

43rd SPRING SESSION RESOLUTIONS
FOR DISCUSSION AT PLENARY SESSION
April 14 - 16, 2011



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

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1.0 ACADEMIC SENATE

1.01 S11 Outreach and Recruitment Committee

Julie Withers, Butte College, Nominations Ad Hoc Committee

Whereas, The Academic Senate for California Community Colleges Nominations Ad Hoc Committee has been charged with expanding the pool of faculty volunteers for Academic Senate committees and other related statewide service;

Whereas, The work of the Nominations Committee has focused on identifying new ways to make faculty across the state aware of opportunities for statewide service and communicating the nature and benefits of the various service opportunities; and

Whereas, The name “Nominations,” although a reference to the Academic Senate’s “Nomination to Serve” form, does not reflect the work or the charge of the Committee;

Resolved, That the Academic Senate for California Community Colleges change the name of the “Nominations Ad Hoc Committee” to “Outreach and Recruitment Committee” in order to make the role of this Ad Hoc Committee more prominent; and

Resolved, That the Academic Senate for California Community Colleges consider making the Nominations Ad Hoc Committee, potentially renamed as the Outreach and Recruitment Committee, a standing committee when fiscal circumstances improve.

1.02 S11 Resolution for a Cost Benefit Analysis of Printing the *Rostrum* **Morrie Barembaum, Santiago Canyon College, Area D**

Whereas, The *Rostrum* is a publication of the Academic Senate for California Community Colleges and features important research and articles for the faculty at member institutions of the Academic Senate for California Community Colleges;

Whereas, The current budget situation has resulted in funding cuts to individual colleges as well as to the Academic Senate for California Community Colleges itself; and

Whereas, The Academic Senate has engaged in several efforts to “go green,” including placing supplementary material online (e.g., “How Green Is the Senate?” *Rostrum*, December 2010);

Resolved, That the Academic Senate for California Community Colleges research, review, and publish the costs of printing and mailing the *Rostrum* to the member colleges no later than the Fall 2011 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges research alternate methods to disseminate the *Rostrum* that are budget and environment conscious and report these findings no later than the Fall 2011 Plenary Session.

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5.0 BUDGET AND FINANCE

5.01 S11 Metrics and Performance Based Funding

Michelle Pilati, Rio Hondo College, Futures Ad Hoc Committee

Whereas, Senate Bill 1143 (Liu, 2010; now in Education Code §84502) called for a task group to identify metrics for performance based funding, and the group is well on its way in developing such metrics;

Whereas, The metrics being discussed include progress metrics (e.g., accumulating a certain number of units, advancing from basic skills to transfer courses), as well as achievement metrics (e.g., earning a certificate or degree), but, as of yet, little consideration has been given to metrics intended to ensure the provision of services that support student success;

Whereas, The Academic Senate for California Community Colleges maintains a long-standing opposition to the notion of performance based funding but at the same time needs to provide guidance to its representatives on the SB 1143 Student Success Task Group and to permit them to participate fully in the development of the least problematic metrics possible; and

Whereas, SB 1143 makes it clear that performance based funding will be developed with or without the support of faculty, and that law could adversely impact base funding;

Resolved, That the Academic Senate for California Community Colleges participate in discussions regarding performance based funding, asserting that any such proposed funding modifications should be additive and above base funding;

Resolved, That the Academic Senate for California Community Colleges advocate for development and consideration of metrics that are intended to incentivize the provision of student support services given that such services are necessary to ensure the success of all students as well as to improve academic progress and completion; and

Resolved, That the Academic Senate for California Community Colleges assert that the best approach to increase all measures of student success is to support students in meeting their goals and that colleges should be incentivized to ensure the provision of such services.

5.02 S11 Incentives to Encourage Effective Student Behaviors for Success

Debbie Klein, Gavilan College, Futures Ad Hoc Committee

Whereas, Colleges have taken an active role in student success by supporting and encouraging students to complete courses, obtain degrees, and prepare for transfer;

Whereas, Student success is a partnership between colleges and students, where students themselves have a responsibility in their success and control over many of the factors that will lead to success;

Whereas, Data indicate that participating in such incentives as educational planning, early assessment, and attending college full time can positively affect success; and

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Whereas, Various incentives (e.g., priority registration) can be effective in encouraging students to take advantage of and engage in the activities that will lead to their success;

Resolved, That the Academic Senate for California Community Colleges urge local senates to identify and, where possible, implement incentives that encourage students to engage in academically sound behaviors that would increase the likelihood of success in college; and

Resolved, That the Academic Senate for California Community Colleges support the use of academically sound incentives that would benefit students and increase the likelihood of students successfully completing courses, obtaining degrees and certificates, and preparing for transfer.

5.03 S11 Oppose Potential Permanent Elimination of all Categorical Funding David Morse, Long Beach City College, Futures Committee

Whereas, Various individuals and constituencies within the California Community College System have proposed temporary flexibility regarding compliance with requirements related to allocation of funding for categorical programs;

Whereas, Categorical programs were originally established because of a need to ensure that certain support services would be guaranteed; and

Whereas, The proposed temporary flexibility regarding expenditures for categorical programs could easily result in permanent reductions in categorical funding;

Resolved, That the Academic Senate for California Community Colleges assert that flexibility regarding expenditures for categorical programs degrades local commitments to ensure the success of all students;

Resolved, That the Academic Senate for California Community Colleges continue to advocate for restoration of full categorical funding to meet the mandates for categorical programs; and

Resolved, That the Academic Senate for California Community Colleges oppose growth funding that would provide access to more students absent the provision of appropriate support services to promote the success of all students.

5.03.01 S11 Amend Resolution 5.03 S11 Erik Kaljumagi, Mt. San Antonio College, Area C

Resolved, That the Academic Senate for California Community Colleges ~~assert that~~ oppose flexibility regarding expenditures for categorical programs because it degrades local commitments to ensure the success of all students;

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6.0 STATE AND LEGISLATIVE ISSUES

6.01 S11 Community College Fees

Kale Braden, Cosumnes River College, Futures Ad Hoc Committee

Whereas, The 1960 California Master Plan for Higher Education expressed the intent that access and affordability are the principles on which California public education stands;

Whereas, Based on these principles the Academic Senate for California Community Colleges has a long-standing position against fees for public higher education, a position that unfortunately has not been upheld by the Legislature;

Whereas, Given the current budget crisis in California, conversations at all levels of government and agencies both within and outside of California are focused on an increase in student fees; and

Whereas, Fee increases are almost certain to occur over the next several years, and faculty in California community colleges should have a voice in the discussion of these increases other than blanket opposition;

Resolved, That the Academic Senate for California Community Colleges recognize that our historical opposition to student fees is not feasible in the current fiscal crisis; and

Resolved, That the Academic Senate for California Community Colleges encourage participants in fiscal and other discussions to advocate for the lowest possible student fees in order to maintain the greatest possible access for students in California community colleges.

Please note that this resolution may overturn previously established positions, a matter that can be raised and considered during resolution discussions and voting.

6.01.01 S11 Amend Resolution 6.01 S11

Peter Dill, Cuesta College, Area C

Strike the first resolve.

6.02 S11 The Role of the Legislative Analyst Office

Dianna Chiabotti, Napa Valley College, Executive Committee

Whereas, The Legislative Analyst's Office (LAO) provides a review and analysis of the operations and finances of state government to the Legislature and is the office that acts as the main nonpartisan resource in fiscal matters to legislators and their staff members;

Whereas, The LAO has historically made recommendations about education in its publications, such as "The 2011-12 Budget: Prioritizing Course Enrollment at the Community Colleges"; and

Whereas, Many of the LAO recommendations are simplistic and they ignore many complex aspects of the California Community College System and individual districts;

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Resolved, That the Academic Senate for California Community Colleges remind local senates that the Legislative Analyst's Office is a nonpartisan fiscal and policy advisor and not a decision-making body and as such does not create state mandates;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to critically review the LAO reports and engage in collegial discussions about their recommendations and the potential application to their local college; and

Resolved, That the Academic Senate for California Community Colleges ask local senates to communicate with their local administrators, boards, and legislators that the LAO is a nonpartisan fiscal and policy advisor and not a decision-making body and as such does not create state mandates.

