



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
May 6, 2010
3:00 p.m. – SSV 151

To conform to the open meeting act, the public may attend open sessions

- 1. CALL TO ORDER AND ROLL CALL**
- 2. OPENING COMMENTS FROM THE SENATE PRESIDENT**
- 3. OPEN COMMENTS FROM THE PUBLIC**
- 4. PRESENTATION**
 - a. Windows 7 Implementation – Connie Moise
- 5. REPORT**
 - a. Matriculation – Patricia Márquez
 - b. AP&P – Maria Clinton
 - c. Honors – Karen Lubick
- 6. APPROVAL OF MINUTES**
 - a. April 1, 2010 (attachment)
- 7. ACTION ITEMS**
 - a. Equivalencies:
 - i. Anthropology (attachment)
 - ii. Computer Information Systems (attachment)
 - iii. English as a Second Language (attachment)
 - iv. History (attachment)
 - v. Latin (attachment)
 - vi. Management (attachment)
 - vii. Marketing (attachment)
 - viii. Philosophy (attachment)
 - ix. Political Science (attachment)
 - b. Catalog Rights Policy Amendment (attachment)
- 8. DISCUSSION ITEMS**
 - a. Statewide Academic Senate Plenary Session Update (attachment)
 - b. BP: 555000 Speech: Time, Place, and Manner Draft (attachment)
- 9. SENATE ADMINISTRATIVE BUSINESS**
 - a. Announcements
 - 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
 - 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)
- 10. ADJOURNMENT**

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 722-6306 (weekdays between the hours of 8:00 a.m. and 4:30 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
May 6, 2010**

1. CALL TO ORDER AND ROLL CALL

Mr. Christos Valiotis, Academic Senate President, called the meeting to order at 3:04 p.m.

2. OPEN COMMENTS FROM THE SENATE PRESIDENT

- The Regina Stanbeck-Stroud Diversity Award was announced. A Santa Barbara City College Faculty was announced the award recipient.
- Faculty Recognition Day is set for Wednesday, May 19, 2010 from 3:00 p.m. to 5:00 p.m. in the Cafeteria. Faculty were encouraged to attend and honor the achievements of faculty.
- Dr. Terry Roberts, one of the Littlerock nine, will be on campus speaking on his educational experiences as a child and provide an opportunity for questions from the audience. All faculty were encouraged to attend this great opportunity on Tuesday, May 11, 2010 from 2:00 p.m. to 3:00 p.m. in the Cafeteria.
- A WEAVE training event will be hosted for all identified data managers on Monday, May 17, 2010, and Tuesday, May 18, 2010. These training sessions are restricted to data managers only. Please announce to division faculty.
- Honors Convocation is scheduled for Friday, May 21, 2010 from 8:30 a.m. to 11:30 a.m. in the Fine Arts Quad. Faculty were encouraged to attend and support student achievements.
- Scholarship Convocation is scheduled for Tuesday, May 18, 2010 beginning at 5:30 p.m. Faculty were encouraged to attend and support student achievements.

3. OPEN COMMENTS FROM THE PUBLIC

- Mr. John Vento offered his gratitude to faculty for their unwavering support for the Model United Nations (MUN) team. The team attended three major competitions and won recognition at each. At the UC Los Angeles Competition the students won four awards and competed against prestigious universities. MUN students introduced themselves and provided a brief statement of the country they represented in competitions.
- Mr. Vento announced one of the greatest achievements as the MUN student advisor was witnessing the collaborative working effort of students to acquire items to put in a gift basket for auction at the 80th Anniversary Gala event. Students were able to acquire multiple donations from various community businesses. The basket was auctioned off for \$200.00. A great achievement and contribution of AVC students.
- Ms. MaryAnne Holcomb stated at the recent Business, Computer Studies, and Economic Development (BCSED) division meeting there was some concern expressed about the lack of communication from the Distance Education Committee and Information Technology Committee. Faculty are concerned about the impact potential software upgrades will have on course materials. There has been some discussion occurring in these committees regarding upgrading to Microsoft Office 2010 and Windows 7, which will impact course materials in the BCSED division. Ms. Holcomb expressed the need for open dialogue on software upgrades as these decisions should be made with consideration of text compatibility and the understanding that corporate businesses have never been on the cutting edge of technology. Mr. Valiotis stated Ms. Connie Moise is on the agenda to discuss and communicate Information Technology software plans.
- Ms. Debra Feickert inquired whether SLOs are required to be placed on course syllabi. Mr. Valiotis indicated a great deal of discussion has been occurring regarding this matter as the accreditation wording has changed. There is not a definitive understanding as to how the visiting team will address this issue. Ms. Márquez reported the SLO committee is currently drafting up a handout on how to communicate SLOs to students. The handout will also include information on how to address the differences between and objective versus an outcome.

4. PRESENTATION

a. Windows 7 Implementation – Connie Moise

Ms. Moise stated she is trying to distribute Information Technology information to as many constituent groups on campus as possible. Many factors drive technology decisions on campus, most importantly faculty needs. Faculty should convey software and computing needs to IT Committee faculty members. In terms of computer labs, faculty should discuss software needs for the upcoming term with lab assistants and it will be conveyed to Ms. Moise for implementation. One of the major concerns in regards to software is Microsoft is discontinuing XP support in 2012. Without proper MS patches the campus is extremely vulnerable to malicious viruses and security breaches, which is the driving factor in recommending the Windows 7 software upgrade by fall 2011. Campus software upgrade implementation requires faculty assistance in identifying textbook compatibility. One of the major stumbling blocks of implementing Window 7 campus wide is that campus computers would require additional technology resources than what currently exists and requires funding. The need to transition to Window 7 will require computer memory upgrades which funding approved for the solar energy project will fund 1/3 of campus computer upgrades. A budget augmentation has been requested for the past six years, but has never been awarded. The budget augmentation has been submitted to establish a computer maintenance/replacement plan that will affect about ¼ of computers per year. It is not likely that budget requests will be approved in the upcoming fiscal year, but the software upgrade has to be made high priority to avoid any technology breaches. Upgrading to MS Office 2007 is also another topic of discussion. ITS is recommending upgrading to MS Office 2007 by fall 2011, and encourages faculty to explore upgrading to MS Office 2010. Ms. Moise reiterated there are many factors that drive technology software upgrade most importantly faculty needs. Mr. Valiotis recommended faculty engage in division discussion on technology needs and convey feedback to the Senate for creation of a formal campus wide policy addressing computing needs.

