

**43<sup>rd</sup> SPRING SESSION RESOLUTIONS**  
***FOR DISCUSSION AT AREA MEETINGS***  
***March 25 – 26, 2011***



**Academic Senate**  
**for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

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# EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

## **1.0 ACADEMIC SENATE**

### **1.01 S11 Recruitment and Outreach 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 Senates “Nomination to Serve” form, does not reflect the work or mission of the Committee;

Resolved, That the Academic Senate for California Community Colleges change the name of our “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.

## **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) 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, no 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, The new law makes it clear that performance based funding will be developed with or without the support of faculty;

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;

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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 as such services are necessary to ensure the success of all students as well as academic progress and completion metrics; and

Resolved, That the Academic Senate for California Community Colleges assert that the best approach to increase all measures of students 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 educational planning, early assessment, attending college full time, and the number of hours students spend studying can positively affect success; and

Whereas, Various incentives 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 the most students and increase the likelihood of students completing courses, obtaining degrees and certificates, and preparing for transfer.

### **5.03 S11 Oppose Potential Permanent Elimination of all Categoricals 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;

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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, The Academic Senate for California Community Colleges continue to advocate for restoration of funding and 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.

### **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, The Academic Senate for California Community Colleges has a long-standing position against fees for public higher education, a principle 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 those fees; and

Whereas, Fee increases are almost certain to occur over the next several years, and faculty in the 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 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 increase in fees 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.*

#### **6.02 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 a resource to the legislators and their staff members;

## EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

Whereas, The LAO has historically made recommendations in its publications, such as in “The 2011-12 Budget: Prioritizing Course Enrollment At the Community Colleges”; and

Whereas, Many of the LAO recommendations are not as simplistic as their publications imply but involve many complex aspects of the California Community College System and individual districts;

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 (b) 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 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 number 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 pre-requisites to credential programs and transfer to the CSU integrated teacher preparation programs; and

Whereas, As a result of this limitation, many community colleges have been forced to disguise their teacher education courses with the discipline titles of “child development” or “counseling” courses and articulated as teacher education courses so as 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 their CSU faculty partners to amend Title 5 §40409 (b) 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.*

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~~(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.~~

### **6.04 S11 E-Transcripts**

**Jon Drinnon, Merritt College, Telecommunications and Technology Advisory Committee**

Whereas, 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 develop or use existing standards to increase record portability;

Whereas, AB 1056 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 the 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 CCCs as currently called for in AB 1056 (Fong, February 18, 2011).

### **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 College 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, 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; and

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 those older students whose taxes most directly fund community colleges;

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 or workplace readiness.

(LAO paper can be found at  
[http://www.lao.ca.gov/analysis/2011/highered/ccc\\_course\\_enrollment\\_012011.pdf](http://www.lao.ca.gov/analysis/2011/highered/ccc_course_enrollment_012011.pdf) )

### **9.03 S11 Eliminate Definition of "Activity" Course Paul Setziol, De Anza College, Educational Policies Committee**

Whereas, Title 5 §55041 describes the types of courses that may be repeatable, including the often misunderstood "activity" course, 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 showing that while opportunities exist for students to repeat "activity" courses several times, students do not avail themselves of these options;

Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 regulations that eliminates the option for repeatable courses identified as "activity" courses.

## **EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS**

### **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, Some 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 theater 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.

### **9.05 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 tennis, intermediate tennis, and advanced tennis, 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

## EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

athletics courses in the competition season for the sport, intercollegiate athletics training courses for the off-season, and adaptive PE 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.

**9.06 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

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

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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.

### **9.08 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 such as the English Council of California Two-Year Colleges, the International Reading 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 additional 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.

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

Whereas, Intersegmental faculty, working through the Academic Senates in 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 would 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.

### 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.

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(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

### **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.

<u>Discipline</u>	<u>Areas also included in the discipline</u>
Military Studies	Military Science <i>(Note: the professional experience required for this discipline must be in the military paygrade of E-7 or above); and</i>

See Appendix C

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### **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:

*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:



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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

### **10.11 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

## **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;

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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 include representation from areas such as health services, DSPS, counseling, veterans' services, and public safety are much better prepared to respond to students with mental health needs, and that evidence shows BIT's 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 include 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 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.

### **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 and specify the requirements for allowable enrollment and apportionment

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methods, requirements for supervision and instruction, course linking requirements, grade assignment authority, and other unanswered or unclear parameters in the areas of supplemental learning/instruction and tutoring centers.

### **15.0 INTERSEGMENTAL ISSUES**

#### **15.01 S11 Reciprocity for Courses in Associate Degrees for Transfer**

**Johnnie Terry, Sierra College, Transfer and Articulation Committee**

Whereas, Senate Bill (SB) 1440 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, thereby reducing college costs, allow students broader educational opportunities given that different colleges possess differing course offerings, reduce the amount of local workload created by the circulation of student petitions, and 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 in 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 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 the 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 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 the 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 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

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

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### **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 (AB) 1440 (Padilla, 2010), (a) 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 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 our 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 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.

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### **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;

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

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early date in the term to encourage students to commit to a course, ensure that they are prepared through meeting pre- or co-requisites, and 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.

### **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 CTE in California and makes recommendations for CTE; it does not, however, provide guidance about how to implement them; and

Whereas, The Resolution 21.01 S10 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*.