6.03 S11 Title 5 Regulations Limiting Education Units Stephanie Dumont, Golden West College, Executive Committee

Whereas, California State University (CSU) system Title 5 §40409 is decades old and pre-dates the integrated teacher preparation program articulation agreements that have proliferated throughout the California Community College System since the year 2000;

Whereas, The current Title 5 regulations limit the number of education units a student may take at a community college to six that can count toward the baccalaureate degree, when currently there are articulation agreements between campuses that allow up to 12 units;

Whereas, CSU campuses have sought out these articulation agreements and assisted in the development of community college teacher education programs that serve as prerequisites to credential programs and that articulate with transfer to the CSU integrated teacher preparation programs; and

Whereas, As a result of this limitation, many community colleges have chosen to disguise their teacher education courses with the discipline titles of "child development" or "counseling" courses and articulated them as teacher education courses in order to not have students penalized later, and there is concern that the policy is inconsistently applied throughout the CSU system;

Resolved, That the Academic Senate for California Community Colleges work with its CSU faculty partners to amend Title 5 §40409 as follows:

40409. Community College Credit.

A maximum of 70 semester units earned in a community college may be applied toward the degree, with the following limitations:

(a) No upper division unit credit may be allowed for courses taken in a community college.

(b) ~~No more than six semester units in education courses taken in a community college may be applied toward the baccalaureate degree or the professional preparation requirements of a teacher education basic credential program.~~

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6.04 S11 E-Transcripts **Jon Drinnon, Merritt College, Telecommunications and Technology Advisory Committee**

Whereas, Assembly Bill (AB) 1056 (Fong, February 18, 2011) calls for the establishment of an electronic student transcript record-keeping and transmission system for all California community colleges (CCC) that will allow student transcripts to be transferred internally and externally by secure electronic means;

Whereas, Such a system (which is already operational in a pilot form - <http://etranscriptca.org/>) will likely reduce operational costs, expedite the transfer of student transcripts, and increase record portability;

Whereas, AB 1056 (Fong, February 18, 2011) is written to mandate CCC participation contingent upon funding from one-time state, federal, or philanthropic sources; and

Whereas, An electronic student transcript record-keeping and transmission system would allow for the development of additional system-wide research tools and would provide for the development of new services for students, such as the ability to interface these records with articulation data systems such as ASSIST to create self-directed career and education exploration and planning tools;

Resolved, That the Academic Senate for California Community Colleges support developing an electronic student transcript record-keeping and transmission system for all California community colleges as currently called for in Assembly Bill (AB) 1056 (Fong, February 18, 2011), providing there is adequate ongoing funding.

6.05 S11 System Advocacy and Priorities **Richard Mahon, Riverside City College, Area D**

Whereas, The fiscal crisis in California threatens the future of California community colleges as never before;

Whereas, Budget shortfalls at the system, district, and college level threaten the ability of California community colleges to fulfill even their core missions as envisioned in the 1960 Master Plan;

Whereas, Meeting the challenges posed by the current fiscal crisis will require collaboration and creativity on the scale of that which led to the development and passage of Assembly Bill (AB) 1725 (1989); and

Whereas, The need for faculty leadership and coordinated advocacy on behalf of California community colleges is greater than ever before;

Resolved, That the Academic Senate for California Community Colleges reach out to other leadership groups, including but not limited to the Faculty Association of California Community Colleges, statewide faculty unions, and administrative groups to communicate its concerns regarding the fiscal crisis of its colleges to state political leaders and others;

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Resolved, that the Academic Senate for California Community Colleges initiate a conversation about ‘outside the box’ ideas for addressing the fiscal and planning challenges facing the California community colleges

Resolved that the Academic Senate for California Community Colleges explore all possible alternatives for making the case for adequately funding the California community colleges to the Legislature and the people of California.

6.06 S11 Oppose Shift of CCC Credit Instruction to a Pay-for-Service Model Educational Policies

Kevin Bontenbal, Cuesta College, Area C

Whereas, Current law and regulation limit community college fee-for-service instruction to community and contract education;

Whereas, Assembly Bill (AB) 515 (Brownley, February 15, 2011) proposes to allow local community college boards the authority, “without approval of the board of governors, to establish and maintain an extension program offering credit courses,” to permit colleges to collect a local fee for services for providing credit instruction to students the college is unable to serve via state apportionment; and

Whereas, While colleges cannot meet the demand for instruction from their funded allocation, a likely consequence of AB 515 as currently proposed would be to provide justification to the Legislature to further reduce public funding for community colleges to meet the educational needs of their local communities by requiring colleges to shift even more instruction to a fee-for-service model;

Resolved, That the Academic Senate for California Community Colleges oppose Assembly Bill (AB) 515 (Brownley, February 15, 2011) and any initiative that would further shift the use of the human, physical, technology, or fiscal resources to a fee-based system that provides access only to those who can afford higher fees.

Bill language: http://leginfo.ca.gov/pub/11-12/bill/asm/ab_0501-0550/ab_515_bill_20110215_introduced.pdf

6.07 S11 Support for Credit Instruction Extension Program **Eric Oifer, Santa Monica College, Area C**

Whereas, Proposition 98 guarantees state apportionment for credit community college instruction, and current law and regulation limit community college fee-for-service instruction to community and contract education;

Whereas, Assembly Bill (AB) 515 (Brownley, February 15, 2011) proposes to allow local community college boards to provide credit courses not currently supported by state apportionment

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to California community colleges due to the imposed “workload reduction” and to charge a fee for those courses so as to ensure they are self-funded;

Whereas, The “workload reduction” imposed by the California Legislature and the California Community Colleges Chancellor’s Office, as well as the California State University plan to reduce its enrollment by 10,000 students beginning in the 2011-2012 academic year, will deny access to tens if not hundreds of thousands of community college students across the state, many of whom have already turned to private for-profit colleges in order to take the courses they were denied; and

Whereas, Extension credit classes would be open to the public, would require that extension credit classes augment regular course offerings and not supplant regular course offerings, and would be developed in accordance with Education Code and Title 5 regulations governing community college credit courses;

Resolved, That the Academic Senate for California Community Colleges support Assembly Bill (AB) 515 (Brownley, February 15, 2011) as a mechanism to expand student access and to broaden pathways to transfer, degree completion, and workforce training even in the face of severe, externally imposed reductions in course offerings; and

Resolved, That the Academic Senate for California Community Colleges, in order to protect the quality of the offerings, advise local academic senates to participate in those aspects of the implementation of AB 515 that fall within the 10+1 under Title 5 §53200.

Bill language: http://leginfo.ca.gov/pub/11-12/bill/asm/ab_0501-0550/ab_515_bill_20110215_introduced.pdf

Please note that this resolution may overturn previously established positions, a matter that can be raised and considered during resolution discussions and voting.

8.0 COUNSELING

8.01 S11 Title 5 Change to Clarify the Role of Advisors and Paraprofessionals in Counseling

Lisa Romano, City College of San Francisco, Counseling and Library Faculty Issues Committee

Whereas, The counseling discipline requires professional education and training at the master’s level leading to appropriate counseling knowledge, competencies, and skills and is a faculty discipline included in the state approved *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (Disciplines List);

Whereas, The Academic Senate for California Community Colleges adopted in Fall 1994 *The Role of Counseling Faculty in California Community Colleges*, which affirms the professional role of counseling faculty;

Whereas, The Fall 1994 paper draws distinctions between the role of counseling faculty and the appropriate uses of non-faculty professionals, sometimes known as counselor assistants, information technicians, or educational advisors; and

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Whereas, Title 5 regulations do not clearly delineate or specify limitations on the use of advisors or paraprofessionals in counseling, and some districts are blurring the roles of professional counseling faculty and misusing advisors and/or paraprofessionals in the discipline;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 language to be more explicit in defining the appropriate use of advisors and paraprofessionals in the discipline of counseling as defined in the Academic Senate adopted paper *The Role of Counseling Faculty in California Community Colleges*; and

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to ensure that the distinctions between the role of counseling faculty and the appropriate uses of non-faculty paraprofessionals, sometimes known as counselor assistants, information technicians, or educational advisors, are being adhered to on their campuses.