5. REPORTS

a. Matriculation – Patricia Márquez

Ms. Márquez reported she has been guest speaking in numerous classes during the semester speaking to students about the importance of completing matriculation components. She has been working with the Office of Institutional Research to create an avenue for faculty to determine if a student has completed matriculation components. She has worked with Mr. Ted Younglove to create a mechanism in MyAVC where faculty can enter a students' 900 identification number to determine matriculation status. This feature can be found in the employee services section in MyAVC. Every year a student handbook is created for student use and assistance. In many ways the student handbook was a mini catalog. Due to matriculation budget cuts the committee decided the 2010 – 2011 Student Handbook will be dramatically changed. The student handbook will no longer be provided to students in hard copy form, but will only be made available electronically. The format will no longer include large amounts of duplicated catalog information, but will include pertinent student related information such as time management, study tips, services, etc. The electronic student handbook will be available by July 1, 2010. Students that do not have access to a home computer can use computer labs to access the student handbook and print out individual pages. Ms. Márquez distributed faculty information surveys which she disseminated in faculty mailboxes for completion to determine research tracking. She detailed the forms are to be used when faculty meet with students and identify referrals made to campus services. This information is being compiled to capture faculty work outside the classroom. Currently, there isn't a mechanism in place to statistically track faculty work outside the classroom. Every time a faculty meets with a student they are encouraged to fill out a form and submit it to Ms. Márquez to include for data. It was recommended the form be made as an electronic document for faculty ease and data compilation. In addition, Ms. Carolyn Burrell suggested adding Library services since she and other Library faculty meet with students. If faculty find it easier, they can submit an electronic Excel form with a list of student identification numbers and other pertinent information requested on the form. Electronic submissions should be submitted to psandoval@avc.edu. Ms. Márquez stated she will be requesting the opportunity to visit classes in the 2010 – 2011 academic year, is currently working on an online matriculation presentation for online courses, and is actively working on five of the six matriculation research projects. The Matriculation Committee is

actively discussing and addressing priority registration issues. She is not optimistic that a decision will be made prior to the end of the spring 2010 semester.

b. AP&P – Maria Clinton

Ms. Maria Clinton provided a detailed report on AP&P Committee work.

CurricUNET update – currently AVC’s data is being uploaded into the CurricUNET software program. The initial beta testing phase was completed on Friday, April 16, 2010. The APP committee members are scheduled to begin the online training phase this month before the semester ends. A training session has been scheduled for My 17, 2010 and the other date has not been confirmed. During the summer, faculty should be able to utilize the system. In fall 2010, CurricUNET will send a technical representative who will conduct an onsite training session (four sessions of two hours of training) for AP&P committee representatives. Professional Development sessions will be offered for faculty and staff in the 2010 – 2011 academic year.

During the 2009 – 2010 academic year the committee approved the sixteen Distance Education course revisions, one hundred forty-four COR revisions, five new Distance Education courses, six new CORs, making one Distance Education course obsolete, and thirty-two CORs obsolete.

AP&P approved the use of upper division units towards degree/certificate requirements upon request. AP&P recommends that students be allowed to request the use of upper division units utilizing the current “Request for Equivalencies/Substitutions” form.

The committee will continue to engage in discussion on Diversity Studies in the 2010 – 2011 academic year. Title 5 does not define the concept of ethnic studies, and without clearer and more direct definition, colleges may or may not be in compliance. The current recommendation from the state Academic Senate is for community colleges to determine local diversity requirements as long as they stay within the federal definition of “ethnicity” and “ethnic groups.”

The following recommendations will be set as action items on the May 20, 2010 Senate meeting for approval:

Attendance Policy – the committee approved and recommends the following language revision.

Current language: If a student’s absence in a specific class exceeds the number of hours the class meets per week, the student may be dropped from the class.

Revised language: When the number of hours a student is absent in a specific course exceeds the number of hours the course meets per week, the student may be dropped from the course. If the course is less than sixteen weeks, the faculty will determine to what point the student may be dropped for excessive absences (typically in excess of 1/16th of the course has been missed;

The attendance policy for tardies and/or leaving class early for each course is established by the instructor and should be stated in writing in the syllabus. At the instructor’s discretion, tardies and/or leaving class early may be equated to absence(s). While it is the responsibility of the instructors to communicate attendance policies and to apply them equally to all students, it is the responsibility of the students to know the policy in each of their classes and to be aware of their current attendance status.

Mission Statement – the committee approved and recommends formatting revisions be made to the mission statement. The committee recommends including an empty line prior to the words “We offer,” and distinguish the separation by bolding and underlining the words.

Guidelines for Cooperative Work Experience Education – the committee approved and recommends revisions be made to the language in Board Policy: AP 4103 due to Title 5 requirements.

c. Honors – Karen Lubick

Ms. Karen Lubick provided a detailed Honors Program report.

At the onset of the fall 2009 semester, 35 students were removed from the honors program for graduating, transferring, not enrolling, or dropped grade point average. From summer (as of June 1, 2009) to May 6, 2010, 120 students have been added to the program (9 currently pending), totaling 345 students our largest population ever.

In fall 2009, nine courses were offered: Art 101H (Agahari); Astronomy 101H (McGovern); English 101H (Ahmad); English 101H (Lubick); English 103H (Mitchell); History 111H (Lehman); Mathematics 115H (Villapado); Psychology 101H (Aviles); and Communication 101H (Rao). In spring 2010, seven courses were also offered: Biology 101H (Feickert); English 102H (Ahmad); English 236H (Jennings); Mathematics 130H (Anderson); Music 101H (Ennis); and Political Science 101H (Vento). Due to budget constraints, the 2010 – 2011 schedule will include seven honors sections of courses for fall and seven honors courses for spring. Although we raised the class size to 18 – 21 students per course, we will not be able to accommodate all of the needs, so we will have to rely on honors option contracts. 31 students completed honors option by contract for fall 2009/Intersession 2009, and 49 students have submitted honors option contracts for spring 2010.

22 students completed TAP certification overall; 21 applied for admission to UCLA; most of whom also applied for admission to UCI. Alpha Iota will be preparing a program about honors students and which universities they have selected for transfer.

