

Mathematics Department
Dual Enrollment
Appeal for Senate Support

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Senate Address

10/19/2022

Dear Senators,

Thank you for allowing me to address you today on behalf of the Math Department. We all know data plays a central role in story-telling. BC is celebrating a return to pre-pandemic enrollment. Take note: Since 2019 students 17 or younger have increased 44% while everyone older decreased 8%. Clearly, dual enrollment is a pillar of BC's growth mindset.

The math department understands the potential efficacy of a robust dual enrollment program and would love to see it thrive. Therefore, we submit to this body our department standards. These standards were inspired by NACEP, the sole dual/concurrent enrollment accrediting body. These standards were developed collaboratively between members of the BC math department with consultation from the faculty association. These standards were voted upon anonymously with near unanimous support.

After years of relentless pressure - from administrators, program directors, and, lately, even this body's president- we are begging your support. First is the question of minimum qualifications. The question is simple. Does the Master of Arts in Teaching Mathematics from CSU Bakersfield meet the State's minimum qualifications? The answer is clear. Lest there be any confusion, I appeal to the source - CSU Bakersfield. In the letter I now submit, CSUB states that, by design, the degree is equivalent to neither a Master's in Math Education nor a Master's in Mathematics.

Now Calculus. Let's be clear - there are math faculty ready to teach Calculus in the high schools. But this option is supposedly rejected by KHSD. Our DE course offerings are approved by anonymous department vote. The department has overwhelmingly voted to not offer Calculus at this time. The reasons are simple yet vast.

1. Students and teachers alike testify their courses are not college-level.
2. Professors testify basic course materials are not available until months into the course.
3. Professors testify to enrollments after census.
4. Teachers testify to pressure to inflate grades and relax standards.
5. Instructor evaluation is forbidden.
6. UC and CSU math chairs voice grave concerns over farming out CIDs.

A math course on a BC transcript means something very specific. It is our professional obligation to ensure its meaning maintains its value.

This Senate President has told us to compromise our professional ideals for the sake of image and to fall in line with the admin's growth mindset for dual enrollment. So long as the BC emblem is printed on a transcript we will protect the integrity of every math grade therein. We refuse to deceive our colleagues at the CSU and UC campuses.

And so I leave you with an open question: Will you, the president, and members of the academic senate support the math department's professional standards for Dual Enrollment? Will you support our well-reasoned and thoroughly researched stance on minimum qualifications? Will you support our well-reasoned and thoroughly researched recommendation to postpone a Dual Enrollment Calculus? These recommendations come from our faculty but are for our students.

Thank-you.

Minimum Qualifications

Discipline and Areas	Paraphrased CCR Citation	Minimum Qualifications	CEC / CCR Code
Mathematics		Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent	

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Letter from CSUB Mathematics



CSU Bakersfield

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October 16, 2022

To Whom It May Concern:

I have recently been asked about the “purpose” of the CSUB Master’s Degree program in Mathematics. Hopefully, by writing this letter I can clarify some misconceptions.

Formally, the graduates of the program earned a degree with the title: Master of Arts in the Teaching of Mathematics. The program was designed to accommodate students who were themselves already teaching Mathematics in high school. Many of these students did not have an undergraduate degree in Mathematics, but had become high school math teachers via some other path. Therefore some of the CSUB Master’s program classes reviewed material that is often covered in the more advanced classes of a standard Mathematics Bachelor’s Degree and consequently did not cover some material that would be considered standard in most Master of Science in Mathematics programs (in order to keep it possible to finish the program in the standard 2 year period). Nonetheless, almost all the courses concentrated on mathematical content. So, despite having the word “teaching” in the title of the degree, it should not be interpreted to be a degree in mathematics education.