9.0 CURRICULUM

9.01 S11 College Level Examination Program (CLEP) Exam Equivalency List Estela Narrie, Santa Monica College, Transfer and Articulation Committee

Whereas, Resolution 9.04 F10 "College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements" called for the development of a suggested system-wide policy template regarding the use of CLEP exam scores for meeting associate degree general education requirements for local consideration and potential adoption;

Whereas, Title 5 regulations outline specific general education area requirements that each college must include for the associate degree (Title 5 §55063, Minimum Requirements for the Associate Degree), and an increasing number of students, including many enlisted military personnel, are requesting general education credit based on CLEP exam scores;

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

Whereas, An overwhelming majority of Articulation Officers throughout the California Community College System support the development of a California community college general education (CCC GE) CLEP exam score equivalency list that is aligned with the California State University (CSU) GE CLEP exam score equivalency lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to adopt and implement the proposed CCC GE CLEP exam score equivalency list.

See Appendix A

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9.02 S11 Cap on Total Units **Don Gauthier, Los Angeles Valley College, Educational Policies Committee**

Whereas, The Legislative Analyst's Office (LAO) has recommended a lifetime cap on publicly-funded community college units (see "The 2011-12 Budget: Prioritizing Course Enrollment At the Community Colleges"), arguing that some students exploit the status quo by accumulating units to meet individual learning goals unrelated to transfer or workplace needs;

Whereas, The LAO's recommendations (1) make no distinction between kinds of units earned (basic skills, transfer, career technical education), (2) lack clarity about the impact of the recommendation on students with units earned at four-year colleges, (3) make no provision for students needing re-training to maintain employability in a rapidly changing working environment, (4) fail to acknowledge that academic programs vary widely in the amount of lower division preparation that is appropriate, (5) do not recognize the special circumstances that occur for students enrolled in high unit majors, and (6) could result in a denial of services to re-entry students;

Resolved, That the Academic Senate for California Community Colleges oppose any cap on units that might penalize or impede the progress of students whose academic goals serve the public interest in promoting higher degree attainment, workplace readiness, and lifelong learning.

(LAO paper can be found at
http://www.lao.ca.gov/analysis/2011/highered/ccc_course_enrollment_012011.pdf)

9.02.01 S11 Amend Resolution 9.02 S11 **Kim Harrell, Folsom Lake College, Area A**

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges oppose any cap on units that ~~might penalize or impede the progress of~~ does not include allowance for local waiver options for students whose academic goals serve the public interest in promoting higher degree attainment or workplace readiness.

9.03 S11 Eliminate Repeatability for "Activity" Courses **Richard Mahon, Riverside City College, Educational Policies Committee**

Whereas, Title 5 §55041 describes the types of courses that may be repeatable, including the often misunderstood "activity" course (§55041(c) (2) (B)), and the concept of repeatable courses is confusing and is often incorrectly applied at many colleges;

Whereas, Students should be encouraged to progress to more challenging levels of course content, and faculty can develop sequences of courses with beginning, intermediate, and advanced levels where students can demonstrate their proficiency at more advanced levels of a body of knowledge; and

Whereas, The data on repeatable courses show that students complete these courses in diminishing numbers over multiple opportunities, demonstrating that while opportunities exist for students to repeat "activity" courses several times, students do not avail themselves of these options;

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Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 regulations that eliminates the category of “activity” courses in Title §55041(c) (2) (B) and the option of repeatability for such courses.

See Attachment 1 for Title 5 §55041.

9.04 S11 Defining Repeatable Visual and Performing Arts Courses Aimee Myers, Sierra College, Curriculum Committee

Whereas, Students majoring in the visual and performing arts, typically the disciplines of music, dance, and theater, are required to participate in ensembles or performance groups every semester in order to prepare and qualify for transfer;

Whereas, Most students majoring in art must develop portfolios of work for exhibition, and the portfolios are accumulated by repeating certain course experiences prior to transfer; and

Whereas, The time commitment for students participating in performance courses (for dance or theatre productions or ensemble music groups) is sufficiently high such that students would be participating in only one such course each semester, and universities expect students to have four performance experiences prior to transfer;

Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 §55041 to limit repeatability in visual and performing arts performance ensemble, production, or art portfolio courses to three repeats so that a student may have only four experiences in ensemble or production performances or art portfolio;

Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 §55041 to disallow repeats of sequential courses within a course sequence (piano, voice, acting, ballet, drawing, painting, etc.) except for the final course in a sequence, which may be repeated in order to allow for a student to have four experiences within the sequence; and

Resolved, That the Academic Senate for California Community Colleges recommend that counselors advise curriculum committees and discipline faculty on the transferability of visual and performing arts sequential courses.

9.04.01 S11 Amend Resolution 9.04 S11 Erik Shearer, Napa Valley College, Area B

Amend second whereas:

Whereas, Most students majoring in art must develop portfolios of work to apply for transfer to the University of California system and private art schools and to apply for exhibitions, and these portfolios must demonstrate the students’ ability to create conceptually and materially sophisticated artwork beyond what is produced to fulfill the requirements for standard major transfer preparation courses for exhibition, and the portfolios are accumulated by repeating ~~certain~~ course experiences within a specific medium prior to transfer; and

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Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 §55041 to limit repeatability in ~~visual and performing arts~~ music, theatre, and dance performance ensemble and production courses or ~~art portfolio~~ in studio arts courses designed to guide students in the development of work suitable for a transfer or exhibition portfolio ~~courses to~~ three repeats so that a student may have only four experiences in ensemble, production performances, or in courses designed for art portfolio production;

9.05 S11 Defining Repeatability in Physical Education Courses

Aimee Myers, Sierra College, Curriculum Committee

Whereas, Repeatability of physical education (PE) courses may be important for a select group of students, especially student athletes and students of adaptive PE, but, in general, students planning to transfer or complete degree requirements do not need to repeat courses in a specific sport or exercise style;

Whereas, Different levels of a sport or exercise/fitness style, such as beginning, intermediate, and advanced classes, are valuable because student skills and knowledge can best be improved by allowing students to experience a course that matches their abilities, and colleges should continue to offer separate courses for each skill level of a sport or exercise/fitness experience; and

Whereas, Three levels of skill and knowledge in sports and exercise/fitness experiences, specifically beginning, intermediate and advanced, can be reasonably defined and communicated to students;

Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 §55041 that eliminates repeatability of physical education courses except for intercollegiate athletics courses in the competition season for the sport, intercollegiate athletics training courses for the off-season, physical education courses required for ongoing professional certification, and adaptive physical education courses;

Resolved, That the Academic Senate for California Community Colleges recommend limiting the levels of physical education courses to three: beginning, intermediate and advanced; and

Resolved, That the Academic Senate for California Community Colleges recommend that counselors advise curriculum committees and discipline faculty on the transferability of physical education courses.

9.05.01 S11 Amend Resolution 9.05 S11

Brook Oliver, Sierra College, Area A

Amend first whereas:

Whereas, Repeatability of physical education (PE) courses may be important for ~~a select group of~~ students, especially student athletes and students of adaptive PE; ~~but in general,~~ students looking to become proficient in skill development; students pursuing wellness knowledge and practice,

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especially in areas of lifelong health that would include obesity prevention, stress management and other lifestyle preventable illness; students planning to transfer into Kinesiology (the seventh largest major in California State University system); or complete degree requirements; do not need to repeat courses in a specific sport or exercise style;

Amend third whereas:

Whereas, Three levels of skill and knowledge in sports and exercise/fitness experiences, specifically beginning, intermediate and advanced, can be reasonably defined by a Statewide Board of Professional Physical Educators (CCCPE) and communicated to students identified in the curriculum;

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 §55041 that ~~eliminates~~ clarifies repeatability of physical education courses identified in the curriculum by the Statewide Board of Professional Physical Educators (CCCPE) to be deemed repeatable, except for including intercollegiate athletics courses in the competition season for the sport, intercollegiate athletics training courses for the off-season, and adaptive PE courses;

Amend second resolve:

Resolved, That the Academic Senate for California Community Colleges recommend a standard limit on the levels of physical education courses to three—beginning, intermediate and advanced—and that those courses that for pedagogical reasons are not deemed suitable for division into beginning, intermediate, and advanced levels be reviewed by the Statewide Board of Professionals Physical Educators (CCCPE) for appropriate repeatability designation; and

9.06 S11 Repeatable Courses John Gerhold, Bakersfield College, Area A

Whereas, Numerous factors contribute to the fact that a high percentage of California community college students take longer than two years to complete a degree or transfer, including the need to attend college part-time in order to work to support themselves, the need to remediate basic skills in order to successfully complete transfer-level courses, and (in the case of music majors) the need to complete a rigorous, unit-intensive set of lower-division courses as required by transfer institutions and to develop skills demanded in the workplace;

Whereas, The inclusion of experienced, skilled performers greatly enhances the quality of a performance group, which means repeating students are an essential part of the learning environment in any such endeavor, contributing to the success of the other participating students;

Whereas, Performance groups regularly consist of both performing arts majors and non-majors, and that arrangement is beneficial to the participating individuals, the performance group as a whole, and to society in general both by providing cultural experiences for the surrounding community and by fostering a well-rounded and culturally engaged citizenry; and

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Whereas, Limiting the repetition of performance courses to only four semesters and/or denying non-majors the ability to repeat such courses in the same manner as majors ignores the reality that many students will stay at a community college longer than two years and seriously undermines the quality and viability of those performance courses;

Resolved, That the Academic Senate for California Community Colleges support existing Title 5 language interpreted to allow repetition for credit beyond four semesters in delineated performing arts courses and support that such Title 5 language applies to all students regardless of major.