Committee Activities/Highlights – The honors committee met on September 28th, October 26th, November 23rd (2009), February 22nd, March 22nd, and April 26th (2010). We reviewed and approved course proposals for Chapman’s Sociology 101H, Coffman’s Geology 101H, and Jaffe’s History 104 H. Ms. Lubick conducted an observation of Aviles’ Psychology 101H course in the fall, and an observation is pending for the final weeks of spring.

We initiated a formal approval process of the honors option contracts in fall 2009, and the committee has been reviewing and approving the templates sent in by instructors. Students will have a list of approved honors instructors on the website and on each semester’s curriculum flyers. All information is also posted outside the honors coordinator’s office.

The honors committee changed the high school grade point average requirement to grades 10 – 12, consistent with the UC/CSU system requirements. We also created a justification memorandum for continuing to offer priority registration to honors students, and we sent it for review to the Matriculation Committee.

The Dean’s List and President’s List for spring 2009 and fall 2009 was distributed and posted. Letters were sent to students and lists were made available.

Honors faculty, Susan Knapp, Rosa Fuller and Charles Hood gave colloquia sessions to the honors students to help them facilitate transfer, including writing resumes and college essays.

AVC was represented at both UCLA TAP Council meetings; Susan Knapp attended on November 20, 2009 and Karen Lubick attended on April 30, 2010.

Alpha Iota reports were given throughout the year by Stephanie Conley (who also serves as Alpha Iota webmaster). Mary Margaret McGuire, Matthew Jaffe and Harish Rao accompanied a contingency of students to the Fall Regional Convention. Matthew Jaffe and Karen Lubick brought 18 students to the Spring Convention. Our involvement in the state organization continues to grow; Ms. Lubick has been elected to serve as Vice Chair of Scholarships and Awards to the AGS State Advisory Board. Two students, Max Adams and Deepika Mohan won Kathleen Loly Outstanding Academic Scholarship Awards, and Mina Lim won a high level Virginia Coffey Service Award. Alpha Iota received a \$3000.00 grant from Associated Student Organization to assist in fundraising efforts to attend the state convention.

Next year the honors committee will continue to review honors course proposals and honors options by contract proposals, and continue to look for ways that we can expand our course

offering to meet the high demand. We will also be compiling statistics and other data for the program, and revisiting our eligibility requirements.

6. APPROVAL OF MINUTES

a. April 1, 2010 (attachment)

A motion was made and seconded to approve the December 3, 2009 Academic Senate Meeting minutes. Motion carried.

7. ACTION ITEMS

a. Equivalencies:

- i. Anthropology (attachment)**
- ii. Computer Information Systems (attachment)**
- iii. English as a Second Language (attachment)**
- iv. History (attachment)**
- v. Latin (attachment)**
- vi. Management (attachment)**
- vii. Marketing (attachment)**
- viii. Philosophy (attachment)**
- ix. Political Science (attachment)**

A motion was made and seconded to approve the equivalency requests for the following disciplines: Anthropology, Computer Information Systems, English as a Second Language, History, Latin, Management, Marketing, Philosophy, and Political Science. Motion carried.

b. Catalog Rights Policy Amendment (attachment)

A motion was made and seconded to approve the catalog rights policy amendment as approved and recommended by AP&P. Motion carried.

8. DISCUSSION

a. Statewide Academic Senate Plenary Session Update (attachment)

Mr. Christos Valiotis provided an extensive explanation of the voting outcomes for the Spring Statewide Academic Senate Plenary Resolution session. The attached document identifies how Mr. Valiotis voted on each resolution. “Y” indicates a vote in support for the resolution, “N” indicates a vote against the proposed resolution, “P” indicates the resolution passed, and “F” indicates the resolution failed. Mr. Valiotis stated there were several contentious resolutions and provided a detailed overview of the historical context of each resolution and the outcome of the vote.

Resolution 2.05 S10 Vote of No Confidence in the Leadership of the Accrediting Commission for Community and Junior Colleges (ACCJC) – this resolution was withdrawn. The official stand is there are concerns about the accreditation process and inconsistencies.

Resolution 4.01 S10 Transfer Degree – this resolution was deferred to discuss resolution 4.07 S10 – Transfer Degree Design – which was passed on the floor and made the original resolution 4.01 S10 obsolete. Mr. Valiotis provided a brief overview of the difference between statutes versus a law. The original language included by Senator Padilla included language which guarantees admission. The floor was split some wanted to vote the resolution down, whereas the other thought was that if this change was instituted community colleges would have more students that would be eligible to obtain a degree and transfer. The outcome would potentially increase statistical data of the number of students obtaining degrees, certificates, and transferring to four-year universities. Ms. Susan Knapp stated this is a problematic issue for both students and counselors because many students have limited financial aid funding and are seeking to take only courses needed to transfer. Most degrees require additional courses and are not used or needed for Bachelor’s degree. Taking additional courses delays the transfer process and courses required for the major are generally required to be taken at the upper division level.

Resolution 6.08 S10 – Senate Support for AB2400 – this resolution would allow a select number of community colleges to offer baccalaureate degrees and was a highly contentious issue. Mr. Valiotis voted not to approve this resolution and was ultimately referred.

Resolution 8.02 S10 – Title 5 Changes to Include Counselor to Student Ratio – this resolution was discussed at great length. Mr. Valiotis voted in support of this resolution and it was passed.

Resolution 10.02 S10 – Opposition to Equivalency to the Associate Degree for Minimum Qualifications – Mr. Valiotis voted against the resolution and the resolution failed. This resolution would have eliminated an equivalency for an Associate’s degree for areas that do not require a Master’s degree. The defeat of the resolution means that equivalencies will continue to be governed locally. The Statewide Academic Senate Executive Committee will produce a best practices paper for creating equivalency for an Associate’s degree.

b. BP 5500 3900 Speech: Time, Place, and Manner Draft (attachment)

Mr. Valiotis presented the revised draft of BP 3900 brought forward by the League of California Community Colleges. The modification in language is designed to make clear that certain areas of colleges will be treated as free speech areas for all segments of the community, consistent with developing law, but at the same time assure that other areas of the college will not necessarily be opened for free speech activities. As identified students and employees all will be held accountable for statements made regarding the district. Mr. Valiotis requested Senators distribute the revised board policy to discipline faculty for faculty input. All feedback will be reported at the May 20, 2010 Senate meeting and presented to administration for consideration at a future College Coordinating Council.

