors) to make clear that attempts to dictate basic skills offerings are beyond their authority and are detrimental to the welfare of the students.

MSC Disposition: Local Senates, Board of Governors, Chancellor's Office, CSSOs, CIOs
Assigned: President

**9.08 S10 Application of Rubrics to Recode Noncredit Courses Prior to Transfer (CB 21 Rubrics)
Janet Fulks, Bakersfield College, Area A**

Whereas, Resolution 9.04 (S09) endorsed the use of the CB 21 rubrics to guide coding for credit basic skills courses, while the noncredit rubrics were still being finalized and vetted;

Whereas, The benefits of the faculty-driven process of aligning basic skills pathways based upon agreed-upon outcomes at each level, which represent a core but do not dictate or standardize curriculum, has worked well for the previously endorsed CB 21 rubrics;

Whereas, The process of defining and refining the CB 21 rubrics in noncredit has been completed over the last year by faculty discipline experts through regional meetings, vetting through surveys, and final distillation by discipline specific focus groups; and

Whereas, These CB 21 rubrics will enable better reporting about student progress and success;

Resolved, That the Academic Senate for California Community Colleges approve the CB21 rubrics and endorse their use as guidelines for local college noncredit CB21 coding in addition to the previously endorsed credit rubrics.

Note: Coding courses below transfer level to track student progression is known as CB 21 coding

MSC Disposition: Local Senates, Chancellor's Office
Assigned: President

**9.09 S10 Disproportionate Course Reductions in Humanities, Fine, Media and Performing Arts, and Physical Education
Troy Myers, Sacramento City College**

Whereas, The Academic Senate for California Community Colleges recognizes that community college course offerings must be reduced statewide in light of contracted state funding;

Whereas, The Academic Senate strongly supports the seminal values established by the Master Plan, which declares that transfer courses are foundational to the mission of the community college and further supports the priority given to transfer, basic skills, and career technical education courses in the Education Code, a position reaffirmed in recent legislation, SBX3 41 (2009);

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Whereas, The Academic Senate realizes a high percentage of graduates in majors such as English/literature, English/creative writing, theatre, art history, and physical education go on to teach in the K-12 or one of the three California college/university segments; and

Whereas, The Academic Senate believes that exposure to the core humanities curriculum and the opportunity to develop one's fitness are critical components of any education and must be made available to every Californian regardless of social position;

Resolved, That the Academic Senate for California Community Colleges strongly oppose disproportionate reductions in humanities, physical education, and fine, performing, and media arts course offerings at California community colleges; and

Resolved, That the Academic Senate for California Community Colleges insist that any disproportionate course reductions in transfer, basic skills, or career technical education courses or programs should occur only after collegial consultation with the local academic senate as defined in Title 5.

MSC Disposition: Local Senates, Consultation Council
Assigned: President

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 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 SB361 (2006) 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 the existing noncredit faculty minimum qualification regulations in consultation with the appropriate constituents for the 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

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Resolved, That Academic Senate for California Community Colleges recommend the noncredit minimum qualifications be removed from Title 5 §53412 and placed in a separate category in the Disciplines list.

MSC Disposition: Local Senates
Assigned: President, SACC Representatives

10.02 S10 Title 5 §53410 Clarification of Minimum Qualifications for Disciplines Not Requiring a Master's Degree Wheeler North, San Diego Miramar College, Area D

Whereas, Title 5 §53410 *Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians* defines the basic degree and professional experience requirements for the three categories of disciplines allowed, Master's degree expected, specific Bachelor's or associate degree expected, or Master's not expected;

Whereas, The Academic Senate paper "*Qualifications for Faculty Service in the California Community Colleges*" and common interpretation both provide that Master's degrees are required for the Master's required list, and for the other two lists both a degree and professional experience are required; and

Whereas, This regulation, the exact intent of which may be unclear due to its structure, is interpreted by some districts and the Chancellor's Office to mean that possession of a Master's degree in a discipline on the Master's-not-expected lists negates the requirement for "professional experience directly related to the faculty member's teaching assignment";