9.07 S11 Course Repeatability and Title 5 Changes Kathy O'Connor, Santa Barbara City College, Area C

Whereas, Assembly Bill (AB) 1725 (1989) assigns primacy over curriculum decisions to the Academic Senate for California Community Colleges, and the Legislative Analyst's Office (LAO), which has no authority over curriculum, has recommended curriculum changes concerning repeatability in several disciplines;

Whereas, There has been no organized statewide discussion of any Title 5 changes that affect repeatability in any discipline with the affected faculty;

Whereas, There should be no changes to Title 5 curriculum sections without full consultation with the discipline faculty who implement that curriculum; and

Whereas, Financial recommendations should never be the driving force behind curriculum changes;

Resolved, That the Academic Senate for California Community Colleges hold discipline group meetings prior to the Fall 2011 Plenary Session to discuss the issue of repeatability and determine what data and information are needed to make the proper pedagogical decisions; and

Resolved, That the Academic Senate for California Community Colleges bring recommendations for potential changes and clarifications to Title 5 on repeatability to the Fall 2011 Plenary Session prior to proposing any changes regarding repeatability.

9.08 S11 Adopt *Implementing Content Review for Communication and Computation Prerequisites Paper* Beth Smith, Grossmont College, Curriculum Committee

Whereas, Implementation of a rigorous content review process is necessary for application of communication or computation prerequisites on courses in other disciplines; and

Whereas, Faculty have requested assistance on expanding content review processes for interdisciplinary prerequisites, along with examples of processes, data, and suggested conversation starters to begin a comprehensive review of course outlines of record;

Resolved, That the Academic Senate for California Community Colleges adopt *Implementing Content Review for Communication and Computation Prerequisites*.
See Appendix B

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9.09 S11 Local Senate Oversight of All College Offerings Lesley Kawaguchi, Santa Monica College, Executive Committee

Whereas, Curriculum offered by a community college is the purview of faculty according to Title 5 §53200, and the regulation does not distinguish between curriculum developed for credit, noncredit courses, or community service offerings when establishing faculty purview;

Whereas, Many colleges are increasing the community service offerings for students because of demand or compliance and as an alternative to cutting courses and sections from college offerings;

Whereas, Students may be confused by credit and noncredit courses and community service offerings with similar titles and purposes but different results in terms of units earned or requirements satisfied; and

Whereas, While a shift from credit to noncredit courses or community service offerings can be done appropriately in some curriculum and discipline areas, oversight of all curriculum offered by the college continues to need review and acknowledgement by the curriculum committee or academic senate;

Resolved, That the Academic Senate for California Community Colleges urge caution when colleges shift curriculum from credit to noncredit, since not all coursework can be adapted from one form to another and continue to be appropriate or compliant; and

Resolved, That the Academic Senate for California Community Colleges recommend that local senates propose board policies that include a review of community service offerings by the local senate or curriculum committee to ensure that the offerings are appropriate and do not conflict with credit and noncredit courses, that enrollment is managed, and that messages to students about the differences between community service offerings and the regular credit and noncredit courses are clearly spelled out.

9.10 S11 Accelerated Basic Skills David Morse, Long Beach City College, Executive Committee

Whereas, Recent efforts to accelerate basic skills sequences to help students transition more quickly to college and transfer level work have been receiving significant attention from individuals, official bodies, and other groups inside and outside the California Community College System;

Whereas, Many of the proposals and projects for accelerating basic skills instruction claim initial significant success, but the data used to support such claims are often limited in terms of sample size or are questionable in terms of design and the manner in which these data are compiled;

Whereas, Some of the proposals for accelerating basic skills instruction may include valid pedagogical suggestions, but such proposals and potential curricular modifications should not be implemented until they are scrutinized carefully and evaluated on pedagogical and qualitative grounds not only by local discipline faculty but also by statewide or national discipline organizations

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such as the English Council of California Two-Year Colleges, the College Reading and Learning Association, and the American Mathematical Association for Two-Year Colleges; and

Whereas, Nearly all proposals and projects regarding acceleration of basic skills instruction require additional funding for aspects of the programs such as expanded counseling, tutoring, and supplemental instructor contact outside of class, and thus the implementation of such programs would likely be delayed, ineffective, and detrimental to students without guarantees of significant additional funding that is unlikely to be provided in the current budget situation;

Resolved, That the Academic Senate for California Community Colleges urge local senates and colleges to exercise caution when discussing the acceleration of basic skills instruction, to analyze critically the statistical sufficiency and design methods of the accelerated sequence, and to ensure that discipline faculty carefully consider the qualitative and pedagogical aspects of all such proposals before any such program is implemented.

See Accelerating the Academic Achievement of Students Referred to Developmental Education available at <http://ccrc.tc.columbia.edu/Publication.asp?UID=867>.

9.10.01 S11 Amend Resolution 9.10 S11 Julius Thomas, Rio Hondo College, Area C

Add final resolve:

Resolved, That the Academic Senate for California Community Colleges support data driven pilot studies that explore new paradigms which meet the needs of all community college students.

9.11 S11 Increasing Completion through Accelerated Basic Skills Sonja Franeta, Laney College, Area B

Whereas, Nationwide studies from the Community College Research Center have documented that long developmental class sequences have high attrition rates, resulting in students never reaching their educational goals (transfer, associate degrees); ninety percent of students who begin three or more levels below college math never complete a college-level math course; seventy six percent of remedial reading students who begin three or more levels down never complete a college-level English course;¹ and Black and Latino students in California are disproportionately placed into the lowest developmental levels and therefore more likely to fail to complete college-level courses;²

Whereas, Longer sequences include more exit points where students can fall away by not passing a course or not persisting to the next course, guaranteeing that the pool of students becomes exponentially smaller at each level;³

Whereas, Accelerated programs nationwide have demonstrated significant promise for improving the rates at which developmental students complete college-level coursework, and these models have been advocated by many scholars, including MacArthur Fellow Uri Treisman;⁴ and

Whereas, Accelerated models that have reduced units allow the potential for students to complete basic skills sequences within the existing 30 unit federal limit for financial aid;

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Resolved, That the Academic Senate for California Community Colleges urge local senates and colleges to actively pursue professional development in the area of remedial education and revise curriculum in order to reduce attrition in developmental sequences, increase the rates at which students complete college-level courses in English and math, and support students to reach their longer term educational goals.

¹ Bailey, T., Jeong, D.W., Cho, S.W. (December 2008). Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges (CCRC Working Paper No. 15). New York: Community College Research Center, Teachers College, Columbia University. (Revised November 2009).

² Perry, M.; Bahr, P.R.; Rosin, M.; & Woodward, K.M. (2010). Course-taking patterns, policies, and practices in developmental education in the California Community Colleges. Mountain View, CA: EdSource. Available at http://www.edsource.org/iss_research_communitycollege.html.

³ Hern, K., with Snell, M. (June/July 2010). "Exponential Attrition and the Promise of Acceleration in Developmental English and Math." *Perspectives*. Berkeley, CA: RP Group. Available at <http://www.rpgroup.org/resources/accelerated-developmental-english-and-math>.