9. SENATE ADMINISTRATIVE BUSINESS

a. Announcements

- 2010 Leadership Institute – June 17 – 19, 2010 (San Diego, CA)
- 2010 Curriculum Institute – July 8 – 10, 2010 (Santa Clara, CA)

10. ADJOURNMENT

A motion was made and seconded to adjourn the May 6, 2010 Senate meeting at 4:56 p.m. Motion carried.

<u>MEMBERS PRESENT</u>		
Paul Ahad	Jack Halliday	Harish Rao
Carolyn Burrell	MaryAnne Holcomb	Sandra Robinson
Maria Clinton	Susan Knapp	Casey Scudmore
Luis Echeverria	Susan Lowry	Ken Shafer
Debra Feickert	Kathy Moore	Christos Valiotis
Claude Gratton	Sheronda Myers	Alex Webster
Glenn Haller	Berkeley Price	
<u>MEMBERS ABSENT</u>		<u>GUEST PRESENT</u>
Sandra Hughes	Terry Rezek	Karen Lubick
Lee Grishman	Justin Shores	Patricia Márquez
Candace Martin	John Taylor	Connie Moise
		John Vento
		Model United Nation Students



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Social and Behavioral Sciences division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Anthropology.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 4/12/10

Claudia Kraton
Academic Senate Representative

Ken Slufer
Academic Senate Representative

Discipline Faculty:

D. S. Wolf

Equivalency Committee Approval:

Reshwan
Equivalency Committee Chair

4/02/10
Date

Member Initials:



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Business, Computer Studies, and Economic Development division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Computer Information Systems.

The discipline faculty agree that: (Select only one)

- Selected: an equivalency for this discipline is not needed.
the current (within the last three years) Academic Senate approved equivalency does not need revision.
the current (within the last three years) Academic Senate approved equivalency requires revision.
the current (within the last three years) Academic Senate approved equivalency requires revision.

Date: 3/23/2010

Kathy Moore
Academic Senate Representative

Marguerite Holcomb
Academic Senate Representative

Discipline Faculty:

Selected:
Rald Munn
Kathy Moore
John Ho

*
*
*
Gutless
Sharon A. Adan

Equivalency Committee Approval:
Equivalency Committee Chair

4/20/10
Date

Member Initials:



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

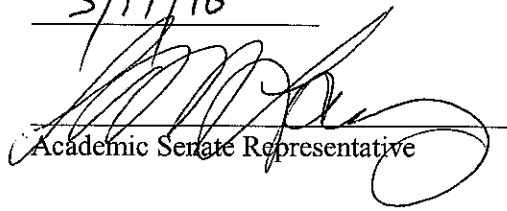
Minimum Qualification and Equivalency Review Form

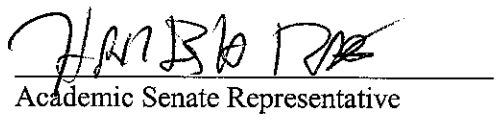
The discipline faculty in the Language Arts division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines English As A Second Language.

The discipline faculty agree that: (Select only one)

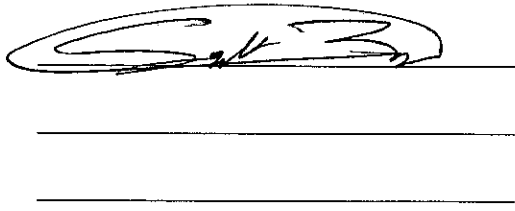
- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 3/17/10


Academic Senate Representative


Academic Senate Representative

Discipline Faculty:



Scott Jenison

Equivalency Committee Approval:

Equivalency Committee Chair

4/22/10
Date

Member Initials:



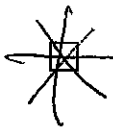
ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Social and Behavioral Sciences division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines History.

The discipline faculty agree that: (Select only one)



an equivalency for this discipline is not needed. *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

the current (within the last three years) Academic Senate approved equivalency does not need revision. *The Minimum Qualification for the designated discipline has not changed.*

the current (within the last three years) Academic Senate approved equivalency requires revision. *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

the current (within the last three years) Academic Senate approved equivalency requires revision. *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: _____

Claude Fulton
Academic Senate Representative

Xen Shape
Academic Senate Representative

Discipline Faculty:

Xen Shape
Matthew Jaffe
C. [unclear]

Equivalency Committee Approval:

[Signature]
Equivalency Committee Chair

4/26/10
Date

Member Initials:



ANTELOPE VALLEY COLLEGE

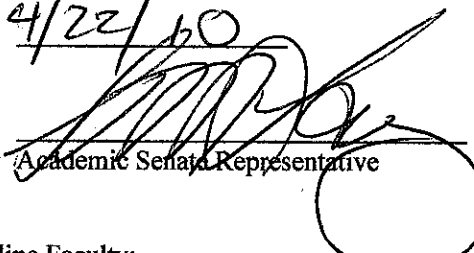
ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the LAets division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Latin.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
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Date: 4/22/10

Academic Senate Representative

Harold Ras
Academic Senate Representative

Discipline Faculty:
Robert D. Anderson

Equivalency Committee Approval:

Equivalency Committee Chair

4/26/10
Date

Member Initials:



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Business, Computer Studies, and Economic Development division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Management.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
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Date: 3/23/2010

Kathy Moore
Academic Senate Representative

Maylaine Holcomb
Academic Senate Representative

Discipline Faculty:

* John E. Bay
Maylaine Holcomb
B. Berger

* Sindy W. Walter
 * Robert Dioster
 * _____

Equivalency Committee Approval:

Redman
Equivalency Committee Chair

4/20/10
Date

Member Initials:



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Business, Computer Studies, and Economic Development division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Marketing.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 3/23/2010

Kathy Moore
Academic Senate Representative

Mary Anne Holcomb
Academic Senate Representative

Discipline Faculty:

* B. Beyer

* Cheryl Rose

* [Signature]

* _____

* _____

* _____

Equivalency Committee Approval:

[Signature]
Equivalency Committee Chair

4/80/10
Date

Member Initials:



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the **Social and Behavioral Sciences** division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines **Philosophy**.