But because of the above, the degree should also not to be construed as equivalent to an MS in Mathematics. Actually, the CSU Chancellor’s Office, at the time, did not want CSUB to develop such a program since they felt that we would then draw students away from the existing programs in the “nearby” CSU campuses at Northridge, San Luis Obispo, and Fresno. So, the purpose of the CSUB Master’s in Mathematics was two (or more) – fold. The program was for students who wanted to study advanced mathematics but could not leave the Bakersfield area; it also filled in gaps in the knowledge of secondary mathematics teachers who did not have an undergraduate degree in mathematics, bringing them up to, and past, the level of a teacher who “only” had a standard Bachelor’s degree in Mathematics.

The people who earned their Masters of Arts in the Teaching of Mathematics should therefore be considered fully qualified to teach all math classes through the high school level.

David Gove
Professor and Chair
CSUB Mathematics Dept.

BC Mathematics Department Standards for Dual Enrollment

Rationale

In accordance with Article 4, Section E of the KCCCD faculty contract, with the express purpose of ensuring consistent quality between hired faculty and approved dual-enrollment high school instructors, the following set of standards are adopted by the Bakersfield College Department of Mathematics.

Since high school dual enrollment instructors are not paid faculty members of Bakersfield College, there is no contract language directing approval or evaluation. Until the college and partners agree on appropriate classification and the protections provided therein, we shall regard them as “approved” and subject to the demands set forth in this document.

Subject to state law regarding minimum qualifications and as representatives of a degree-granting and transfer-pathway institution we accept the onus to set forth standards that ensure parity of instruction and equity of access between instruction received on the college campus and that offered in the high schools via approved dual enrollment instructors. In particular, the M.A. in Teaching Mathematics from CSU Bakersfield is distinct in both substance and spirit from the Master’s of Math Education delineated by the State of California. Furthermore, the M.A. in Teaching Mathematics from CSU Bakersfield is not eligible for equivalency. For reference, the degree description is as follows:

This degree is designed for working mathematics teachers with a Single Subject Credential in Mathematics (from California or other state), or mathematics teachers holding a Supplementary Authorization in Elementary Mathematics to a Single or Multiple Subject Credential. The purpose of the Master of Arts in Teaching Mathematics is to enable secondary and middle school mathematics teachers to deepen their mathematical and pedagogical understanding of the mathematics of secondary school. The course of study is designed to deepen the participant’s mathematical knowledge and integrate it with his/her prior experiences and training.

The policies set forth below are inspired by national concurrent enrollment standards set forth by the national accrediting body, *National Alliance of Concurrent Enrollment Partnerships* (NACEP).

These policies are subject to administrator and union review.

These policies will be reviewed by the Math Department annually and, if deemed necessary, amended.

Approval/Hiring Standards	
Approval/Hiring 1	All high school faculty assigned to a Mathematics Dual Enrollment course must meet the minimum qualifications for any instructor teaching the course on the college campus. Specifically, these minimum qualifications are: Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent*
Approval/Hiring 2	All Math Dual Enrollment instructors not already members of the math department must apply through the adjunct pool. The interview must include a teaching demonstration.
Approval/Hiring 3	All approvals of high school faculty to teach a Mathematics Dual Enrollment course will be approved by the Math Dual Enrollment Committee, appointed by the chair. The committee will verify the following minimum qualifications are met: Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent*
Approval/Hiring 4	All approvals of high school faculty to Math Dual Enrollment courses must be approved by the chair upon the chair's verification of minimum qualifications defined by: Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent*

Faculty Standards	
Faculty 1	All faculty assigned to Dual Enrollment courses in Math must meet the minimum qualifications as defined by the state of California: Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics or mathematics education OR the equivalent*
Faculty 2	Faculty assigned to teach a Dual Enrollment Math course are assigned a tenured math faculty liaison/mentor from the math department.
Faculty 3	The math department will provide all concurrent enrollment instructors with mandatory training consisting of course philosophy, curriculum, pedagogy, and grading standards and practices. High school administrators are expected to make accommodations for their DE-approved faculty to attend.