⁴ Edgecombe, N. (February 2011). Accelerating the Academic Achievement of Students Referred to Developmental Education. CCRC Working Paper No. 30. Community College Research Center, Teachers College, Columbia University: New York. <http://ccrc.tc.columbia.edu/Publication.asp?UID=867> See also resources and links at <http://3csn.org/developmental-sequences/>; and the Statway project of the Carnegie Foundation for the Advancement of Teaching <http://www.carnegiefoundation.org/statway>.

9.12 S11 Support for Transfer Model Curriculum Stephanie Dumont, Golden West College, SB 1440 Intersegmental Curriculum Workgroup

Whereas, Intersegmental faculty, working through the Academic Senates for California Community Colleges and California State University (CSU), and the C-ID System have begun to develop Transfer Model Curriculum (TMCs) for many of the most frequent transfer majors so that colleges will comply with the mandates in Senate Bill 1440 (Padilla, 2010; now California Education Code §66745-66749);

Whereas, Students benefit from the development of TMC-aligned degrees because they are able to prepare for multiple CSU campuses simultaneously, and the state benefits from TMC-aligned degrees due to a streamlined approval process and, effectively, a statewide articulated degree; and

Whereas, State-wide coordination is critical as state support for higher education decreases and competition for both community college courses and admission into the CSU increases;

Resolved, That the Academic Senate for California Community Colleges urge local senates to use the Transfer Model Curricula (TMCs) as they develop their local degrees; and

Resolved, That the Academic Senate for California Community Colleges recommend that all of the approved Transfer Model Curricula (TMCs) be displayed in ASSIST.

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9.12.01 S11 Amend Resolution 9.12 S11 Erik Kaljumagi, Mt. San Antonio College, Area C

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges urge local senates to ~~use~~ consider the Transfer Model Curricula (TMCs) as one option in they development of their local degrees for transfer; and

9.13 S11 Curriculum Opportunities for Physical Education, Kinesiology and Athletics Programs Kim Harrell, Folsom Lake College, Area A

Whereas, Physical education, kinesiology, and athletics courses provide health, wellness, educational, and competitive opportunities for students, yet courses in these disciplines have come under increasing scrutiny by the Legislative Analyst's Office;

Whereas, Many for-credit courses in physical education, kinesiology, and athletics are transferrable to the California State University (CSU) and the University of California systems, satisfy general education requirements for transfer, and are part of both discipline and interdisciplinary career technical education certificates and degrees for completion and/or transfer;

Whereas, Activity courses comprise a portion of the core requirements for the proposed kinesiology associate for transfer degree, which is currently the seventh most popular transfer major to the CSU system; and

Whereas, Completion of degrees and certificates and transfer have become the hallmark of student success;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to review their curriculum in physical education, kinesiology, and athletics to identify opportunities for embedding such courses into career technical education certificates and degrees for completion and/or transfer; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to educate college constituents, boards, and policy makers about the value of physical education, kinesiology, and athletics courses in meeting workforce and transfer needs.

9.14 S11 Research on Student Success of Community College Athletes Kim Harrell, Folsom Lake College, Area A

Whereas, Physical education, kinesiology, and athletics courses have come under increasing scrutiny by the Legislative Analyst's Office;

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Whereas, Pilot research indicates that student athletes have higher GPAs, better persistence, greater course success rates, and greater unit completion rates and carry heavier unit loads than the general student body population; and

Whereas, Athletics programs cannot exist without physical education and kinesiology courses which support student athletes;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to collect data regarding student athletes' success; and

Resolved, That the Academic Senate for California Community Colleges compile data regarding student athletes' success to develop a white paper defending the value of physical education, kinesiology, and athletics programs that foster student success.

9.15 S11 Study of the 18-Unit Major/Area of Emphasis Requirement for an Associate Degree David Beaulieu, Los Angeles Community College District, Area C

Whereas, The 18-semester-unit minimum requirement in a major/area of emphasis for an associate degree was adopted in Title 5 in the early 1980s, and since that time there has been no reexamination by the Academic Senate for California Community Colleges regarding the need for this specific minimum unit total;

Whereas, The Fall 2005 Academic Senate for California Community Colleges paper *What Is the Meaning of a California Community College Degree?* does not mention a specific major unit total but instead speaks generally about students acquiring focused study in an academic area as an aspect of an associate degree, and the Fall 2006 Academic Senate for the California Community Colleges resolution 13.02 (Opposition to Associate Degrees based Solely on IGETC and CSU GE Breadth) reiterates existing Title 5 language regarding the minimum of 18-units in a major/area of emphasis but does not present a justification as to why that particular total is required;

Whereas, With the passage of SB 1440 (Padilla, 2010), California community colleges are required to create associate degrees for transfer to the California State University starting in Fall 2011, and the 18-unit minimum requirement in a major/area of emphasis could force students to take a significant number of courses not needed to complete their transfer requirements; and

Whereas, The California Community Colleges Transfer Center Directors and Articulation Officers, the faculty most expert in the area of transfer, have expressed serious reservations as to the wisdom of maintaining 18 units in a major/area of emphasis for degrees developed to meet the needs of our transfer students;

Resolved, That the Academic Senate for the California Community Colleges form a task force, including transfer center directors and articulation officers, to conduct a focused study of the 18-semester-unit major/area of emphasis requirement for an associate degree intended for transfer preparation and report its findings and recommendations at the Spring 2012 Plenary Session.

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10.0 DISCIPLINES LIST

10.01 S11 Disciplines List – Health

Wheeler North, San Diego Miramar College, Executive Committee

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the following proposed change in the Disciplines List for Health:

Master's in health science, health education, biology, nursing, physical education, *kinesiology*, *exercise science*, dietetics, or nutrition **OR** Bachelor's in any of the above **AND** Master's in public health, or any biological science **OR** the equivalent.

See Appendix C

10.02 S11 Disciplines List – Accounting

Wheeler North, San Diego Miramar College, Executive Committee

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the following proposed change in the Disciplines List for Accounting:

Master's in accountancy or business administration with accounting concentration **OR** Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis **AND** Master's in business, business administration, business education, *economics*, taxation, or finance **OR** the equivalent.

(NOTE: A Bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5 §53410.1.).

See Appendix C

10.03 S11 Disciplines List – Classics

Wheeler North, San Diego Miramar College, Executive Committee

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the following proposed change in the Disciplines List for Classics:

Add new Master's discipline
Master's in classics OR a bachelor's in classics AND a master's in history (with a concentration in ancient Mediterranean areas), English literature, comparative literature, classical archaeology OR the equivalent.

See Appendix C

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10.04 S11 Disciplines List – Art History Wheeler North, San Diego Miramar College, Executive Committee

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the following proposed change in the Disciplines List for Art History:

Add new Master's discipline.

Masters in Art History, History of Art and Architecture, or Visual Culture/Visual Studies; OR Bachelors in Art History and Masters in History; OR Masters in Art with a recorded emphasis or concentration in Art History OR the equivalent.

See Appendix C

10.05 S11 Disciplines List – Military Studies Wheeler North, San Diego Miramar College, Executive Committee

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the following proposed change in the Disciplines List for Military Studies:

Add new non-Master's discipline.

Discipline

Military Studies

Areas also included in the discipline

Military Science

(Note: the professional experience required for this discipline must be in the military paygrade of E-7 or above); and

See Appendix C

10.06 S11 Disciplines List – Theater Arts Wheeler North, San Diego Miramar College, Executive Committee

Resolved, That the Academic Senate for California Community Colleges recommend that the following proposed Discipline List change for Theater Arts not be forwarded to the Board of Governors for adoption:

Master's or Master of Fine Arts in drama/theater arts/performance OR Bachelor's or Bachelor of Fine Arts in drama/theater/performance AND Master's in comparative literature, English, speech, oral communications, literature, or humanities OR the equivalent.

See Appendix C

10.07 S11 Disciplines List – Sustainability Wheeler North, San Diego Miramar College, Executive Committee

Resolved, That the Academic Senate for California Community Colleges recommend that the following proposed Discipline List change for Sustainability not be forwarded to the Board of Governors for adoption:

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Add new Master's discipline.

Master's in sustainability, biology or environmental science, philosophy, peace studies, sociology, or geology OR the equivalent.

See Appendix C

10.08 S11 Disciplines List – Peace Studies **Wheeler North, San Diego Miramar College, Executive Committee**

Resolved, That the Academic Senate for California Community Colleges recommend that the following proposed Discipline List change for Peace Studies not be forwarded to the Board of Governors for adoption:

Add new Master's discipline.

Master's in peace studies, peace and justice studies, conflict resolution and mediation, English, biology, philosophy, anthropology, sociology, history, and political science OR the equivalent.

See Appendix C

10.09 S11 Disciplines List – Futures Studies **Wheeler North, San Diego Miramar College, Executive Committee**

Resolved, That the Academic Senate for California Community Colleges recommend that the following proposed Discipline List change for Futures Studies not be forwarded to the Board of Governors for adoption:

Add new Master's discipline.

Master's in futures studies OR master's degree in anthropology, political science, sociology, computer science, economics, environmental science, or peace studies OR the equivalent.

See Appendix C

10.10 S11 Disciplines List – Ethnic Studies **Wheeler North, San Diego Miramar College, Executive Committee**

Resolved, That the Academic Senate for California Community Colleges recommend that the following proposed Discipline List change for Ethnic Studies not be forwarded to the Board of Governors for adoption:

Master's in the ethnic studies field OR A master's in American Studies/Ethnicity, Latino Studies, La Raza Studies, Central American Studies, Latin American Studies, Cross Cultural Studies, Race and Ethnic Relations, Asian-American Studies, and in African-American Studies OR, the equivalent OR see interdisciplinary studies.

See Appendix C

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10.11 S11 *Support the Change to the Disciplines List for Education* Morrie Barembaum, Santiago Canyon College, Area D

Whereas, Significant articulation agreements for teacher education courses have been approved between multiple community colleges and many California State University and University of California campuses, including advanced work on C-ID Descriptors and the Transfer Model Curriculum for Elementary Education;

Whereas, The university teacher education programs want assurance that the individuals teaching the courses at the community college level have advanced degrees in Education appropriate to teaching for the teacher education programs, including having held a valid K – 12 teaching credential with K-12 teaching experience;

Whereas, The qualifications specified in the proposed change to the disciplines list for Education reflect the requirements specified in Program Standard 4.2.3 and 4.2.4 of the Commission on Teacher Credentialing Teacher Education Accreditation Council, which grants approval to the university programs; and

Whereas, To maintain the articulation and integrity of the courses and the Transfer Model Curriculum that serve as prerequisites to the university teacher preparation programs, these qualifications must be guaranteed;

Resolved, That the Academic Senate for California Community Colleges support and forward a proposal to make the following changes to the Disciplines List for Education to the Board of Governors:

Master's in education, *teaching*, *OR Master's in a recognized K -12 subject matter*; *OR* the equivalent *AND hold or have held a state-approved K-12 teaching credential*.

Resolved, That the Academic Senate for California Community Colleges urge colleges that have inadvertently aligned courses such as “supplemental instruction” or other basic skills support courses under the discipline of Education be encouraged to review their campus disciplines list alignment and find the appropriate discipline qualifications for these courses.

10.12 S11 *Disciplines List – Education* Wheeler North, San Diego Miramar College, Executive Committee

Resolved, That the Academic Senate for California Community Colleges recommend that the following proposed Discipline List change for Education not be forwarded to the Board of Governors for adoption:

Master's in education, *teaching OR Master's in a recognized K-12 subject matter*, **OR** the equivalent **AND hold or have held a state approved K-12 teaching credential**.

See Appendix C

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10.13 S11 Associate Degree Equivalency Guidelines Wheeler North, San Diego Miramar College, Area D

Whereas, Many California Community Colleges struggle with determining equivalencies to the associate degree;

Whereas, Single course equivalency, eminence, equivalence to coursework, and other equivalency issues are serious and consistent problems for faculty across the state; and

Whereas, In the absence of established policies, faculty are often forced to defend decisions about equivalency without clearly defined guidelines;

Resolved, That the Academic Senate for California Community Colleges produce a process of consultation similar to the biannual disciplines proposal process leading to guidelines for locally establishing standards with suitable criteria for determining equivalencies to the associate degree; and

Resolved, That the Academic Senate for California Community Colleges present proposed guidelines for locally establishing standards with suitable criteria for determining equivalencies, including model practices, at a breakout by the Fall 2013 Plenary Session.

10.14 S11 Supplemental Learning Assistance and Tutoring Center Coordinator Minimum Qualifications Wheeler North, San Diego Miramar College, Area D

Whereas, Title 5 §53415 includes a note that allows colleges to hire supplemental learning assistance and tutoring center coordinators who do not meet minimum qualifications if the colleges do not collect apportionment for the instruction that occurs in supplemental learning labs and tutoring centers (*§53415 Minimum qualifications do not apply to tutoring or learning assistance for which no apportionment is claimed*);

Whereas, Supplemental learning assistance and tutoring center instructors/coordinators provide critical instruction, supervision, and training to both tutors and students within the supplemental learning assistance labs and tutoring centers, and the learning that occurs in these environments is no less significant in terms of the rigor and quality needed to ensure student success;

Whereas, During these fiscal times where enrollment is impacted statewide, colleges typically do not collect this apportionment so these faculty do not have to meet minimum qualifications; and

Whereas, Title 5 §53403 provides that “a governing board . . . may continue to employ a person to teach in a discipline” after a change to the minimum qualifications, so changes to the qualifications for supplemental learning assistance and tutoring center coordinators would not affect existing employees;

Resolved, That the Academic Senate for California Community Colleges work to eliminate the provision in Title 5 that allows colleges to hire faculty as supplemental learning assistance and tutoring center coordinators when those faculty do not meet minimum qualifications for those positions.

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13.0 GENERAL CONCERNS

13.01 S11 Need for Behavioral Intervention Teams

Claudia Habib, Fresno City College, Equity and Diversity Action Committee

Whereas, Despite the fact that studies have disputed the claim that individuals suffering from mental illness are more prone to committing violence, the tragedy in Tucson, Arizona reminded all of us in the community college system that our students come to us with varying backgrounds and a myriad of needs that in many cases go undetected before they arrive at our campus doors;

Whereas, Two states violently impacted by the acts of students with mental health challenges, Virginia and Illinois, legally require threat assessment/behavioral intervention teams (BIT), and the National Behavioral Intervention Team Association estimates about 1600 college campuses currently have such teams;

Whereas, Dwindling student services funding and a deeply ingrained stigma against people suffering from psychological disorders have contributed to colleges' lack of preparedness in serving students with mental health needs; and

Whereas, Colleges should recognize that a sole department, such as health services, Disabled Student Programs and Services (DSP&S), or general counseling, is not adequately staffed to provide the necessary breadth of support to students with psychological disabilities, and that campuses with a BIT that includes representation from areas such as health services, DSP&S, counseling, veterans' services, and public safety are much better prepared to respond to students with mental health needs, and that evidence shows BITs partnering with community mental health organizations are particularly successful;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates to encourage their campuses to create a Behavioral Intervention Team that includes at a minimum representation from health services, DSP&S, counseling, public safety, veterans' services, and community mental health (e.g., National Alliance for Mental Illness, county mental health);

Resolved, That the Academic Senate for California Community Colleges disseminate to the field the findings and recommended effective practices of "A Survey of Mental Health Practices in California Community Colleges" (Conrad 2010) and the Health Services Association of California Community Colleges (HSACCC) Consortium 2007 and 2010 System-wide Assessment based on the National College Health Assessment by the American College Health Association; and

Resolved, That Academic Senate for California Community Colleges provide information highlighting effective practices taking place on community college campuses for serving students with mental health needs.

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13.02 S11 Tutoring Centers and Supplemental Learning/Instruction **Ray Sanchez, Fresno City College, Standards and Practices Committee**

Whereas, Resolution 10.01 F08 called for the Academic Senate to “clarify the scope and intent of the minimum qualifications for Learning Assistance and Learning Skills Coordinators or Instructors (Title 5 53415) and publish the results as soon as possible”;

Whereas, After a lengthy examination of the supplemental learning/instruction related regulations and Chancellor’s Office guidelines, it has become clear that there are a number of inconsistencies and unanswered questions with respect to what is allowed and what is practiced by local colleges regarding issues such as minimum qualifications, enrollment and apportionment methods, supervision and instruction, course linking, and grade assignment authority; and

Whereas, Because of the recent emphasis on student success and basic skills that has highlighted supplemental learning/instruction and tutoring as a means to improve student success, colleges have expanded the use of these options;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to identify best practices for allowable enrollment and apportionment methods, supervision and instruction, course linking, grade assignment authority, and other unanswered or unclear parameters in the areas of supplemental learning/instruction and tutoring centers.