The discipline faculty agree that: (Select **only** one)



an equivalency for this discipline is not needed. *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*

the current (within the last three years) Academic Senate approved equivalency does not need revision. *The Minimum Qualification for the designated discipline has not changed.*

the current (within the last three years) Academic Senate approved equivalency requires revision. *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*

the current (within the last three years) Academic Senate approved equivalency requires revision. *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: March 23, 2010

Claude Fulton
Academic Senate Representative

Yen Shun
Academic Senate Representative

Discipline Faculty:

Claude Fulton
Xiaoyun
[Signature]

Equivalency Committee Approval:

[Signature]
Equivalency Committee Chair

4/13/10
Date

Member Initials:



ANTELOPE VALLEY COLLEGE

ACADEMIC SENATE

Minimum Qualification and Equivalency Review Form

The discipline faculty in the Social and Behavioral Sciences division/area have reviewed the most current (2008) Minimum Qualifications for Faculty and Administrators in California Community Colleges for the following disciplines Political Science.

The discipline faculty agree that: (Select only one)

- an equivalency for this discipline is not needed.** *The Minimum Qualifications for the designated discipline contains a broad range of degree requirements for all those who are prepared to teach within the discipline.*
- the current (within the last three years) Academic Senate approved equivalency does not need revision.** *The Minimum Qualification for the designated discipline has not changed.*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The Minimum Qualifications for the designated discipline have changed (attach revised equivalency proposal for Senate review).*
- the current (within the last three years) Academic Senate approved equivalency requires revision.** *The approved equivalency is below the Education Code Section 87359 which requires individuals employed by the district to possess qualifications that are at least equivalent to the applicable Minimum Qualifications or no longer meets the criteria set forth by the AVC Academic Senate Equivalency Procedure and, therefore, needs revision (attach revised equivalency proposed for Senate review).*

Date: 03/25/10

Claude Hutton
Academic Senate Representative

Ken Shupe
Academic Senate Representative

Discipline Faculty:
[Signature]
[Signature]

Equivalency Committee Approval:
[Signature]
Equivalency Committee Chair

4/3/10
Date

Member Initials:



Antelope Valley College

Proposed Revision of AVC's Catalog Rights Statement

An interesting discussion has emerged among our CC colleagues in the State concerning catalog rights. The question arose...

"If a student began his/her coursework at one particular college before the 'Intermediate Algebra' competency requirement was imposed and maintained continuous enrollment; then transferred to another community college after the Intermediate Algebra requirement was implemented...would 'your' college require him/her to take the Intermediate Algebra course?"

Some colleges said "yes" but most said "no." According to the Catalog Rights statement in the College's 2009-1010 for AVC:

Catalog Rights Policy

"Provided that continuous attendance is maintained, AVC students may elect the degree requirements in effect at:

- 1. The time they begin their study at a California Community College, a CSU campus, or a UC campus*

(Page 59)

The General Counsel from the CCC Chancellor's Office rendered an opinion on this issue in November, 2009 and concluded:

"Many of our students attend multiple institutions and there is interest in allowing students who have pre-Fall 2009 catalog rights at one college to exercise those rights at a subsequent college. The legal answer to this question is clearly no because, under contract law principles, the new college does not have an obligation to recognize catalog rights gained at another institution. The student has catalog rights at the new college based on the written catalog in effect when the student enters the college. Thus, the second or subsequent college is not required to recognize catalog rights from another college."

(Legal Opinion 09-04; November 24, 2009)

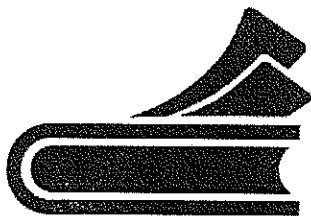
In light of the CCCCO General Counsel's opinion, and to have a clear and concise AVC policy, it is suggested that we remove #1 under the *Catalog Rights Policy*.

NOTE: Removal of #1 in the Catalog Rights Policy was approved by AP&P April 22, 2010. This item is now forwarded to the Academic Senate for action and approval.

42nd SPRING SESSION RESOLUTIONS

FOR DISCUSSION ON

Saturday, April 17, 2010



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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**Denotes new resolution from Friday, April 16, 2010

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1.0 ACADEMIC SENATE

Y, P

1.01 S10 Bylaws Changes to Establish Caucuses

Julie Bruno, Sierra College, Standards & Practices Committee

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

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

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

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

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

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

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

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.

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1.02 S10 Plan to Infuse Cultural Competence Y, P
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.

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

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

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

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

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

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

See Appendix A.

1.04 S10 Increasing the Pool of Faculty for Academic Senate Service Y, P
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.

1.05 S10 Emeritus for Hoke Simpson Y, P
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 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;

2010 Spring Resolutions for Discussion

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.

1.06 S10 Emeritus for Barbara Davis-Lyman ^{Y, P} 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 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

2010 Spring Resolutions for Discussion

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.

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

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; *DIVIDED*

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 *DIVIDED*

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

Referred

***1.08 S10 Faculty Hiring Resources** Y
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;

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.

***1.09 S10 Preparing Faculty for Service on Academic Senate Committees** Y, P
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 potential faculty interested in participating in various statewide committees and inform the local senates of the scheduling of the various training programs or sessions; and

Resolved, That the Academic Senate for California Community Colleges produce a white paper on best practices for the recruitment and training of faculty to serve on Academic Senate committees and in leadership roles.

****1.09.01 S10 Amend Resolution 1.09 S10** Y, P
Mark Wade Lieu, Ohlone College

Revise and combine the two resolves:

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

2.0 ACCREDITATION STANDARDS Y, P

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

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

Whereas, 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.

2.01.01 S10 Amend Resolution 2.01 S10 Y, P
Carlotta Campbell, College of Alameda, Area B

Amend first whereas:

Whereas, ~~The Academic Senate for California Community Colleges~~ Faculty have ~~has~~ consistently advocated for faculty 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 it's 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

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create and assess outcomes (utilizing both quantitative and qualitative measures) and analyze that evidence to improve student learning and teaching”;

Add second whereas:

Whereas, Faculty are discipline experts and have expertise in SLOs and specific skills that indicate SLO attainment;

2.02 S10 Making ACCJC Correspondence and Recommendations Public Y,P **Joe Saffie, San Diego Mesa College, Accreditation and SLO Committee**

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

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

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

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

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

***2.03 S10 Ongoing Concerns with the Accrediting Commission for Community and Junior Colleges** Y,P **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

2010 Spring Resolutions for Discussion

months, helped to develop a survey which was sent to college presidents and accreditation liaison officers 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.
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

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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.