Resolved, That the Academic Senate for California Community Colleges take the position that faculty hired to teach in the disciplines on the two Master's-not-expected lists must possess both a degree or equivalent and professional experience as described in Title 5 §53410 (c) and (d);

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that an interpretation that faculty hired to teach in the disciplines on the two Master's-not-expected lists must possess both a degree or equivalent and professional experience is clearly stated via the appropriate means (e.g., Title 5 correction, legal opinion or a change in the Minimum Qualifications/Disciplines List); and

Resolved, That the Academic Senate for California Community Colleges update all its minimum qualifications papers clarifying the interpretation of Title 5 §53410 to require professional experience from all candidates qualifying under sub-division (c) and (d), and include updates reflecting all other recent regulatory changes.

MSC Disposition: Local Senates, Chancellor's Office
Assigned: Standards and Practices Committee, President

**10.03 S10 Removing Faculty Minimum Qualifications from Title 5
Don Gauthier, Los Angeles Valley College**

Whereas, Having the faculty minimum qualifications for specific positions delineated in Title 5 makes updating them more difficult;

Whereas, Some faculty positions, such as learning assistance faculty, Disabled Student Programs and Services (DSPS) counselor, Extended Opportunity Programs and Services (EOPS) counselor, and noncredit faculty, have their minimum qualifications explicitly delineated in Title 5 regulation rather than in the Disciplines list; and

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that faculty minimum qualifications for specific disciplines be removed from Title 5 and placed on the Disciplines List.

MSC Disposition: Local Senates, Board of Governors, Chancellor's Office
Assigned: President

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.

MSC Disposition: Local Senates
Assigned: President

**13.02 S10 Understanding Student Accumulation of "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"; and

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;

Resolved, That the Academic Senate for California Community Colleges work with other community college 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.

MSC Disposition: Local Senates
Assigned: Educational Policies Committee

**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 California community college 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;

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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 districts; and

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

MSC Disposition: Local Senates, Council of Faculty Organizations
Assigned: President, Educational Policies Committee

13.04 S10 Improving Noncredit Accountability Reporting through Progress Indicators Janet Fulks, Bakersfield College, Noncredit Committee, Area A

Whereas, Resolution 13.01 S08 *Noncredit Accountability Measures* directed the Academic Senate for California Community Colleges to work with the Accountability Reporting for Community Colleges (ARCC), the Chancellor's Office, and other appropriate committees, organizations, and agencies to develop appropriate noncredit accountability measures that demonstrate the multiple and complex measures of student success in noncredit instruction;

Whereas, Noncredit regional meetings and discussion with the Chancellor's Office and ACCE (the Association of Community and Continuing Education) determined that the use of progress indicators is necessary to adequately report out student progress and success in mandated accountability reports;

Whereas, A recent survey of noncredit faculty and administrators indicated support for a taskforce to develop official noncredit progress indicators, possibly for all areas of noncredit, to eventually be vetted and agreed upon by the noncredit field, with any accompanying changes in Title 5 or elsewhere with the goal of implementation in Fall 2011; and

Whereas, This recent survey of noncredit faculty and administrators also indicated support for a voluntary pilot with a goal of implementation in Summer 2010 continuing into the 2010-2011 academic year, using some potential indicators (such as P-Pass, IP-In Progress, NP-No Pass or No Progress), with pilot results solely used as research information by the taskforce and others;

Resolved, That the Academic Senate for California Community Colleges develop a task force of primarily noncredit faculty and administrators representing all noncredit areas and other representatives, as appropriate, to research options and develop progress indicators and implementation strategies and to prioritize and address accountability issues as soon as possible, continuing into the 2010-2011 academic year;

Resolved, That the Academic Senate for California Community Colleges develop a voluntary pilot using interim noncredit indicators with a goal of beginning in Summer 2010 and continuing into 2010-2011 academic year, with results to be used as research information for the taskforce and others; and

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Resolved, That the Academic Senate for California Community Colleges pursue necessary changes in Title 5 and Board of Governors' policies with a goal of implementation of official noncredit progress indicators beginning in Fall 2011.