Assessment Standards	
Assessment 1	All Dual Enrollment Math courses must be reviewed via class observation visits and syllabus/exam review by a full-time faculty member of the BC Math Department.
Assessment 2	All Syllabi must be submitted to and approved by the chair or the chair's designee(s) prior to the start of the semester.
Assessment 3	All exams given by the Dual Enrollment Math instructor must be reviewed and approved by the chair or the chair's designee(s).
Assessment 4	Dual Enrollment Math Faculty are fully protected from High School Administrations against poor student performance.
Assessment 5	Dual Enrollment Math courses are subject to review on a semester-by-semester and school site by school site basis.

Curriculum	
Curriculum 1	The modality of Dual Enrollment Math courses is subject to approval by the department chair.
Curriculum 2	Dual Enrollment Course offerings are determined by Math Department vote.
Curriculum 3	Any courses in the Associate Degree for Transfer in Mathematics degree must be taught by a full-time tenured member of the faculty willing to travel to a high school campus. We also welcome high school students to our physical campus for dedicated instruction.
Curriculum 4	All course materials must be provided to students by the first day of the class.

*The MA in Teaching Math from CSU Bakersfield does not qualify for equivalency.

National Alliance of Concurrent Enrollment Partnerships (NACEP)

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is at the intersection of college and high school, advancing quality college courses for high school students. We are the only national organization supporting programs, practitioners, and policy to advance concurrent and dual enrollment programs.

ENSURING PROGRAM QUALITY:

NACEP works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development.

SUPPORTING PRACTITIONERS AND THE FIELD:

NACEP advances the field and supports our national network of secondary, postsecondary, state agency, and partner members by being the singular source for national best practices, research, and advocacy. We share and advance knowledge through national, regional, and state-level convenings, federal policy seminars, topical webinars, published resources, and specialized technical assistance. Our annual national and regional conferences are the premier destination for college officials, high school leaders, policymakers, and researchers interested in creating an effective academic bridge between high school and college.

ADVANCING IMPACTFUL POLICY:

NACEP believes that good policy supports good practice, and good policy is evidence-informed. We leverage our organizational and membership experience and expertise to advise and advance policy informed by research, evaluation, data, and the voice of the field. We work to advance informed and inclusive state and federal policy impacting concurrent and dual enrollment. We see evidence-informed policy work as critical to ensure program quality and improve equity in program access and student engagement.

History

Now in its second decade, NACEP has emerged as the national forum for concurrent enrollment. The first national meeting of the concurrent enrollment professionals who ultimately founded NACEP was convened by Syracuse University at the American Association for Higher Education conference in March 1997. At a meeting in 1999, 20 founding institutions officially established NACEP by adopting bylaws and a mission statement.

At NACEP's national conferences, concurrent enrollment leaders from around the nation have gathered to share best practices, present research findings, and discuss state policy developments. As of May 2019, NACEP has member institutions in 48 states, including:

- 479 colleges and universities
- 79 high schools and school districts
- 43 state agencies, system offices or partner organizations

A key concern of the leaders who established NACEP was the quality of college classes offered to high school students by concurrent enrollment partnerships. NACEP's members include some of the nation's

oldest and most prominent concurrent enrollment partnerships, who share a common belief that institutions of higher education should follow certain best practices to ensure the quality of college classes taught by high school teachers.

To this end, NACEP adopted national standards in 2002 that include measurable criteria in five categories that are markers of excellent concurrent enrollment programs: curriculum, faculty, students, assessment, and program evaluation. In 2004, the first four concurrent enrollment programs were accredited after a team of peers carefully reviewed the documentation on how each program met NACEP's Standards.

There are 116 concurrent enrollment programs accredited by NACEP as of May 2020, including: 74 two-year public colleges, 35 four-year public universities, and 7 four-year private colleges and universities.

The Standards were revised in December 2009 after two years of member feedback, recommendations from experienced accreditation reviewers, and considerable deliberation by NACEP's Board of Directors. In 2016, the Accreditation Commission took on the task of revising the 2009 standards to make sure the standards continued to reflect best practices for concurrent enrollment programs. After much deliberation and feedback, the newly revised standards were passed in May 2017. A new area of focus was added the standards to include partnerships.

Email Summary of KHSD's Position on BC Faculty DE Participation

Kylie Campbell

To: Joshua Lewis; Zav Dadabhoy; Billie Jo Rice; Jessica Wojtysiak; Stephen Waller
Cc: Nick Strobel

Mon 10/17/2022 1:30 PM

Hi Joshua,

Thank you for the email. At this time, Kern High School District is not open to having BC faculty teaching courses at their high school locations during the high school day. They will only offer a BC course in one of three ways:

1. With a KHSD instructor who meets CCCC minimum qualifications is approved by the BC department and follows the BC curriculum during the high school day as a KHSD employee. This is the most preferred option from the high school, if they have an instructor who qualifies.
2. As an online collaborative model in which a high school teacher employed by KHSD agrees to collaborate with a BC faculty member to offer an online BC course to the students at the high school while the high school teacher plays a supporting role in the classroom with the students. This course is typically online asynchronous, though we have had BC faculty occasionally join the students in the classroom for a more interactive experience. I understand that asynchronous instruction is not always the best fit for a Math course, so this may not be the best option for your department.
3. Some high schools do have BC faculty teach courses on their campus outside of the high school day, but this cannot displace a teaching assignment of a high school teacher during the high school day. This option is typically only requested by high schools with complete associated degree pathways for a cohort of students who need specific courses in order to complete their degree requirement, but we may have more possibility here.

When our high school partners submit their scheduling requests, they let us know which of the three options above they want, and, in most cases, the method they request is the only one that they are interested in. As we continue these conversations about increasing dual enrollment course offerings at the high schools, we will be sure to share your willingness (happiness) to provide BC full-time faculty to the high schools.

I hope that you have a great rest of your day!

Thank you,

Kylie Campbell

Director, Outreach Services & Early College
Kern Community College District

ASCCC-Prescribed Duties for Local Senate Presidents

Part II. Your Duties as a Local Senate President

The following job description is not intended to be all-inclusive or wholly reflective of your particular college culture, nor does it reflect additional responsibilities of local senate presidents who are also part of a district senate structure. These general responsibilities have been compiled over the years as a reflection of the collective experiences of other local academic senate presidents; they recognize that their experiences--their courage under pressures, their collaboration, their omissions, their vigilance (or lack thereof) have implications not only for the local presidents who follow them but for other senate presidents across the state who later encounter similar circumstances. This list, then, offers you a starting place from which to shape questions about your new responsibilities; it should not be taken as an official job description against which you should be measured, but rather as a checklist of responsibilities others have encountered. This list is not intended to overwhelm you; indeed, many of these responsibilities may be justly delegated to others. They are, however, responsibilities that must be completed.

A. JOB DESCRIPTION FOR A LOCAL ACADEMIC SENATE PRESIDENT GENERAL DUTIES

As local senate president your duties include: Being Familiar with the Statutory Context in which the Senate Operates

- Protect and honor the governance responsibilities that include but are not limited to providing representation on all college and district committees related to Ed Code and Title 5 mandates:
 1. degree and certificate requirements
 2. curriculum including establishing pre-requisites and placing courses in disciplines
 3. grading policies
 4. faculty roles and involvement in accreditation processing including self study and annual reports
 5. educational program development
 6. standards or policies regarding students success
 7. district and college governance structures as related to faculty roles
 8. policies for faculty professional development activities
 9. processes for program review
 10. process for institutional planning and budget development
 11. others as mutually agreed upon
- Observe the letter and spirit of all applicable laws, especially the Open Meetings Acts.
- Ensure the effective participation of faculty in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.
- Identify and address regulatory issues, e.g., Education Code, Title 5, etc. as they relate to academic and professional matters and organize a faculty response in a collegial and timely manner.
- Adhere to the specific institutional responsibilities outlined in local constitution and by-laws.
- Ensure the timely publication of the senate agenda to comply with the Open Meetings Acts.
- Disseminate other documents (minutes, reports, supportive evidence, etc.) pertinent to committee or senate discussion and action.

- Implement college and district governance policies, ensuring the effective participation of other governance groups and the primacy of faculty on academic and professional matters.

Advocating for Faculty Interests

- Serve as the official spokesperson and advocate for the faculty in academic and professional matters.
- Work to resolve concerns of individual faculty members or to refer faculty members to the bargaining unit on matters of wages or working conditions.
- Provide initiative in identifying and pursuing important institutional issues.
- Meet regularly with the Superintendent/President and the Vice Presidents and with other administrative staff as needed.
- Advocate for appropriate staff development funding, and ask to have such funding called out and earmarked in appropriate grants calling for your signature.
- Archive the senate's historical records.
- Register senate endorsement of certain important documents sent to relevant authorities, e.g., Matriculation Plan, Accreditation Self-study and Annual Report.

Promoting an Effective Relationship with the Board of Trustees

- Attend and participate in meetings and retreats of the Governing Board or college administration.
- Serve as the primary source of recommendations to the Governing Board on academic and professional matters.
- Develop recommendations relating to academic and professional matters for presentation to the Board.

Maintaining Contact with the Academic Senate for California Community Colleges

- Attend and participate in the fall and spring Academic Senate Plenary Sessions, and the Area Pre-session meetings, providing for an official voting delegate.
- Interact with the Academic Senate for California Community Colleges and senates of other California community colleges.
- Attend institutes of the Academic Senate for California Community Colleges, e. g. Summer Institute for Academic Senate Leadership, and ensure that senate representatives attend other such institutes, e.g., Curriculum, Technology.
- Seek information about the deliberations of systemwide organizations that may impact California community colleges.
- Remain vigilant about legislation affecting the California community colleges.
- Ensure good relations with the bargaining agent.
- Ensure the effective participation of faculty in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.

Maintaining Effective Relationships with Other Governance Groups

- Ensure good relations with the bargaining agent.

- Work with the bargaining agent in the joint development of institutional policy, e.g., minimum qualifications and equivalencies, faculty hiring procedures, tenure review, faculty service areas, and faculty evaluation procedures.
- Work to ensure the effective participation of staff and students in the areas that have substantial effect on them.

Developing Senate Participation and Leadership

- Conduct orientations of new faculty to explain the functions of the local senate.
- Meet with new senate members once a semester for the first year to discuss any problems and to further familiarize them with collegial governance.
- Encourage other faculty to participate in the events sponsored by the Academic Senate.
- Provide leadership to senate, college, and district-wide committees to ensure productive and efficient completion of tasks and regular reporting to the senate as a whole.
- Coordinate and cause to be conducted the election of local senate officers.

Fostering Communication

- Engage in ongoing discussions with faculty on the issues of the day.
- Facilitate in developing and airing faculty views.
- Facilitate communication among the Faculty and with Administration and the Governing Board.
- Ensure that minutes of the local senate meetings, its Executive Council meetings, if applicable, and other meetings of the body are published in a timely manner.
- Engage in and keep record of local senate correspondence, including electronic communications.
- Encourage the maintenance of a local senate website, if possible.
- Communicate with and responding promptly to requests for information from the Academic Senate for California Community Colleges.

Securing Resources to Ensure Senate Success

- Assure adequate resources for the Senate and manage them.
- Develop agendas for and conduct meetings of the academic senate.
- Allocate the use of staff support of the senate.
- Archive senate and college materials, using, perhaps both a "chron file" (listed chronically by date of receipt or action) and a topic file; compile a master list of senate files, and employ a check-out system for faculty who wish to "borrow" documents or files. [Too often, the college's institutional memory would be lost were it not for the archival content of the senate files.]
- Assist in the orderly transfer of authority to the senate president-elect.

Furthering Efforts to Appoint and Retain Qualified Personnel

- Participate in the search and selection of candidates to fill administrative positions.
- Appoint faculty representatives to college and district-wide committees.
- Participate, as permitted by law, in the evaluation of staff, including administrators with whom you work, as well as staff serving the local senate.
- Assure effective faculty participation on various institutional groups, e.g., Matriculation Committee, Department Chairs, Staff development.

Your Responsibilities Within a Multi-college District

In addition to the responsibilities noted above, if the various campuses of your district have agreed to create a District Senate, as local senate president you will have these additional duties:

- Serve as the representative of your campus.
- Serve or appoint others to serve on district committees as requested by the chancellor or district-level administrators.
- Be responsible to see that board rules, particularly those governing curriculum and hiring processes, are adhered to both at the district and campus level.
- Be the major conduit for district-wide information that must reach your faculty--and sometimes other constituencies--in a timely manner.
- Advise the district on your senate's position on present and emergent policy matters.

B. COLLEGE/DISTRICT REPORTS REQUIRING SENATE SIGN-OFF, REVIEW OR VIGILANCE

Appendix D contains listings of reports or documents calling for the local senate president's signature and/or senate approval, as well as materials requiring senate vigilance as they move through administrative channels, often without required, local senate review. While we have provided tentative due dates as of this publication, these reports are often fluid and districts may sometimes apply for reporting extensions. Further, new action by the legislature or the Board of Governors may eliminate or increase the reporting obligations of your college. Use Appendix D as a starting point to inquire about the responsibilities you may share with the offices of financial aid, matriculation, transfer centers, economic development, research and grants, and elsewhere across the campus. Grant applications often require your signature to attest that the faculty has considered the academic implications. In practice, many local senate presidents report that administrators or grant-seeking faculty solicit needed signatures only days or hours before the document is due; other applicants may submit reports or forms without documentation, necessary budget information, or other essential information. To avoid these pressing circumstances, the Academic Senate recommends the following techniques:

- Inform the college faculty and administrators that materials calling for your signature and/or approval must be submitted in their entirety at least 5-7 days in advance of the intended mailing or submission date.
- Refuse to sign materials that are incomplete or are proffered in circumvention of your established process. It's professional to just say, "No."
- Insofar as possible, inform the faculty or administrators that such materials will be taken to the next senate meeting or officers' cabinet meeting as stipulated by your particular bylaws or standing rules. "I'll have to get back to you," is an acceptable and responsible statement.
- Remember and invoke the clichéd expression of resistance: "Failure to plan adequately on your part does not constitute an emergency on my part."

C. COMMITTEE APPOINTMENTS

All faculty appointments, other than those specifically called out as being appointed by the bargaining unit, are to be appointed by the local senate president; appointments to nonsenate committees are made by the academic senate after consultation between the local senate president and the college president or chancellor. Commonly among such committees and task forces to which faculty are appointed are these:

College Level

Accreditation Affirmative Action Committee Budget Committee Campus Safety College
Bookstore/Cafeteria Committees College District Planning College Foundation Curriculum Committee
Distance Education Committee Facilities Committee Faculty Hiring Committees Faculty Hiring
Prioritization Committee Faculty and Administrative Evaluation Committee Institutional Planning
Committee Master Plan Committees (Facilities, Education) Matriculation Committee Program Review
Committee President's Cabinet/Council Research Committee Staff Development Committee Technology
Committee

District Level

Calendar Committee Chancellor's Council Committee District Budget Committee District Curriculum
Committee District Faculty Priorities and Hiring Procedures Committee District Facilities District
Foundation Committee District Marketing District Planning Committees District Student Services
Equivalencies [Note: may be a college-level committee as well] Technology (and District Distance
Education) Committees Other ad hoc committees as needed on policy changes recommended by the
board or chancellor, or individual issues forwarded by a college within the district.