***2.04 S10 Withdraw Resolution 2.05 S10** *Y P*
Shaaron Vogel, Butte College

Whereas, Resolution 2.05 proposed Spring 2010 summarized concerns that the Academic Senate for California Community Colleges has with the Accrediting Commission for Community and Junior Colleges but focused narrowly only on the Commission's leadership, although all of the Commission should be held responsible for weaknesses in their processes;

Whereas, Resolution 2.05 only proposed one possible action that the Academic Senate might take, and the Consultation Task Group on Accreditation or the faculty might choose to consider other potential next steps; and

Whereas, Proposed resolution 2.03 S10 offers additional background and proposes alternative actions, including but not limited to a vote of no confidence;

Resolved, That The Academic Senate for California Community Colleges withdraw Resolution 2.05 proposed Spring 2010.

2.05 S10 Vote of No Confidence in the Leadership of the Accrediting Commission for Community and Junior Colleges (ACCJC) *N, Withdrawn*
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

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Whereas, Collaborative and collegial communication to ACCJC leadership from CEOs, CIOs, CSSOs, 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 Council for Higher Education Accreditation (CHEA), Council of Regional Accrediting Commissions (CRAC), the United States Secretary of Education, and the President of the United States.

2.06 S10 **Accreditation Options** **Y, P** **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;

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 conduct research as to 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.

3.0 **EQUITY AND DIVERSITY** **Y, P** 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*.

See Appendix C.

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

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

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

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

Whereas, Resolution 3.05 S07 requested that the Academic Senate 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*.

See Appendix D.

4.0 TRANSFER AND ARTICULATION

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

4.01 S10 Transfer Degree because 4.07 passed, 4.01 becomes moot.
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

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

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

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

4.02 S10 Response to SB 1440: "Transfer Degree" N, F 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.

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

[Resolution 4.02 would overturn a previous position taken by the ASCCC in Resolution 9.02 F06, which stated that the ASCCC would "work with local senates, local curriculum committees, and chief instructional officers (CIOs) to eliminate the use of the term "transfer" in program titles for the associate degree." Because this resolution overturns a previously approved position, it requires a two-thirds vote for approval.]

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

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to enact changes to Title 5 that would define distinct associate degree requirements for students who are attending a California community college preparing to transfer to a 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.

[Resolution 4.03 would overturn a previous position taken by the ASCCC in Resolution 13.02 F06, which noted in its first whereas the Title 5 associate degree requirement of "at least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines" and affirmed that the ASCCC would "oppose the use of IGETC and/or CSU GE Breadth as the sole basis for the area of emphasis for the associate degree." Because Resolution 13.02 F 06 makes direct reference to the 18 semester or 27 quarter unit minimum, the new Resolution 4.03 would overturn a previously approved position. Resolution 4.03 thus requires a two-thirds vote for approval.]

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4.03.01 S10 Amend Resolution 4.03 S10 *?, Referred*
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 degree and subsequent completion of a bachelor's degree and clearly shows that individuals who possess an associate 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 degree, and as a result many transfer students either leave the community college system not eligible for without an associate 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 degree to California community college students who have become fully prepared for transfer to a university; such 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.

***4.04 S10 Support for a Transfer Degree ? , Referred**
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 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 and/or offering degrees that serve as preparation for work.

****4.04.01 S10 Support for a Transfer Degree** *N, Referred*
David DeGroot, Allan Hancock College

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;

***4.05 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 post secondary 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 its assertion of faculty primacy and authority in appropriate areas is easily respected by the Legislature.

***4.06 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; and

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

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.

****4.06.01 S10 Amend resolution 4.06 S10
Danielle Martino, Santiago Canyon College**

Add a fourth whereas:

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

Add a second resolve:

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.

***4.07 S10 Transfer Degree Design Y, P
Eric Oifer, Santa Monica College**

reordered to go first.

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;

Whereas, The Academic Senate for California Community Colleges adopted Resolution 4.02 (Fall 09) 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 that counted toward the associate degree, all elements of a community college degree that can only be achieved by legislation; and

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;

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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 and/or offering degrees that serve as preparation for work.

5.01 BUDGET AND FINANCE *Y P*

***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 diminished or closed could force students 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 would force ECE/CD programs 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 Improvement System, and that 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 these college lab-schools and children's centers as academic laboratories linked to the Early Childhood Education/Child Development programs and strongly support the optimal system-wide 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 System 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.

6.0 STATE AND LEGISLATIVE ISSUES *Y, P*

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, 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;

Resolved, That the Academic Senate for California Community Colleges oppose any expansion of the California community college mission as proposed in AB 2400 (Anderson, 2010); and

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PASSES

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.

DIVIDE

PASSES

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

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

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

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

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

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

Amend the first whereas:

N, F

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. *??? (Not true?)*

6.02.02 S10 Amend Resolution 6.02 S10
Steve Leone, Cuesta College, Area C *Y, P*

Amend first and second whereases:

Whereas, The Basic Skills Initiative (BSI) supplemental-funding supports a majority of our student populations and a higher ~~proportion~~degree of diversity, ~~such as by serving~~ students that 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~~sections of basic skills courses and that strategies supported and promoted

by the Basic Skills Initiative, such as First Year Experience, summer basic skills courses to bring students up to college level, summer acceleration programs, and numerous noncredit basic skills courses, have been cut to a great extent due to cuts to BSI funding; and

Replace resolve:

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.

6.03 S10 Further Research on the 50% Law

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

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

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

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

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

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

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

6.03.01 S10 Amendment to Resolution 6.03 S10
Chris Hill, Grossmont College, Area D

Amend the third whereas:

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 but such disincentives would not necessarily be removed by a changing the 50% law calculation to a percentage that includes all faculty; and

Amend the first resolve:

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 ~~that seeks to accomplish the goals delineated in past resolutions and as determining an appropriate percentage that would be inclusive of all faculty would not remove the existing disincentives associated with the hiring of instructional support and student services faculty;~~ and

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 Teachers working with children birth to eight years in child care and development programs

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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 UC and CSU systems due to misalignment between the systems that prevents major-specific transfer agreements with the UC or CSU system which include, at a minimum the 24 unit EC/CD Lower-division CAP courses, which 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 our 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.

See Appendix E.