MSC Disposition: Local Senates
Assigned: President, Noncredit Committee

13.05 S10 Support for California Association for Developmental Education (CalADE) Janice Takahashi, San Joaquin Delta College, Area A

Whereas, The goal of the California Community Colleges Basic Skills Initiative (BSI) is to improve student access and success by providing supplemental funding to address basic skills needs and to address training needs for faculty and staff in basic skills and English as a Second Language (ESL);

Whereas, The mission of the National Association for Developmental Education (NADE) is "to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators," which supports the BSI goals; and

Whereas, The California Association for Developmental Education (CalADE) was officially installed on March 11, 2010, as the newest chapter of NADE;

Resolved, That the Academic Senate for California Community Colleges support and endorse CalADE, the California Chapter of the National Association for Developmental Education.

MSC Disposition: Local Senates, CalADE
Assigned: President

13.06 S10 Benefits of Student Accumulation of "Excess Units" Kevin Ryan, Long Beach City College, Area D

Whereas, Various parties statewide, including the California Legislative Analyst's Office and the Chancellor for California Community Colleges, have voiced concern that students accrue "excess units" beyond those they truly need for degree or certificate completion or for transfer (e.g., CCCCO Press Release, January 29, 2010), thus placing a financial burden on California taxpayers that those concerned believe serves no purpose;

Whereas, Many students enter community colleges without clear predetermined career paths or educational goals and should not be denied the opportunity to explore a variety of potential interests and possible career paths while they search for a desirable life direction;

Whereas, While in certain cases students may accrue "large numbers" of units beyond the requirements for their educational goals for invalid reasons, in many cases students exceed requirements due to necessity, such as when fulfilling enrollment obligations for financial aid, insurance, or other benefits requiring enrollment in a minimum number of units, or for useful and valid educational reasons, such as exploration regarding career or educational goals, diversifying marketability, retaining required currency, fulfilling differing transfer requirements

for multiple institutions, a change of major, or a need for basic skills instruction or other non-transferable units that add to the students' overall unit count; and

Whereas, Condemnation of high unit counts and attempts to eliminate all accrual of "excess units" without due consideration and acknowledgment of the possibility that "excess units" may serve various legitimate educational purposes does a disservice to students, whether those who are just beginning their academic or professional careers or those who are already educated and seeking retraining;

Resolved, That the Academic Senate for California Community Colleges affirm that high unit counts beyond direct necessity for degree or certificate completion or for transfer are not inherently negative and urge all statewide constituencies to acknowledge the benefits that accrual of such units may in many cases render when considering limitations on accumulation of units.

MSC Disposition: Local Senates
Assigned: President

**13.07 S10 Changes in Traditional Student Makeup
Jon Drinnon, Merritt College**

Whereas, Deep state budget cuts in education have necessitated many community colleges to cut their budgets in waves of 2%, 4%, and even 6%, which has often resulted in a comparable reduction in course sections offered;

Whereas, Both the University of California and the California State University systems have also had reductions in their budgets, causing them to raise entrance requirements and reduce enrollment, which has displaced many of their traditional students, who have since sought enrollment in the community colleges; and

Whereas, The course section cuts and influx of new non-traditional students have displaced many of the historically underserved community college students who often register late for classes, thus changing the makeup of our student populations;

Resolved, That the Academic Senate for California Community Colleges research how the state budget cuts have changed the makeup of our student populations and the impact that future cuts to education will have;

Resolved, That the Academic Senate for California Community Colleges discuss with its educational partners ways in which all educational segments can seek to support those historically underserved students who have been displaced by budget cuts; and

Resolved, That the Academic Senate for California Community Colleges disseminate the results of its research and discussions and publish a *Rostrum* article on its findings.

MSC Disposition: Local Senates, Intersegmental Committee of Academic Senates
Assigned: Educational Policies Committee, President

20.0 STUDENTS

20.01 S10 Textbooks

Jon Drinnon, Merritt College, Area B

Whereas, The ever-rising cost of textbooks has become a serious, ongoing problem for the students in the California Community College System;

Whereas, Implementation of H.R. 4127 (2010) will require colleges and faculty to provide detailed information on textbooks on their Internet and printed class schedules and in their bookstores so that students will be able to secure less expensive textbooks for their classes or rent them;

Whereas, In recent years many resources and methods of securing less expensive textbooks have become available, including online services, used or rental book programs, and other options; and

Whereas, The sooner faculty choose the textbooks for their classes and make those choices known to their departments and the college bookstore, the easier it is for students to find alternative, less expensive ways to get their textbooks;

Resolved, That the Academic Senate for California Community Colleges assist colleges to comply with H.R. 4127 (2010) by publishing a *Rostrum* article, a brief printed guide, and/or an instructional guide on its website;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to find ways to alert their faculty each term that the sooner they select their textbooks for their courses, the easier it is for students to secure less expensive or free textbooks for their classes; and

Resolved, That the Academic Senate for California Community Colleges develop and maintain a section of its website devoted to alternative resources on textbook acquisition.

MSC Disposition: Local Senates

Assigned: Educational Policies Committee, Executive Director

21.0 VOCATIONAL EDUCATION

21.01 S10 Career Technical Faculty Participation

Dianna Chiabotti, Napa Valley College

Whereas, Some colleges have undergone reorganization since the recent budget cuts;

Whereas, In some cases, career technical education (CTE) programs are no longer organized in exclusively CTE departments or divisions but rather are mixed in with non-CTE programs and faculty; and

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Whereas, The concerns and issues of CTE faculty and programs are different from those in other disciplines and CTE programs may not be getting the specific attention and support that are needed;

Resolved, That the Academic Senate for California Community Colleges develop and disseminate strategies to help career technical education faculty and local senates ensure the CTE faculty retain the voice and level of participation needed in governance activities; and

Resolved, That the Academic Senate for California Community Colleges develop and disseminate strategies to help local senates better understand the unique concerns and characteristics of their colleges' CTE programs so senates can ensure they represent the needs of all the college programs when participating in governance activities.

MSC Disposition: Local Senates
Assigned: President

**1.09 S10 Part-time Faculty Participation in the Academic Senate
Chris Hill, Grossmont College**

Whereas, The Academic Senate for California Community Colleges represents all faculty currently teaching in our California community colleges, serving as the voice of all faculty in academic and professional matters;

Whereas, The Academic Senate strengthens and supports all local California community college academic senates, many of which currently have part-time faculty designated seats and/or representatives, and supports diversity and equal opportunity for all faculty; and

Whereas, Faculty who teach part-time possess viewpoints, knowledge, and concerns that should be included in the governance structure for the healthy functioning of the California Community College System;

Resolved, That the Academic Senate for California Community Colleges establish a Part-Time Faculty Caucus, and provide information via breakouts, the Academic Senate website, and Rostrum articles on the vital role of part-time faculty as a distinct group with unique viewpoints, knowledge, and concerns in community college education;

Resolved, That the Academic Senate for California Community Colleges utilize available scholarship money to promote and increase the attendance of part-time faculty senators at both of the Academic Senate plenary sessions; and

Resolved, That the Academic Senate for California Community Colleges recruit part-time faculty to serve on all of its major committees.

MSR Disposition: Referred to the Executive Committee for revision to return in Fall 2010

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

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

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

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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 University of California or California State University campus, and these requirements would include a minimum of 60 baccalaureate units, full certification of the IGETC or CSU General Education 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.

MSR Disposition: Referred to the Executive Committee to study and return with a recommendation in Fall 2010.

4.04.01 S10 Amend Resolution 4.04 S10 Roberta Delgado, Santa Rosa Junior College, Area B

Replace the second whereas:

~~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, Evidence suggests a relationship between completion of an associate's degree and subsequent completion of a bachelor's degree and clearly shows that individuals who possess an associate's degree can generate greater earnings to support their continued bachelor's degree education than those with "some college," perhaps contributing to greater completion rates; and

Amend the third whereas:

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's degree, and as a result many transfer students either leave the community college system not eligible for without an associate's degree or must complete additional units in order to earn one; and

Amend the resolves:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ~~enact~~ implement changes to Title 5 that would allow college districts to award an associate's degree to California community college students who have become fully prepared for transfer to a university; such a degree is to be based on their having completed at least 60 transferable units and the general education and lower division major preparation (as posted in ASSIST) required by the university to which they have applied, in the major they have designated on their application, and to the extent that their college's course offerings and articulation allow; and 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 whose colleges offer this degree 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 general education or graduation requirements.

MSR Disposition: Referred to the Executive Committee to study and return with a recommendation in Fall 2010.

**4.05 S10 Support for a Transfer Degree
Michelle Grimes-Hillman, Mt. San Antonio College**

Whereas, There is great interest in establishing transfer associate degrees in the California community colleges, and the components and value-added of such degrees have not been defined;

Whereas, Title 5 §55063, "Minimum Requirements for the Associate Degree," establishes that the associate degree consists of at least 60 semester units or 90 quarter units of degree-applicable credit course work, "The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district," and "It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis;"

Whereas, The Academic Senate for California Community Colleges has previously opposed the use of the word "transfer" in degree titles (Resolution 9.02, Fall 2006) because the use of the word "transfer" in degree titles may lead students to believe the completion of the degree ensures transfer to a four-year institution and students may believe that all courses they successfully complete for a "transfer" degree are transferable; and

Whereas, Title 5 §53200 establishes that "curriculum, including establishing prerequisites and placing courses within disciplines" and "degree and certificate requirements" are academic and

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professional matters under the purview of local senates;

Resolved, That the Academic Senate for California Community Colleges oppose the establishment of a multi-tiered degree system that permits some degrees to be awarded that do not conform to the current requirements of Title 5 §55063;

Resolved, That the Academic Senate for California Community Colleges support the establishment of degrees that do guarantee transfer to a four-year institution and consist solely of courses that are transferable;

Resolved, That the Academic Senate for California Community Colleges work with the academic senates of the California State University and the University of California to identify common major preparation pathways to simplify student course planning and to delineate the degree composition that would be required to guarantee transfer; and

Resolved, That the Academic Senate for California Community Colleges strongly encourage all local senates to ensure that students are provided with the degree options that meet their needs, be that aligning degree requirements with transfer institutions or offering degrees that serve as preparation for work.

MSR Disposition: Referred to the Executive Committee to address redundancy and conflicts with other resolutions and return in Fall 2010.

4.05.01 S10 Amend Resolution 4.05 S10 David DeGroot, Allan Hancock College

Amend second resolve:

Resolved, That the Academic Senate for California Community Colleges support the establishment of degrees that do guarantee ~~transfer~~ admission to a four-year institution and consist solely of courses that are transferable;

MSR Disposition: Referred to the Executive Committee to address redundancy and conflicts with other resolutions and return in Fall 2010.

6.08 S10 Senate Support for AB2400 Diana Bennett, College of San Mateo

Whereas, Due to current economic realities and high unemployment rates in the state, tens of thousands of unemployed or underemployed Californians are entering or returning to college to improve job skills or train for new careers;

Whereas, A Public Policy Institute of California (PPIC) study recently found that the California economy will need one million additional workers with baccalaureate degrees by 2025 in order to remain competitive, while enrollment caps at UC and CSU have denied access to public

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higher education for significant numbers of qualified students, have cancelled some CSU summer sessions, and have denied access to many transfer students;

Whereas, Community college transfer students face a variety of challenges including enrollment caps, impaction in CSU programs, and different entrance or major requirements that limit student options for transfer if they are not accepted to their first choice university, while these same students are often place bound and do not have the time or money to travel to colleges outside the area, and offering specific baccalaureate programs within the community college system could help reduce time to completion and/or improve bachelor degree completion rates and reduce the total cost of higher education both for the student and for the state; and

Whereas, AB 2400 (Anderson, 2010) would allow the Grossmont-Cuyamaca, San Diego, and San Mateo Districts to study and explore the possibility of offering a selected number of baccalaureate degrees on a community college campus, when the following conditions exist: 1) a community need is identified and documented; 2) nearby public four-year universities have no interest in offering a similar program, or cannot increase current program capacity, or current programs do not meet industry demand; 3) the district determines that it has the expertise, resources and interest to offer a quality program; 4) the program can be self-supporting through tuition, donations and/or state funding; and 5) the district has considered existing and new partnerships with other colleges and universities prior to recommending that a district college offer the degree.

Resolved, that the Academic Senate for California Community Colleges support AB 2400 (Anderson, March 2010), and participate in the study of how community colleges can be used to help address job shortages in California's most vital employment areas that require baccalaureate degrees, deliver baccalaureate education in a selected number of areas, and expand the capacity of public higher education in California to produce baccalaureate candidates that will be needed in the future in order to maintain the state's competitiveness in the world economy.

MSR Disposition: Referred to the Executive Committee to do with as the Executive Committee sees fit.

6.08.01 S10 Amend Resolution 6.08 S10 Martin Partlan, Cañada College

Add a second resolved:

Resolved, That the Academic Senate for California Community Colleges work with Assembly member Anderson as AB 2400 moves forward to perfect the legislation and protect faculty primacy in curriculum and program development.

MSR Disposition: Referred to the Executive Committee to do with as the Executive Committee sees fit.

10.04 S10 Alternatives to No Equivalency to an Associate Degree for Minimum Qualifications
Lynn Shaw, Long Beach City College, Area D

Whereas, Career and technical education (CTE) programs have faculty members who are skilled professionals with industry experience and close ties to employers and who have completed apprenticeship programs and/or industry certifications classes that require theoretical learning;

Whereas, The development of an associate's degree specifically focused on teaching in CTE programs, a CTE teacher credential, expanding the minimum qualifications list, honorary degrees, and college credit for work and professional experience are examples of potentially viable alternatives to eliminating equivalency to an associate's degree; and

Whereas, The Academic Senate holds the position that urges local senates to consider general education and course expertise when approving equivalence to the minimum qualifications as cited in the Academic Senate paper *Equivalence to the Minimum Qualifications*.

Resolved, The Academic Senate for California Community Colleges take no action to disallow equivalencies to an associate degree and study alternatives to an associate's degree that preserve the quality of CTE programs and departments until research can be completed on the implications that allowing no equivalency to an associate's degree might have on apprenticeship programs and discipline areas where faculty within the field have external state and/or federal certification or licensure.

MSR Disposition: Referred to the Executive Committee to reconsider and return in Fall 2010.

10.05 S10 Maintaining the Current Minimum Qualifications
Barbara Croteau, Santa Rosa Junior College, Area B

Whereas, The current minimum qualifications for 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's degree and six years of experience;

Whereas, When an applicant for a faculty position does not possess the minimum qualifications for that discipline, the applicant may be hired as a faculty member if he or she is judged to possess "qualifications that are at least equivalent to the minimum qualifications" as determined by faculty in the discipline in question;

Whereas, The ability of college districts to hire faculty, especially in career and technical education (CTE) disciplines and programs, would be adversely affected by removing the local academic senate's ability to determine if a faculty member has qualifications that are at least equivalent to the minimum qualifications; and

Whereas, One of the major missions of the California Community College System is to provide career and work force training, and the achievement of this mission would be adversely affected if equivalency to an associate's degree were not allowed;

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Resolved, That the Academic Senate for California Community Colleges work to change Title 5 language to explicitly state that equivalencies are allowed to the associate degree; and

Resolved, That the Academic Senate for California Community Colleges develop and disseminate best practices in developing equivalencies for non-master's disciplines.

MSR Disposition: Referred to the Executive Committee to reconsider and return in Fall 2010.

10.05.01 S10 Amend Resolution 10.05 S10 Joan Sholars, Mt. San Antonio College

Add second resolve:

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that local academic senates consider accepting the successful completion of 60 units of higher education coursework, including those units representative of a general education, as equivalent to an associate degree.

MSR Disposition: Referred to the Executive Committee to reconsider and return in Fall 2010.

10.05.02 S10 Amend Resolution 10.05 S10 Yolanda Bellissimo, College of Marin

Add second resolve:

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that, effective Fall 2014, standards must include course work equivalent to general education.

MSR Disposition: Referred to the Executive Committee to reconsider and return in Fall 2010.

**2.05 S10 Vote of No Confidence in the Leadership of the Accrediting Commission for Community and Junior Colleges (ACCJC)
Shaaron Vogel, Butte College, Area A**

Whereas, The purpose of accreditation is to ensure quality in higher education through the use of a peer review process that focuses on self-study, a meeting of standards that represent best practices, and identification of areas of needed improvement;

Whereas, To effectively carry out the accreditation peer review process, which the Academic Senate for California Community Colleges highly supports, the leadership of the body that accredits must model openness, frank discussion, robust dialog, honesty in communications, and willingness to improve, and the Accrediting Commission for Community and Junior Colleges (ACCJC) leadership has consistently failed to model any of these;

Whereas, The leadership of ACCJC has exhibited no evidence that they hold themselves accountable to their own standards of improvement, was unresponsive to the recommendations from official statewide representative bodies, denied representatives from those bodies the opportunity to speak at a public meeting, and is unwilling to improve its own dysfunctional processes; and

Whereas, Collaborative and collegial communication to ACCJC leadership from Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, and faculty indicating specific areas of concern received an answer from the ACCJC president that was not responsive to any of the suggestions that ACCJC should address for its own improvement and which was at variance with the facts (See Appendix B);

Resolved, That the Academic Senate for California Community Colleges vote no confidence in the leadership of Accrediting Commission for Colleges and Junior Colleges; and

Resolved, That the Academic Senate for California Community Colleges work with its Consultation Council partners to send this no-confidence vote to the Council for Higher Education Accreditation (CHEA), the Council of Regional Accrediting Commissions (CRAC), the United States Secretary of Education, and the President of the United States.

Withdrawn

4.06 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 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.

Moot

4.07 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 for California Community Colleges 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.

MSF

6.02.01 S10 Amend Resolution 6.02 S10
Jeff Lamb, Solano College, Area B

Amend the first whereas:

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

Amend the resolve:

Resolved, That the Academic Senate for California Community Colleges strongly urge that ~~oppose the suggestion to make~~ basic skills funding ~~flexible~~ only be used to support basic skills

services and encourage local senates to do the same, even though the Chancellor's Office has recommended flexibility in categorical spending.

MSF

**6.10 S10 Opposition to Accelerating Student Success College Initiative of 2010
Shaaron Vogel, Butte College**

Whereas, The Academic Senate for California Community Colleges has a history of approving resolutions that oppose performance based funding; and

Whereas, Relief from legislated mandates on special admissions, matriculation, prerequisites and others can have a negative effect on the admission and success of our diverse student population;

Resolved, That the Academic Senate for California Community Colleges oppose legislation that eliminates mandates that impact student admission criteria and curricular standards such as prerequisites.

MSF

**10.01. 01 S10 Amend Resolution 10.01 S10
Hal Huntsman, City College of San Francisco, Area B**

Amend the first resolve:

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

MSF

**10.06 S09 Opposition to Equivalency to the Associate Degree for Minimum
Qualifications
Yolanda Bellissimo, 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;

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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's degree for disciplines in which a master's degree is not generally expected or available and that an associate's degree is the minimum educational qualification required for all faculty members in these disciplines.

MSF

RESOLUTIONS DEEMED NON-URGENT

**Honoring Fleur Steinhardt
Don Gauthier, Los Angeles Valley College**

Whereas, Fleur Steinhardt served as faculty member and Speech Department chair at Los Angeles City College for more than 45 years;

Whereas, Fleur was a member of the Academic Senate for most of her tenure at Los Angeles City College, serving as senate president, district academic senate president, and attending 22 straight Academic Senate for California Community Colleges plenary sessions;

Whereas, Fleur was an outstanding mentor to past and current faculty leaders at her college, her district, and the state; and

Whereas, Fleur, as educator and faculty leader for Project Match, was an inspiring and powerful advocate for students over her long career;

Resolved, That the Academic Senate for California Community Colleges honor Fleur Steinhardt and her lifetime of service to the Academic Senate, faculty, and students of California.