13.03 S11 Democracy Commitment **Gregory Anderson, De Anza College, Area B**

Whereas, The existence of the California community colleges is a direct expression of the State of California's commitment to one of the basic tenets of democracy, that of providing for an educated public;

Whereas, The faculty of the California community colleges embrace the fundamental conviction that our students deserve to be full participants in the democratic process; and

Whereas, "The Democracy Commitment" is a national community college initiative to provide a necessary platform for the "development and expansion of programs and projects aimed at engaging community college students in civic learning and democratic practice”;

Resolved, That the Academic Senate for California Community Colleges endorse "The Democracy Commitment" as a project through which our many campus and local senates may pursue programs and initiatives that support the democratic learning and engagement of our students;

Resolved, That Academic Senate for California Community Colleges commit to further the aims of the "The Democracy Commitment" in general and to consider coordination and cooperation with other state academic senates in a nationwide leadership effort; and

Resolved, That the Academic Senate for California Community Colleges produce an action-oriented guide furthering the aims of "The Democracy Commitment" for use by the California community

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colleges, addressing curriculum as well as other activities for students, faculty, staff and administrators, with an initial draft of this guide available for review at the Spring 2012 Plenary Session.

15.0 INTERSEGMENTAL ISSUES

15.01 S11 Reciprocity for TMC Courses in Associate Degrees for Transfer

Johnnie Terry, Sierra College, Transfer and Articulation Committee

Whereas, Senate Bill (SB) 1440 (Padilla, 2010) mandates the creation of associate degrees for transfer (AA-T and AS-T) that include a minimum of 18 units in a major or field of emphasis, and community colleges throughout California are currently in the process of developing these degrees;

Whereas, The Academic Senate for California Community Colleges, in coordination with California State University, is developing Transfer Model Curricula (TMCs) that local colleges can use in the creation of the AA-T and AS-T degrees in order to provide some consistency and structure, and the TMCs allow local colleges freedom to make appropriate alterations within that structure and to include transferable local courses within the discipline that may not exist at other colleges;

Whereas, Many students take courses at multiple community colleges or start at one college and finish at another, and therefore students may begin a transfer degree at one community college and then find that courses they have taken in good faith toward that degree no longer apply when they move to another college, which is a significant issue given the 60-unit restriction for the AA-T and AS-T degrees; and

Whereas, A reciprocity policy regarding major requirements for the AA-T and AS-T degrees would eliminate unnecessary repetitions of classes and thereby reduce college costs, would allow students broader educational opportunities given that different colleges possess differing course offerings, would reduce the amount of local workload created by the circulation of student petitions, and would help students complete their degrees in a more expeditious and effective manner;

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to adopt a reciprocity policy for courses contained in the TMC for the associate degrees for transfer.

15.02 S11 Mandatory Student Success Courses in Associate Degrees for Transfer

Cynthia Rico Bravo, San Diego Mesa College, Student Success Task Force

Whereas, Many students enter California community colleges with limited knowledge and preparation not only in academic areas but also in terms of time management, study skills, and other areas that impact academic performance, and these students would therefore benefit from student success courses that would help them to develop such skills;

Whereas, The associate degrees for transfer created under Senate Bill (SB) 1440 (Padilla, 2010) do not allow for additional requirements beyond the established general education transfer plans and major or area of emphasis requirements, and therefore colleges currently cannot require student success courses as an aspect of the transfer degrees;

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Whereas, Discussions at the state level, including those of the Chancellor's Office Student Success Task Force in response to SB 1143 (Liu, 2010), have acknowledged the importance of student success courses and have even suggested the possibility that such courses should be a requirement for students; and

Whereas, Development of a position on the issue of mandatory student success courses should be driven by faculty rather than non-faculty;

Resolved, That the Academic Senate for California Community Colleges explore the potential positive and negative impacts of making student success courses (i.e., those that facilitate the development of skills that foster student success, such as time management and study skills) a mandatory aspect of community college education in California, conduct a survey of local senates, and, based on these findings, permit the Executive Committee to either support or oppose the addition of a student success course to associate degrees for transfer should such a change become a proposal from the Chancellor's Office Student Success Task Force prior to the Fall 2011 Plenary Session.

15.03 S11 Common Baseline Indicator of Readiness for College-Level Mathematics and English
Richard Mahon, Riverside City College, Executive Committee

Whereas, The three segments of California public higher education have come to agreement on the competencies needed by students to be successful in college-level mathematics and English, which are expressed in the Intersegmental Committee of Academic Senates (ICAS) documents *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities* (Spring 2002) and *Statement on Competencies in Mathematics Expected of Entering College Students* (April 2010);

Whereas, The competencies indicate the need for early recognition of preparation in mathematics and English in high school to be prepared for college level work and to take seriously the assessment mechanisms to place into college level courses; and

Whereas, There is significant pressure from Legislature and national initiatives for California community colleges to move to a set of common assessment instruments for placement into mathematics and English;

Resolved, That the Academic Senate for California Community Colleges support the work of community college faculty and their higher education colleagues at the University of California and California State University to correlate the Intersegmental Committee of Academic Senates (ICAS) competency statements for English and mathematics to any future statewide set of common assessment instruments in order to provide a baseline indicator of minimum preparation for college-level work to high school students; and

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Resolved, That the Academic Senate for California Community Colleges encourage local senates to disseminate ICAS-derived information about preparing students for college during high school to their local area high schools.

15.04 S11 Oppose the Inclusion of Local and State-mandated CSU Graduation Requirements Julie Bruno, Sierra College, Executive Committee

Whereas, California Education Code (CEC) §66748, which outlines the requirements for associate degrees for transfer as created under Senate Bill (SB) 1440 (Padilla, 2010), states that “The California State University may require a student transferring pursuant to this article to take additional courses at the California State University so long as the student is not required to take any more than 60 additional semester units or 90 quarter units at the California State University for majors requiring 120 semester units or 180 quarter units”;

Whereas, CEC §66746 establishes that a student shall be deemed eligible for transfer into a California State University baccalaureate program when the student has completed 60 semester units or 90 quarter units that are eligible for transfer to the California State University (CSU), including both of the following:

- (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education-Breadth Requirements.
- (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district;

Whereas, While Senate Bill (SB) 1440 (Padilla, 2010) and CEC §§66745 - 66749 have been interpreted to mandate that California community colleges are not permitted to require students to complete additional courses as local graduation requirements, both those that are locally determined and those established to meet existing Title 5 mandates, but no formal determination has been made with respect to the CSU system; and

Whereas, CSU has a Title 5 mandate that includes a six-unit American History and Institutions graduation requirement, and some CSU campuses impose additional lower-division local graduation requirements, such as competency in a foreign language;

Resolved, That the Academic Senate for California Community Colleges acknowledge the legislative intent of Senate Bill (SB) 1440 as it seeks to simplify transfer pathways by establishing a 60-unit community college degree as a means of gaining priority access to the CSU;

Resolved, That the Academic Senate for California Community Colleges welcome the participation of the CSU Academic Senate and faculty representatives in the identification of the components of a degree intended for transfer but maintain the primacy of the California community college faculty in determining the content of community college degrees; and

Resolved, That the Academic Senate for California Community Colleges, in keeping with the intent of the Legislature in passing SB 1440, oppose any efforts by the CSU to force the inclusion of local

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and state-mandated CSU graduation requirements into the units to be completed at the California community colleges and deem the need to fill such requirements as an inappropriate reason for determining that a California community college degree is not “similar” to a CSU degree.

18.0 MATRICULATION

18.01 S11 Priority Registration

Paul Setziol, De Anza College, Educational Policies Committee

Whereas, Governmental agencies, including the Legislative Analyst’s Office (LAO), and external organizations have recommended a priority registration system to provide maximum benefit to those students whose educational goals are most closely aligned with the goals of the 1960 Master Plan (basic skills, transfer, and career and technical education);

Whereas, In a time of extreme reductions to public funding of community colleges that threatens the role of community colleges as open access institutions, colleges may wish to prioritize resources for those students whose educational goals are most closely aligned with the core mission of the California community colleges;

Whereas, Most colleges will already need to make difficult curricular and enrollment management decisions in light of pending budget cuts; and

Whereas, Priority registration is a complex tool, requiring awareness of existing educational commitments to the needs of local college communities as well as significant local computer programming expertise;

Resolved, That the Academic Senate for California Community Colleges explore state and local needs regarding registration priorities, engage in conversations about any changes, and make recommendations about enrollment priorities.

18.02 S11 Drop/Withdrawal Policies

Don Gauthier, Los Angeles Valley College, Educational Policies Committee

Whereas, Current Title 5 regulation §55024 allows students to withdraw from a course between the census date to 75% of the way through a course with a grade of "W" that does not affect the student's grade point average and further allows districts to set a local withdrawal deadline any time within that timeframe;

Whereas, Later withdrawal dates may encourage students to attempt courses for which they are not well prepared to succeed, and excessive withdrawals may negatively impact students’ academic progress and may displace other qualified students from courses;

Whereas, Financial aid incentivizes students to remain in courses even though they may not be achieving success or making progress; and

Whereas, External stakeholders are increasingly concerned with the demand that late withdrawal policies place on fiscal resources and are therefore recommending changes to enrollment and withdrawal policies;

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Resolved, That the Academic Senate for California Community Colleges encourage colleges to adopt policies that place withdrawal dates no later than half-way through the course or at another early date in the term to encourage students to commit to a course, to ensure that they are prepared through meeting pre- or co-requisites, and to purchase textbooks and course materials; and

Resolved, That the Academic Senate for California Community Colleges urge that regulations continue to allow students the flexibility to withdraw from classes up to 75% of the way through the academic term due to documented extenuating circumstances.

18.02.01 S11 Amend Resolution 18.02 S11 Don Gauthier, Los Angeles Valley College, Area C

Add first resolve:

Resolved, That the Academic Senate for California Community Colleges request that local senates establish best practices and guidelines for faculty on ways to provide feedback to students on their progress sooner and more frequently throughout courses;

18.03 S11 Collecting Drop/Withdrawal Data Don Gauthier, Los Angeles Valley College, Area C

Whereas, Students drop or withdraw from courses for a variety of reasons, both academic and non-academic;

Whereas, Low retention rates are often looked upon negatively without sufficient data to indicate that the reasons students drop classes are beyond the control of the faculty or college;

Whereas, Concerns have been raised about excessive withdrawals and multiple attempts to succeed in a course or program and the potential this creates to preclude the enrollment of other students, not to mention the concomitant fiscal impacts; and

Whereas, Most colleges do not capture data on the reasons students drop/withdraw from courses, and the collection and analysis of such data would provide valuable insights into student behavior and motivation that could lead to better policies for student retention and success, enrollment management, and improved fiscal performance;

Resolved, That the Academic Senate for California Community Colleges strongly encourage colleges to require that students indicate their reasons for dropping/withdrawing from courses in a manner that guarantees student and faculty privacy and confidentiality; and

Resolved, That the Academic Senate for California Community Colleges gather and make available data regarding the reasons for student drops/withdrawals to ensure that the reasons students drop/withdraw from courses, including those factors which are beyond the control of faculty and/or colleges, are more clearly understood.

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18.04 S11 Academic Credit for Veterans and Military Service Members Duane Short, San Diego Miramar College, Area D

Whereas, United States veterans from all branches of military service learn skills and often have educational experiences while serving in the military that may be comparable to associate- or baccalaureate-level coursework; and

Whereas, Service Members Opportunity Colleges (SOC), which was created in 1972 to address the need to provide educational opportunities for service members, has worked with the American Council on Education (ACE) to pursue the goal of helping veterans achieve their higher education goals by working with colleges and setting standards to help military members and veterans with course credit, especially to avoid excessive loss of previously earned credit and coursework duplication; and

Whereas, SOC and ACE seek to obtain recognition and use of the ACE Guide to the Evaluation of Educational Experiences in the Armed Services in evaluating and awarding academic credit for military training and experience, and, in accordance with the recommendations listed in the guide, currently fifty California community colleges apply credit for educational experiences during military service toward the associate degree while all 23 California State University (CSU) campuses apply credit for educational experiences during military service toward the baccalaureate degree; and

Whereas, Credit by exam is an established process for awarding credit to students who have not taken a given course but who wish to demonstrate comparable skills and knowledge through an examination process that may include written, oral, or skill demonstration components;

Resolved, That the Academic Senate for California Community Colleges urge local senates to apply credit for educational experiences during military service toward the associate degree – including the fulfillment of general education, major coursework, and other degree requirements – in accordance with the recommendations listed in the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services;

Resolved, That the Academic Senate for California Community Colleges provide training on the use of the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed Services by enlisting assistance from colleges that are already using it to apply credit toward the associate degree; and

Resolved, That the Academic Senate for California Community Colleges encourage colleges to offer credit by exam for veterans wishing to demonstrate comparable skills and understanding of course content through examination means established by discipline faculty.

<http://www.militaryguides.acenet.edu/>

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21.0 VOCATIONAL EDUCATION

21.0 S11 Career Technical Education (CTE) -- Effective Practices

Nancy Jones, Coastline College, Occupational Education Committee

Whereas, The Senate's adopted 2002 paper *Toward A Perspective On Workforce Preparation and Economic Development* provides an overview of career technical education (CTE) in California and makes recommendations for CTE, but it does not provide guidance about how to implement them; and

Whereas, Resolution 21.01 S10, "Career Technical Faculty Participation," called for strategies to ensure CTE faculty participation in local governance and increase awareness of CTE issues in local representation;

Resolved, That the Academic Senate for California Community Colleges provide guidance for implementing the recommendations contained in the 2002 paper *Toward A Perspective On Workforce Preparation and Economic Development*.

ATTACHMENT 1

§ 55041. Repeatable Courses.

(a) The district policy and procedures on course repetition adopted pursuant to section 55040 may designate as repeatable courses only those courses described in this section.

(b) If a district permits repetition of courses regardless of whether substandard academic work has been recorded, repetition shall be permitted, without petition, in instances when such repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment. Such courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times. The governing board of a district may establish policies and procedures requiring students to certify or document that course repetition is necessary to complete legally mandated training pursuant to this subdivision.

(c) The district policy adopted pursuant to section 55040 may also designate courses of the types described in this subdivision as repeatable courses, subject to the following conditions:

(1) The district must identify the courses which are to be repeatable, and designate such courses in its catalog.

(2) The district must determine and certify that each identified course is one in which either:

(A) the course content differs each time it is offered; or

(B) the course is an activity course where the student meets course objectives by repeating a similar primary educational activity and the student gains an expanded educational experience each time the course is repeated for one of the following reasons:

(i) Skills or proficiencies are enhanced by supervised repetition and practice within class periods;
or

(ii) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

(3) Activity courses which may qualify as repeatable courses meeting the requirements of paragraph (2)(B) of this subdivision include, but are not limited to the following:

(A) Physical education courses; or

(B) Visual or performing arts courses in music, fine arts, theater or dance.

(4) foreign language courses, ESL courses and nondegree-applicable basic skills courses are not considered “activity courses” for purposes of paragraph (2)(B) of this subdivision).

(5) The district must develop and implement a mechanism for the proper monitoring of such repetition.

(6) Students may repeat a course pursuant to this subdivision for not more than three semesters or five quarters. For purposes of this subdivision, semesters or quarters include summer or intersessions.

(7)(A) Except as provided in subparagraph (B) of this paragraph, where a college establishes several levels of courses which consist of similar educational activities, the repetition limitation in paragraph (6) of this subdivision applies to all levels of courses that involve a similar primary educational activity regardless of whether the repetitions reflect multiple enrollments in a single course or in multiple courses involving the same primary activity.

(B) Visual or performing arts courses in music, fine arts, theater or dance which are part of a sequence of transfer courses are not subject to subparagraph (A) of this paragraph.

(d) When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student's grade point average.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70902 and 76000, Education Code.

HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).
2. Amendment of section heading and section filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).