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

Whereas, The Governor's January 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 these recommendations include

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

**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 continue 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;

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.

***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 that have taken 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 imparted by legislative actions and efforts; and

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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.

***6.08 S10 Senate Support for AB2400 *N, Referred*
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 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, 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

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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.

****6.08.01 S10 Amend Resolution 6.08 S10**
Martin Partlan, Cañada College

Add a second resolved:

Referred

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.

***6.09 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;

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.

***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

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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.

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

*Reordered, moved to first.
Y,P*

Whereas, AB 2400 (Anderson, 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 the Spring 2011; and

Resolved, That the Academic Senate for California Community Colleges remain neutral on AB 2400 (Anderson, 2010) and/or related legislation until the body has discussed the findings.

DIVIDED

FAILED

***6.12 S10 Maintain Categorical Funding**
David Beaulieu, Los Angeles CCD

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

Whereas, Many programs such as EOPS, DSPPS, 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 return categorical funding to its 2007-08 levels; and

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

****6.12.01 S10 Amend resolution 6.12 S10**

David Beaulieu, Los Angeles Community College District

Amend title:

Restore Categorical Funding

Amend first resolve:

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

7.0 CONSULTATION WITH THE CHANCELLOR

**7.01 S10 MOU with Kaplan University *N, P*
Michelle Grimes-Hillman, Mount San Antonio College, Educational Policies Committee**

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

Whereas, The recent signing of a memorandum of understanding (MOU) with Kaplan University (December 2009) establishing a relationship between California community colleges and Kaplan University was made outside of the consultative process, lacking 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 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.

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

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 in Spring 2009;

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, 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, 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, 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.

7.03 S10 Chancellor's MOU with Kaplan University
Eric Oifer, Santa Monica College, Area C Y, P

Whereas, The California Community Colleges Chancellor's Office signed a Memorandum of Understanding (MOU) with Kaplan University to articulate single course sections for

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participating individual community colleges without consulting the Academic Senate for 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, 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 potential 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.

8.0 COUNSELING

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

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

Whereas, In an effort to continue to emphasize the unique professional role and function of counseling faculty, the Academic Senate, in Fall 1994 (Resolution 8.01), adopted the paper *The Role of Counseling Faculty in the California Community Colleges (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;

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*

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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.

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

Y, P

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 to define the minimum number of counseling faculty required based on the recommended counselor to student ratio (1:370) cited in the Academic Senate adopted paper *Consultation Council Task Force on Counseling* (2003).

***8.02.01 S10 Amend Resolution 8.02 S10**

Stephanie Dumont, Golden West College

Y, P

Replace second and third whereas:

Whereas, The acknowledged importance of counselors play in the success of students contrasts directly with the precipitous decline in the number of counselors system-wide which can, in large part, be attributed to recent events, including the decimation of categorical funding (campuses commonly hire counselors 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, as well as 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;

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; and

Add final resolve:

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.

9.0 CURRICULUM

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

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

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

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

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

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

**9.02 S10 General Education Reciprocity Among California Community Colleges
Y, P 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 accruing unnecessary units; and

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

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

See Appendix F.

9.02.01 S10 Amend Resolution 9.02 S10

Michael Norris, Los Medanos College, Area B

Amend resolve:

Y, P

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

***9.02.02 S10 Amend Resolution 9.02 S10**

Stephanie Dumont, Golden West College

Amend third and fourth whereas:

Y, P

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

9.03 S10 Granting of Early Childhood Education AA/AS Degrees and Course Credit

Dianna Chiabotti, Occupational Education Committee

Y, P

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);

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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.

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

Y, P

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

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

Whereas, 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.

9.04.01 S10 Amend Resolution 9.04 S10
Steve Leone from Cuesta College, Area C

Y, P

Amend third whereas:

Whereas, Resolution S09 13.07 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

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

Whereas, Program student learning outcomes 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 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 SLO assessment in program review processes.

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

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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 10 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 that 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

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.

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

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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 local senates examine their colleges' 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. CCCCCO, COS, CIOs, and BOG) to make clear that attempts to dictate basic skills offerings are beyond their authority and the detrimental to the welfare of the students.

***9.07.01 S10 Amend Resolution 9.07 S10 Janet Fulks, Bakersfield College**

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges recommend discipline ~~faculty-local senates~~ examine their own ~~colleges'~~ Department's 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;

**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 be 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 does 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 these 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

See Appendix G.

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

Whereas, The Academic Senate for California Community Colleges recognizes 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);

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 systems; 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;

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Resolved, That the Academic Senate for California Community Colleges strongly oppose disproportionate reductions in humanities, fine arts, and physical education 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.

****9.09.01 S10 Amend Resolution 9.09 S10
Riley Dwyer, Moorpark College**

Amend the first resolve:

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

**10.0 DISCIPLINES LIST *Y, P*
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 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.

See Appendix H.

10.01. 01 S10 Amend Resolution 10.01 S10

Hal Huntsman, City College of San Francisco, Area B

Amend the first resolve: **N, F**

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

10.02 S09 Opposition to Equivalency to the Associate Degree for Minimum Qualifications

Yolanda Bellisimo, College of Marin, Standards and Practices

Committee **N, F**

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

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

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

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

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

See Appendix I.

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

10.03 S10 Alternatives to No Equivalency to an Associate Degree for Minimum Qualifications

Lynn Shaw, Long Beach City College, Area D

Y, Referred after passing the amendment

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 alternative solutions that may be viable; and

Whereas, The Academic Senate for California Community Colleges should take the lead in creating a new Associate of Arts Degree in Career and Technical Education teacher education;

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 preserves the quality of CTE programs and departments until research can be completed on the implications that allowing no equivalency to an associate degree might have on apprenticeship programs and discipline areas where faculty within the field have external state and/or federal certification or licensure.

***10.03.01 S10 Amend Resolution 10.03 S10**

Michelle Grimes-Hillman, Mt. San Antonio College

Add last whereas:

Y, P

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*.

R

10.04 S10 Maintaining the Current Minimum Qualifications

Barbara Croteau, Santa Rosa Junior College, Area B

Y, R

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 degree and six years of experience;

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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 degree were not allowed;

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

***10.04.01 S10 Amend Resolution 10.04 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.

****10.04.02 S10 Amend Resolution 10.04 S10**
Yolanda Bellisimo, 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.

10.05 S10 Title 5 §53410 Minimum Qualifications for Instructors of Credit Courses, Counselors, and Librarians Clarification
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

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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 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 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.

****10.05.01 S10 Amend 10.05 S10**

Wheeler North, San Diego Miramar College

Amend the first and second resolve:

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

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

Whereas, Having faculty minimum qualifications included in Title 5 makes maintaining them more difficult; and

Whereas, Positions currently in Title 5, such as learning assistance faculty, Disabled Student Programs and Services (DSPS) counselor, Extended Opportunity Programs and Services (EOPS) counselor and noncredit faculty, are integral and essential components of the California community colleges' mission;

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

****10.06.01 S10 Amend Resolution 10.06 S10
Mark Wade Lieu, Ohlone College**

Amend second whereas:

Whereas, Some faculty positions currently in Title 5, 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 are integral and essential components of the California community colleges' mission; and

Amend first whereas:

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

Amend the resolved:

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.

**13.0 GENERAL CONCERNS ? P
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;

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

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

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

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

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

13.02 S10 Understanding Student Accumulation of "Excess Units" Y, P **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.

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

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

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

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

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

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

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 System 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, Faculty have determined that in order to document student progress and success, indicators of P = pass, NP = No Progress or No Pass, and MW = Military Withdrawal must be vetted and agreed upon; and

Whereas, A recent survey indicated the approval of these progress indicators beginning as a pilot from Summer 2010 through the academic year of 2010-2011, with planned full implementation in Fall 2011;

Resolved, That the Academic Senate for California Community Colleges pursue any necessary changes in Title 5 and Board of Governors' policies to enable full implementation of noncredit progress indicators beginning in Fall 2011.

***13.04.01 S10 Amend Resolution 13.04 S10**

Andrea Sibley-Smith, North Orange County CCD-Noncredit

Replace the third whereas:

~~Whereas, Faculty have determined that in order to document student progress and success, indicators of P=pass, NP= No Progress or No Pass, and MW= Military Withdrawal must be vetted and agreed upon; and~~

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

Replace the fourth whereas:

~~Whereas, A recent survey indicated the approval of these progress indicators beginning as a pilot from Summer 2010 through the academic year of 2010-2011, with planned full implementation in Fall 2011;~~

Whereas, This recent survey of noncredit faculty and administrators also indicated support for a voluntary pilot with a goal of implementation 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;

Add a new first resolve:

Resolved, That the Academic Senate for California Community Colleges develop a taskforce of primarily noncredit faculty and administrators representing all noncredit areas and other representatives, as appropriate, to research options and develop progress indicators, implementation strategies, prioritize and address accountability issues as soon as possible, continuing into the 2010-11 academic year;

Add a new second resolve:

Resolved, That the Academic Senate for California Community Colleges develop a voluntary pilot using interim noncredit indicators with a goal of Summer 2010 continuing into 2010-11 academic year, with results to be used as research information for the taskforce and others; and

Revise the original resolve:

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

**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.

**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;

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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.

***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 UC and the CSU 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 has 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 our educational partners ways in which all of us can seek to support those historically underserved students who have been displaced by the 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.

20.0 STUDENTS

20.01 S10 Textbooks Y, P 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;

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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 web site;

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 web site devoted to alternative resources on textbook acquisition.

21.0 VOCATIONAL EDUCATION *Y, P* ***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

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 college's CTE programs so senates can ensure they represent the needs of all the college programs when participating in governance activities.

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.

**Overturning Prior Resolution 4.02 F09
Don Gauthier, Los Angeles Valley College**

Whereas, Legislation provides a foundation for Title 5 regulation; and

Whereas, Resolution 4.02 F09 restricts the Academic Senate for California Community Colleges from participating in ongoing discussions regarding the “transfer” degree;

Resolved, That the Academic Senate for California Community Colleges overturn its previous position on resolution 4.02 F09 in which 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.”

CCLC Note: BP 3900 is a new template intended to replace BP 5550 titled Speech: Time, Place, and Manner. This document was moved from Chapter 5 (Student Services) to Chapter 3 (General Institution) because speech activity applies to students, employees, and community members. BP 3900 is a modification of the language from the old BP 5550, designed to make clear that the certain areas of the colleges will be treated as free speech areas for all segments of the community, consistent with developing law, but at the same time assure that other areas of the college will not necessarily be opened for free speech activity.

This new template is consistent with current jurisprudence on the First Amendment. This new version will be less susceptible to modifications that change their intent, while still assuring that districts have rules that are constitutionally sound.

NOTE: Whenever legally required language recommended in the templates is altered, local district legal counsel review should be sought. In addition, Districts that have worked with their local legal counsel to develop good versions of speech policies do not need to change them to conform with this new template. (CCLC 2/10 update)

BP ~~5550~~ 3900 Speech: Time, Place and Manner

References:

Education Code Sections 76120, and 66301

Students, employees, and members of the public shall be free to exercise their rights of free expression, subject to the requirements of this policy.

The college of the District is open to the public. However, the college is a non-public forum and designated **public forums available for the exercise of expression by students, employees, and members of the public** space that is generally available for use by students or the community is **are** subject to limits by the District and must be reserved.

The Superintendent/President shall enact such administrative procedures, as are necessary to reasonably regulate the time, place and manner of the exercise of free expression in the **designated** limited public forums.

~~Students shall be free to exercise their rights of free expression, subject to the requirements of this policy.~~

The administrative procedures promulgated by the Superintendent/President shall not prohibit the right of students to exercise free expression, including but not limited to the use of bulletin boards ~~designated for such use~~, the distribution of printed materials or petitions in those parts of the college designated as areas generally available to students and the community, and the wearing of buttons, badges, or other insignia, except when that speech is defamatory, obscene, libelous or slanderous according to current legal standards, or which incites others as to create a clear and present danger of the commission of unlawful acts on district property or the violation of district policies or procedures, or the substantial disruption of the orderly operation of the District. The District can prohibit forms of speech, which violates this section. (Educational Code 76120)

Nothing in this policy shall prohibit the regulation of hate violence **directed at students in a manner that denies their full participation in the educational process (Education Code Section 66301(e))**, so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California Constitution. Students may be disciplined for harassment, threats, **or** intimidation, ~~or hate violence~~ unless such speech is constitutionally protected.

See Administrative Procedure #5550

Adopted: 2/6/06

Revised: 9/10/07

Revised: