

**ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES  
DISCIPLINES LIST REVISION PROPOSALS**

*March 29, 2011*

**Information for Proposed Disciplines List Changes**

*Italics indicate a proposed addition*

~~Strikeout~~ indicates a proposed deletion

Notation of "Senate" or department name after listing of position indicates that the college senate or department took a position; otherwise position is that of an individual.

**SECTION I: REVISIONS TO DISCIPLINES (MASTER'S)**

**PROPOSAL #1:**

Proposed Revision Discipline: Health  
Organization: Folsom Lake College

**Committee Recommendation:**     Go Forward             Not Forward

**Reason:** Common nomenclature of degree titles has changed.

**Exec. Recommendation:**         Go Forward             Not Forward

**Exec. Reason:** Agreed with the Committee's recommendation.

Current Minimum Qualifications:

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

Proposed Change:

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.

Rationale:

This proposal is meant to add new terminology to the existing minimum qualifications list for health. Most degrees (BA, MA, and PhD) offered in the area known as "physical education" are now called kinesiology or exercise science. To ensure maximum flexibility for the discipline these two terms should be added to the minimum qualifications list.

| <u>Name</u> | <u>School/Org</u> | <u>Testimony</u> | <u>Position</u> |
|-------------|-------------------|------------------|-----------------|
| Riley Dwyer | Moorpark College  | Hearing          | Senate Support  |

Hearing Summary

The only question that arose was why Physical Therapy is not also included in this discipline.

**PROPOSAL #2**

Proposed Revision Discipline: Theater Arts  
Organization: East Los Angeles College

**Committee Recommendation:**  Go Forward  Not Forward

**Reason:** The Committee did not make a recommendation whether to move this forward or not. Instead the Committee felt that the proposal should go forward for discussion and debate.

**Exec. Recommendation:**  Go Forward  Not Forward

**Exec. Reason:** The Executive Committee agreed with testimony that Master’s in Fine Arts are typically narrowly focused.

Current Minimum Qualifications:

Master’s in drama/theater arts/performance **OR** Bachelor’s in drama/theater/performance **AND** Master’s in comparative literature, English, speech, literature, or humanities **OR** the equivalent.

Proposed Change:

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, *communication studies*, literature, or humanities **OR** the equivalent.

Rationale:

The Master of Fine Arts degree is a terminal degree in the Theater Arts Discipline. It is a higher level than a Master’s in Theater. We think that it is not only listed because the minimum qualifications for theater have been rarely updated. The Bachelor of Fine Arts also reflects a more complete level of achievement, especially in the technical or performance aspects of Theater Arts and should be included for the same reasons state above. The addition of oral communication reflects the shift in terminology from speech or public speaking to the more modern term.

| <u>Name</u>    | <u>School/Org</u>       | <u>Testimony</u> | <u>Position</u>    |
|----------------|-------------------------|------------------|--------------------|
| Eric Kaljumagi | Mt. San Antonio College | Hearing          | Senate Oppose      |
| Riley Dwyer    | Moorpark College        | Hearing          | Senate Support     |
| Mark Majarian  | Cypress College         | Email            | Individual Support |

Hearing Summary

The opposition was based upon the likelihood that a MFA can be very narrowly focused on one aspect of theatre with little breadth across the discipline even though it may require more units of post-graduate study. The MA and BA in drama/theater arts/performance requires a broader spectrum of coursework and the MA generally requires a thesis.

**PROPOSAL #3**

Proposed Revision Discipline: Accounting  
Organization: Copper Mountain College

**Committee Recommendation:**  Go Forward  Not Forward

**Reason:** The change was to the alternate option which still requires a primary Bachelor’s in the discipline; this maintains discipline rigor while increasing hiring flexibility.

**Exec. Recommendation:**  Go Forward  Not Forward

**Exec. Reason:** Agreed with the Committee’s recommendation.

Current Minimum Qualifications:

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, 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, section 53410.1.)

Proposed Change:

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, section 53410.1.)

Rationale:

The basis of this request stems from a desire to create a broader applicant pool for the accounting discipline, without compromising rigorous standards for faculty. Accountants and MBAs are often in high demand in the private sector and in limited supply, especially in rural areas.

| Name         | School/Org           | Testimony | Position          |
|--------------|----------------------|-----------|-------------------|
| John Gerhold | Bakersfield College  | Hearing   | Senate Oppose     |
| Bruce Maule  | College of San Mateo | Email     | Individual Oppose |

Hearing Summary:

The opposition to this was that the sciences of economics did not provide the detail needed at the Master’s level for this discipline even with a Bachelor’s in business/accounting.

**PROPOSAL #4**

**REMOVED BY AUTHOR**

Proposed Revision Discipline: Economics  
Organization: Copper Mountain College

**PROPOSAL #5****REMOVED BY AUTHOR**Proposed Revision Discipline:

Dance

Organization:

Los Angeles Community College District

**PROPOSAL #6**Proposed Revision Discipline:

Classics

Organization:

Mt. San Antonio College

**Committee Recommendation:**       Go Forward       Not Forward**Reason:** Opposition was based upon it not being necessary but there was no indication it would affect discipline rigor. Thus if the degrees exist, allowing courses to be assigned to them just increases hiring flexibility. Colleges do not have to use every discipline listed.**Exec. Recommendation:**       Go Forward       Not Forward**Exec. Reason:** Agreed with the Committee's recommendation.Current Minimum Qualifications:

Add new discipline.

Proposed Change:*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.*Rationale:

The following University of California campuses offer the BA, MA, and/or PhD degrees in Classics: UCB, UCLA, UCD, UCI, UCR, UCSB, UCSC, and UCSD.

The following campuses of California State University offer the BA degrees in Classics: CSUSD, AND CSULB; CSUSF offers the BA and the MA in Classics.

Classics is a formally recognized, inter-disciplinary degree with long-standing representation at nearly all research universities and many undergraduate colleges in the United States and Europe. It is, in fact, the oldest of such recognized disciplines. Classics embraces ancient languages (Greek, Latin) and several specialties relative to the ancient Mediterranean, including rhetoric, history, archaeology, religion, mythology, literature, drama, and philology.

The discipline is not currently identified on the Minimum Qualifications Discipline List (MQDL), and its absence fails to provide appropriate hiring parameters for courses which require expertise in the ancient languages and/or the cultures of the ancient Mediterranean region. Expertise in the ancient languages, for example, is typically awarded as a MA or BA in Classics or Classical Languages, and rarely, if ever in California, as an MA in Latin or Greek. Hence, the addition of Classics to the MQDL ensures the flexibility of institutions to hire appropriately trained instructors to teach course which require credentialed preparation in Latin or Greek, and multi-disciplinary expertise in the areas specific to the ancient Mediterranean curricula common in the Classics discipline.

| <u>Name</u>  | <u>School/Org</u>             | <u>Testimony</u> | <u>Position</u> |
|--------------|-------------------------------|------------------|-----------------|
| John Stankas | San Bernardino Valley College | Hearing          | Senate Oppose   |
| Riley Dwyer  | Moorpark College              | Hearing          | Senate Support  |
| Brook Oliver | Sierra College                | Hearing          | Senate Oppose   |

Hearing Summary:

The opposition was based upon the fact that there is no need for such distinctions at the lower division level. We can provide all coursework necessary to preparing upper-division candidates with the existing qualifications. This said – creating this discipline then just means greater hiring flexibility for colleges while maintaining quality while potentially reducing the need for equivalency evaluations.

**PROPOSAL #7**

Proposed Revision Discipline: Sustainability  
Organization: San Diego City College

**Committee Recommendation:**       Go Forward       Not Forward

**Reason:** Agree with testimony provided.

**Exec. Recommendation:**       Go Forward       Not Forward

**Exec. Reason:** Agreed with the Committee’s recommendation.

Current Minimum Qualifications:

Add new discipline.

Proposed Change:

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

Rationale:

The proposal seeks to add Sustainability to the Disciplines List as a cross-disciplinary field to establish appropriate minimum qualifications and assign proper faculty to teach Sustainability courses. According to the Association for the Advancement of Sustainability in Higher Education (2010) there are currently over fifty higher education institutions offering Sustainability or a similar field to students throughout the world. Some examples within California and the United States include:

- San Francisco State University offers a B.A. major in Environmental Sustainability and Social Justice
- Dominican University of California offers a B.A. major in Sustainability Communities
- San Diego State University offers an emphasis in Sustainability and Environmental Studies
- University of California, Irvine offers a minor in Global Sustainability
- Arizona State University offers a B.A. major in Sustainability

| <u>Name</u>    | <u>School/Org</u>             | <u>Testimony</u> | <u>Position</u>               |
|----------------|-------------------------------|------------------|-------------------------------|
| Eric Kaljumagi | Mt. San Antonio College       | Hearing          | Senate Oppose                 |
| John Stankas   | San Bernardino Valley College | Hearing          | Senate Oppose                 |
| Riley Dwyer    | Moorpark College              | Hearing          | Senate Support                |
| Dan Walsh      | Saddleback College            | Hearing          | Individual Support if amended |

|                 |                        |         |                   |
|-----------------|------------------------|---------|-------------------|
| Katie Holton    | San Diego Mesa College | Hearing | Individual Oppose |
| Michael Wangler | Cuyamaca College       | Hearing | Individual Oppose |

Hearing Summary:

The opposition felt that the minimum requirements proposed are far too broad. Also there was significant concern that this really is both a Master's and Non-Master's discipline (i.e. science or a trade such that in the first case the discipline could focus on broad sustainability issues at the environmental, global and policy level, and in the second case at the technical level there are multiple major courses of studies in technology, electronics, architecture, etc. that apply to sustainability.) Thus it is not clear what ensures a person with a Master's in philosophy or sociology would be able to teach a course in LEED certification or wastewater systems management.

**PROPOSAL #8**

Proposed Revision Discipline: Peace Studies  
Organization: San Diego City College

**Committee Recommendation:**     Go Forward             Not Forward

**Reason:** Agree with testimony provided.

**Exec. Recommendation:**         Go Forward             Not Forward

**Exec. Reason:** Agreed with the Committee's recommendation.

Current Minimum Qualifications:

Add new discipline.

Proposed Change:

*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.*

Rationale:

The proposal seeks to add Peace Studies to the Disciplines List as a cross-disciplinary field to establish appropriate minimum qualifications and assign proper faculty to teach Peace Studies courses. According to the Global Directory of Peace Studies and Conflict Resolution Programs (2006) there are currently over 300 higher education institutions offering Peace Studies or a similar field to students throughout the world. Some examples within California and the United States include:

- University of California, Berkeley offers a B.A. Major in Peace and Conflict Studies
- Chapman University in Orange, California offers a B.A. Major in Peace Studies
- University of California, Davis offers a Minor in War-Peace Studies
- University of San Diego offers a Minor or M.A. in Peace and Justice Studies
- University of Notre Dame offers a B.A., M.A. or Ph.D. in Peace Studies

| <u>Name</u>      | <u>School/Org</u>             | <u>Testimony</u> | <u>Position</u>    |
|------------------|-------------------------------|------------------|--------------------|
| John Stanskas    | San Bernardino Valley College | Hearing          | Senate Oppose      |
| Katie Holton     | San Diego Mesa College        | Hearing          | Individual Oppose  |
| Anita Johnson    | Monterey Peninsula            | Hearing          | Individual Support |
| Alex Immerblum   | East Los Angeles College      | Hearing          | Individual Oppose  |
| Angela Echeverri | Los Angeles Mission College   | Hearing          | Individual Oppose  |

Hearing Summary:

The opposition felt that the minimum requirements proposed are far too broad. Individuals from some of the proposed allowed-Master's testified they would not be qualified to teach in this discipline. On the converse side written testimony asserted that Communications should be included in the proposal given the need for conflict resolution and negotiating skills that are needed for one to be adept at creating peace.

**PROPOSAL #9**

Proposed Revision Discipline: Futures Studies  
Organization: San Diego City College

**Committee Recommendation:**  Go Forward  Not Forward

**Reason:** Agree with testimony provided.

**Exec. Recommendation:**  Go Forward  Not Forward

**Exec. Reason:** Agreed with the Committee's recommendation.

Current Minimum Qualifications:

Add new discipline.

Proposed Change:

*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.*

Rationale:

This proposal argues for the addition of Futures Studies as a cross-disciplinary field to establish proper minimum qualifications and help in hiring appropriately trained instructors to teach courses in Futures Studies. According to the World Futures Studies Federation ([www.wfsf.org](http://www.wfsf.org)), at least twenty institutions of higher education nationally and internationally offer programs in Futures Studies or a similar discipline. Here are some examples of universities within the United States:

- The University of Hawaii offers:
  - Master of Arts in Alternative Futures
  - Ph.D. with an emphasis on Alternative Futures
  - Undergraduate courses in Futures Studies
- Regent University offers:
  - Master of Arts in Strategic Foresight
  - Ph.D. in Strategic Leadership
  - PhD in Organizational Leadership
- University of Houston offers:
  - Master of Technology in Futures Studies
  - Undergraduate courses in Futures Studies
- University of Advancing Technology offers:
  - Master of Science in Emerging Technologies
  - Undergraduate courses in Futures Studies

In addition, here is a short list of institutions that offer various interdisciplinary courses with an emphasis on Futures Studies:

- California State University at Dominguez Hills

- Stanford University
- University of Notre Dame
- University of Denver
- Northern Arizona University
- Anne Arundel Community College
- Fullerton College.

| <u>Name</u>  | <u>School/Org</u>             | <u>Testimony</u> | <u>Position</u>   |
|--------------|-------------------------------|------------------|-------------------|
| John Stankas | San Bernardino Valley College | Hearing          | Senate Oppose     |
| Brook Oliver | Sierra College                | Hearing          | Senate Oppose     |
| Katie Holton | San Diego Mesa College        | Hearing          | Individual Oppose |

Hearing Summary:

The opposition felt that the minimum requirements proposed are far too broad. Individuals from some of the proposed allowed-Master's testified they would not be qualified to teach in this discipline.

**PROPOSAL #10**

Proposed Revision Discipline: Ethnic Studies  
Organization: Los Angeles Community College District

**Committee Recommendation:**     Go Forward         Not Forward

**Reason:** While such detail clarifies degree titles it also potentially implies a narrow focus thereby excluding many other legitimate degree titles in Ethnic Studies.

**Exec. Recommendation:**         Go Forward         Not Forward

**Exec. Reason:** Agreed with the Committee's recommendation.

Current Minimum Qualifications:

Master's in the ethnic studies field OR the equivalent **OR** see interdisciplinary studies.

Proposed Change:

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.

Rationale:

The proposal is meant to add new terminology to the existing minimum qualifications list for Chicano Studies/Ethnic Studies, updating the terminology to reflect current degree offerings. Additionally, the current wording would allow less restrictive minimum qualifications in the existing discipline.

| <u>Name</u>     | <u>School/Org</u>       | <u>Testimony</u> | <u>Position</u> |
|-----------------|-------------------------|------------------|-----------------|
| Liesel Reinhart | Mt. San Antonio College | Hearing          | Senate Support  |



Hearing Summary:

There was concern voiced that specifically listing specialized ethnic studies areas could be perceived as non-inclusive, meaning that a degree not included in this list would be deemed by districts to be not qualified by default (e.g. Malaysian Studies) but opposition was not officially registered. The intent of the change is to provide some common alternative degree titles to accommodate proscriptive practices that allow only “Ethnic Studies” as sole qualified title.

**PROPOSAL #11**

Proposed Revision Discipline: Education  
Organization: Los Angeles Community College District

**Committee Recommendation:**  Go Forward  Not Forward  
**Reason:** Proposed changes limit existing discipline usage, and they uniquely limit equivalency criteria, both of which could have undue local impact.

**Exec. Recommendation:**  Go Forward  Not Forward  
**Exec. Reason:** Agreed with the Committee’s recommendation.

Proposed Revision Discipline: Education  
Organization: Association of California Community College Teacher Preparation and Santiago Canyon College

Current Minimum Qualifications:  
Master’s in education **OR** the equivalent.

Proposed Change:  
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*.

Rationale:  
Historically many of the California community colleges have offered at least one Education course, Foundations of Education which covers the history, philosophy, finance & governance, laws & ethics of the American education system. However, in the last decade with the advent of Governor Davis’ Teacher and Reading Development Initiative (2000) awarding thousands of dollars to community colleges throughout the state to start lower division students in a “teacher pipeline” the curricula has developed far beyond that one course.

While the funding of the initiative only lasted three years, many of the colleges had established multiple articulation agreements for Education courses to expand the opportunity for students to complete more Education “major” courses before transferring to the university. Simultaneously, the universities – CSU in particular – created “integrated teacher preparation” programs that allowed students to enter credential programs a semester earlier than previously allowed. The Governor’s initiative along with the work of the CSU was to shorten the “time to credential” since California was in such dire need of more teachers at the time.

This need to increase the numbers of students in the teacher preparation pipeline and provide them with early exposure to the field of teaching instigated the development of an expanded list of courses to be offered at the lower division level. Some are upper division courses at the

university, yet through strong partnerships and accountability they are offered lower division as well. The following is a representative list of the variety of Education courses now offered at the community college level:

Introduction to Education (the old standard)  
Early Field Experience in Elementary Classroom Teaching  
Early Field Experience in Secondary Classroom Teaching  
Personal Proficiency in Educational Technologies for Secondary Teachers  
Personal Proficiency in Education Technologies for Elementary Teachers  
Careers in Teaching  
Self Exploration and the Teaching Profession  
Classroom Practices for Diverse Learners  
Roles and Responsibilities of the Special Education Paraprofessional

Most of these courses are designed to provide early exposure to the profession and additional content area courses like Earth Science, Biological Science and Physical Science for educators prepare students to pass the subject matter tests (CSET) required to receive a credential. These and other courses are found in the Liberal Studies Integrated Teacher Education LDTP, one of the few LDTP's approved by CSU thus far.

As community colleges have expanded the number of teacher education courses they offer, many have developed new Certificates and Associate degrees in Elementary Education, Special Education Paraprofessional, Instructional Aide, After School Care and the like. These degrees support the need for "highly qualified" instructional aides working in a variety of settings in our K – 12 schools. In addition, the accomplishment of the degrees & certificates meet many of the state requirements for degree completion and/or can be used as a "stackable certificates and degrees" pathway to the profession.

### **Problem**

In many cases, in order to maintain the articulation agreements for the Education discipline courses, the universities require that they be taught by individuals who hold or have held a valid state approved K -12 teaching credential, thus ensuring the integrity of the match to how the courses are taught at the upper division level.

Currently, the California Community Colleges' minimum qualification for "Education" is *Masters in Education OR the equivalent*. Therefore anyone holding such a degree would be eligible to teach in the discipline. However, there are many different "emphases" to that master's degree depending on which university program one attends. Recently the trend is to offer M.S. Education for individuals who are interested in "educational leadership". These degrees for the most part do not include any "pedagogical" instruction or coursework that would provide an individual the experience and exposure to qualify them to comprehensively teach pre-service teachers.

### **Solution**

This proposal is intended to specify the minimum qualifications for Education so as to insure that individuals teaching the courses have specific education, training and experience in K-12 pedagogy and can portray that expertise to the teacher education students. In addition, it adds the Master of Arts in Teaching which is a new degree offered at UC and private universities for individuals to achieve by adding master's level coursework to the "teacher preparation"

program. Further, it will insure the integrity of how the curriculum is taught and work to assuage doubts that some university faculty may have regarding community college faculty's expertise in teaching these courses. Lastly, these proposed minimum qualifications mirror the acceptable minimum requirements for "lecturers" in colleges of education at the CSU level.

| <u>Name</u>        | <u>School/Org</u>             | <u>Testimony</u> | <u>Position</u>    |
|--------------------|-------------------------------|------------------|--------------------|
| Sonja Franeta      | Laney College                 | Email            | Senate Support     |
| Eric Kaljumagi     | Mt. San Antonio College       | Hearing          | Senate Support     |
| Jo Anne Cripe      | Butte College                 | Hearing          | Senate Oppose      |
| Chris Gold         | El Camino College             | Hearing          | Individual Support |
| Roberta Eisel      | Citrus College                | Hearing          | Senate Support     |
| Steve Bautista     | Santa Ana College             | Email            | Individual Support |
| Monica Alexander   | Chaffey College               | Email            | Individual Support |
| Roberta L. Delgado | Santa Rosa Junior College     | Email            | Individual Support |
| Sue Parsons        | Cerritos College              | Email            | Individual Support |
| Cheryl Kroll       | El Camino College             | Email            | Individual Support |
| Tracy Burt         | City College of San Francisco | Email            | Individual Support |
| Karen Dickerson    | Golden West College           | Email            | Individual Support |
| Allen Perlstein    | El Camino College             | Email            | Individual Support |
| Naomi Tokuda       | El Camino College             | Email            | Individual Support |
| Janis Perry        | Santiago Canyon College       | Email            | Individual Support |
| Dennis M. Davino   | Cypress College               | Email            | Individual Support |
| Daniel J. O'Connor | CSU Long Beach                | Email            | Individual Support |

Hearing Summary:

The opposition to this focused upon several facets. This discipline is used to serve multiple purposes, whether or not this was ever intended. In case 1, courses are assigned to this discipline that are intended to prepare the student to transfer and become a credentialed K12 school teacher. In case 2, courses are assigned to this discipline to prepare students to become tutors or other learning assistance providers internal to an individual college. There was concern voiced that a Master's in any recognized K12 subject area was too broad. It was unclear that K12 subject area recognition is consistent across all states thus establishing equivalency could create a wide interpretive door. There was concern voiced over the establishment of a unique mechanism requiring current or past credentialing beyond the Master's, and that this was outside the scope of equivalency (meaning one cannot be deemed equivalent to this requirement.)

**PROPOSAL #12**

Proposed Revision Discipline: Art History  
Organization: Napa Valley College

**Committee Recommendation:**  Go Forward  Not Forward

**Reason:** Agreed with testimony provided.

**Exec. Recommendation:**  Go Forward  Not Forward

**Exec. Reason:** Agreed with the Committee's recommendation.

Current Minimum Qualifications:

Add new discipline.

Proposed Change:

*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.*

Rationale:

The following are the primary, specific rationale for adding Art History as a separate discipline:

1. *Art History is a field of study that is separate from Studio Arts and is not a specialization within the Studio Arts discipline.* Beginning in the nineteenth century, Art Historians developed the method of visual analysis, which entailed vocabulary, taxonomies, and modes of interpretation that were separate and distinct from the discourse related to the creation of Art. The role of Art Historians who specifically did not make art, but rather interpreted art created in all historic eras, past and present, emerged during this period. Since this time, academic preparation for Art Historians has included training in social and cultural history, a breadth of studio arts practices, and in the history of architecture, design, photography and other areas that fall outside of the traditional plastic arts. By contrast, faculty in the Studio Arts receive academic training along narrowly defined curricular paths that develop expertise in one medium, e.g. painting, drawing, printmaking, etc., and less frequently, in multi-media.
2. *The College Art Association, the primary professional association for art history and studio arts, defines Art History as a unique discipline with a distinct educational track, different standards for hiring, promotion, and retention, and degree requirements distinct from the Studio Arts.* In 2009, the College Art Association, the professional organization of Artists and Art Historians, revised its “Standards of Retention and Tenure of Art Historians” to include standards for Art Historians at two-year colleges, specifically adding the following language:

“In the case of two-year colleges, the minimum qualification should be an MA in art history. In the absence of such a degree, specific recognized equivalent professional achievement and scholarship should be regarded as qualification for appointment to professional rank, promotion, or tenure. Neither the EdD nor the MFA are appropriate degrees for faculty hired to teach art history...”

This language was written by a committee that included faculty from California Community Colleges and adopted by a panel that represented faculty in both Studio Arts and Art History from across the country. For the purposes of consistent and professional standards in all academic contexts, CAA specifically identifies the importance of discipline expertise in the teaching of Art History at the community college level.

3. *All major, accredited, baccalaureate degree-granting institutions, including California State Universities, recognize Art and the History of Art as separate fields of study.* Students pursuing an Art History major at these institutions follow a distinct and different course of study than that of Art Studio majors. Of the 43-48 credits required for an Art History major at the CSUs, six credits are Studio Art courses, the rest comprise a sequence of Art History

surveys and seminars. Faculty in these same school systems hold qualifications in either field: Studio Art Professors hold MFAs, while Art History Professors hold Master's or Doctorate degrees in Art History.

4. *The MFA or MA in Studio Arts is not sufficient academic preparation to teach Art History courses beyond basic introductory or appreciation courses.* Faculty holding an MA or MFA in Studio arts will typically complete between 9 and 12 semester units in Art History during their tenure in a baccalaureate program, focused primarily on broad surveys of Art History, including Art History Surveys 1 and 2, Modern or Contemporary Art History, and one upper division elective course focusing on specific time periods in Art History. MFA programs for studio artists typically require anywhere from 0 to 9 semester units of art history or theory, often creating and delivering courses geared specifically towards MFA students to fulfill these requirements, rather than placing MFA students in graduate-level Art History courses. In California, training in Art History for MFA students runs from the highest number of potential units at UCLA, where MFA students are required to take a higher load of Art History and Theory units, to the lowest number of units at UC Davis, where MFA students are not required to take any units in Art History. Unless a Studio Arts faculty member with an MFA education also received a minor, additional major, or other relevant professional experience in Art History, there is no guarantee by degree alone that they possess the requisite academic depth for instruction in the Art History discipline, particularly for instruction beyond basic survey courses.

The MQFACCC list is predicated on the idea that attainment of specific degrees provides sufficient training to teach the content of various disciplines. As illustrated above, an MFA degree does not guarantee that a faculty member has had any training in Art History. Further complicating this, MFA programs accept applicants primarily through review of a portfolio of art work, not on prior academic degrees or training. Many applicants and completers in MFA programs hold bachelor's degrees from other, non-art, disciplines, meaning that a person earning an MFA could actually have completed *no* coursework in Art History at either the baccalaureate or masters level. This variability is another reason that the MFA is insufficient academic preparation to teach Art History courses.

5. *Local Academic Senates have the authority to place a course in any and all relevant disciplines, indicating what they believe to be the appropriate academic qualifications or professional experience necessary to teach a particular course.* This authority is one of the 10+1 responsibilities of the academic senate as delineated in state regulations and is a key point in this discussion: the authority of local senates to assign courses to disciplines always balances the BOG list of minimum qualifications to teach in specific disciplines.

The inclusion of Art History on the BOG disciplines list does not mandate or require any local senate to assign basic Art History survey courses solely or jointly to the Art History discipline; local senates may, with appropriate content review, assign a survey course in Art History to both the Studio Art and Art History disciplines if they deem that either academic preparation provides adequate preparation to teach the content on the Course Outline of Record. Local faculty and senates retain control at every step of this process and always have the right to assign courses to disciplines based on locally formulated criteria. Inclusion of Art History on the Disciplines List will not interfere with this local control, but will allow those schools with larger or more developed programs in Art History the ability to recruit

and retain instructors qualified to teach a full range of lower division courses in Art History, clearly separating their expertise from expertise in the Studio Arts.

6. *This proposal is in line with recent and developing emphases on transfer studies in the CCCs and brings our practices and courses in line with the level of instruction that students would be expected to receive as Art Studio and Art History majors in baccalaureate schools.* The C-ID project and the passage of SB 1440, have placed an increased emphasis on the development of a full range of lower division Art History courses to ensure that students in the CCC system are able to complete all lower division work prior to transfer to the CSU or UC system. This includes the development or revision of Art History courses in:

- Non-western Art,
- Asian Art History,
- History of Graphic Design,
- History of Photography,
- History of Islamic Art
- American Art

The scope and content of these courses requires instructors with advanced training in art historical methodology, theory, and pedagogy as they go far beyond what one would learn in the survey-level courses that are required for earning a bachelor or masters degree in studio arts. The C-ID project has identified Art History as a separate discipline of study and has recently published draft descriptors for several of the classes listed above. While not every CCC will develop these courses, those that do will require instructors with advanced degrees in Art History to deliver these courses at a level consonant with the CSU and UC faculty, rather than relying on Studio Arts instructors who lack the content and pedagogical expertise in this discipline. Designing and delivering these courses at level commensurate with our intersegmental partners requires a level of content and pedagogical expertise that is only found in an instructor with an advanced degree in Art History.

Many local colleges, even smaller school such as Napa Valley College, currently offer, or are preparing to develop, these courses and have established degrees and certificates in Art History. These colleges have successfully offered a broad swath and multiple sections of Art History courses every semester/quarter, including many courses beyond basic appreciation and surveys. At this point the Chancellor's Office recognizes degrees in Art History in 23 local colleges, according to the current degree inventory in the Chancellor's Office. As 1440 is implemented, local schools will have the opportunity to seek transfer designation for these degrees. Students interested in Art History as a major under the transfer system established by 1440 should be provided with instruction commensurate with instruction at the receiving CSU. Establishing this discipline will better serve transfer students by providing well-qualified instructors to teach courses in transfer-designated degree programs who will likewise provide better mentoring and ensure that students receive the same rigor of education in their lower division courses, regardless of where they are enrolled. All of this will increase the credibility and standing of the CCCs in relationship to the lower division programs at the other schools in our state's system of higher education.

| <u>Name</u>          | <u>School/Org</u>          | <u>Testimony</u> | <u>Position</u>    |
|----------------------|----------------------------|------------------|--------------------|
| Jean-Luc Bordeaux    | CSU Northridge             | Letter           | Individual Support |
| Cristina Hernandez   | Mt. San Antonio College    | Letter           | Individual Support |
| Sandra Esslinger     | Mt. San Antonio College    | Letter           | Individual Support |
| Eric Kaljumagi       | Mt. San Antonio College    | Letter           | Senate Support     |
| Riley Dwyer          | Moorpark College           | Hearing          | Senate Support     |
| Michael Norris       | Los Medanos College        | Hearing          | Senate Support     |
| Peter Sezzi          | Ventura College            | Hearing          | Senate Support     |
| Sheryl Reiss         | USC                        | Hearing          | Individual Support |
| Malia Serrano        | Grossmont College          | Email            | Individual Support |
| Alison Pearlman      | CSU Pomona                 | Email            | Individual Support |
| Eunice Howe          | USC                        | Email            | Individual Support |
| Valerie Taylor       | Pasadena City College      | Email            | Individual Support |
| Ralph Spaulding      | Mt. San Antonio College    | Email            | Individual Support |
| Kate Cannon          | Mt. San Antonio College    | Email            | Individual Support |
| Gamble Madsen        | Mt. San Antonio College    | Email            | Individual Support |
| Shabla Young         | Mt. San Antonio College    | Email            | Individual Support |
| Damany Fisher        | Mt. San Antonio College    | Email            | Individual Support |
| Charlotte Negrete    | Mt. San Antonio College    | Email            | Individual Support |
| Charmaine Day        | Mt. San Antonio College    | Email            | Individual Support |
| William Jones        | Mt. San Antonio College    | Email            | Individual Support |
| April Tellez         | Mt. San Antonio College    | Email            | Individual Support |
| Raul Chavez          | Mt. San Antonio College    | Email            | Individual Support |
| Ashley Haines        | Mt. San Antonio College    | Email            | Individual Support |
| Hal Hoffman          | Mt. San Antonio College    | Email            | Individual Support |
| Felix Jollevet       | Mt. San Antonio College    | Email            | Individual Support |
| Sandra Esslinger     | Mt. San Antonio College    | Email            | Individual Support |
| Deana Hight          | Mt. San Antonio College    | Email            | Individual Support |
| Juliann Wolfgram     | UC Irvine                  | Email            | Individual Support |
| Cecelia F. Klein     | UCLA                       | Email            | Individual Support |
| Emily D. Haraldson   | Glendale College           | Email            | Individual Support |
| Karen L. Kleinfelder | CSULB                      | Email            | Individual Support |
| Carolyn M. Malone    | USC                        | Email            | Individual Support |
| Katherine Zoraster   | Moorpark College           | Email            | Individual Support |
| Catie Mihalopoulos   | CSU Channel Islands        | Email            | Individual Support |
| Meiqin Wang          | CSU Northridge             | Email            | Individual Support |
| Henry F. Klein       | Los Angeles Valley College | Email            | Individual Support |
| Alison Pearlman      | Cal Poly Pomona            | Email            | Individual Support |
| Malia E. F. Serrano  | Grossmont College          | Email            | Individual Support |
| Annalee Andres       | Pasadena City College      | Email            | Individual Support |
| Frances Pohl         | Pomona College             | Email            | Individual Support |
| Carol S. Eliel       | LA County Museum of Art    | Email            | Individual Support |
| Deana Hight          | Art Historians of So. CA   | Email            | Org. Support       |
| Pamela J. Huckins    | Independent Scholar        | Email            | Individual Support |

Hearing Summary:

This was widely supported. Prior attempts at this failed due to confusion because delegates did not understand that the existence of this discipline does not mean districts have to use it where doing so would prohibit effective hiring. Proponents strongly supported the need to provide a means to separate this discipline from that of art-making since this was really a ‘history’ discipline that used art as the means to study history versus focusing on creating art as a means of current expression.

**SECTION II: NEW DISCIPLINES (NON-MASTER’S)**

|                                  |  |                                      |
|----------------------------------|--|--------------------------------------|
| <b>PROPOSAL #A</b>               |  |                                      |
| <u>Proposed NEW Discipline:</u>  | Military Science                               |                                      |
| <u>Organization:</u>             | San Diego Miramar College                      |                                      |
| <b>Committee Recommendation:</b> | <input checked="" type="checkbox"/> Go Forward | <input type="checkbox"/> Not Forward |
| <b>Reason:</b>                   | Agreed with testimony provided.                |                                      |
| <b>Exec. Recommendation:</b>     | <input checked="" type="checkbox"/> Go Forward | <input type="checkbox"/> Not Forward |
| <b>Exec. Reason:</b>             | Agreed with the Committee’s recommendation.    |                                      |

Proposed Minimum Qualification:

Bachelor’s degree **AND** two years of experience, **OR** any associate degree **AND** six years of experience.

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)*

Rationale:

The purpose of this proposal is to create Military Studies as a new discipline in the Disciplines List under “Disciplines in Which a Master’s Degree is not Generally Expected or Available.” This change is proposed to eliminate confusion and ambiguity in the assignment of faculty, to establish appropriate minimum qualifications, and to ensure the quality of articulation to UC and CSU campuses.

At least five California Community Colleges (CCCs) offer courses in the Military Studies subject area. These include courses in military science, ethics, and military leadership. In 2008, the CCC Chancellor’s Office approved the first associate degree and certificate programs in this subject area. Although Military Studies is a distinct field of study with its own major Taxonomy of Programs (T.O.P.) Code (the 18-series), the field is not included in the Disciplines List nor is it covered in any existing discipline. This fact creates the potential for confusion and ambiguity in the assignment of faculty to teach Military Studies courses, since no minimum qualifications for such assignment have been established.

Similar to other career/technical and applied fields, experience in military service itself is absolutely essential to effective instruction in the field. This is particularly true for courses that focus on practical applications, such as military skills and leadership. However, no existing



discipline includes military service as a criterion for minimum qualifications. It is also critical that the military service be performed at a level advanced enough to ensure the individual has gained the appropriate knowledge, skills, and experience required for teaching in the subject area. For this reason, it is recommended that the entire two or six years of professional experience required for this discipline be in the military paygrade of E-7 or above. “E-7” is a common designator among all military services that marks the beginning of the senior noncommissioned officer ranks. Military servicemembers at or above this level are granted significant supervisory or administrative authority. As such, they gain a relatively broad understanding of the military which is essential for anyone teaching in this subject area.

Several University of California (UC) and California State University (CSU) campuses offer courses in the field of Military Studies. Examples include UC Berkeley, UC Los Angeles, UC Santa Barbara, CSU Fresno, CPSU San Louis Obispo, and San Diego State University. University faculty who teach in this subject area generally possess a bachelor’s degree in any field and at least two years’ experience as an active duty military officer or senior noncommissioned officer (paygrade E-7 or above.) Several CCC campuses offer courses in Military Studies that are articulated to UC or CSU campuses. To ensure continued articulation, it is important that the CCC criteria for competence in the subject matter align to the practices of the UC and CSU campuses that offer comparable courses.

| <u>Name</u>    | <u>School/Org</u> | <u>Testimony</u> | <u>Position</u>    |
|----------------|-------------------|------------------|--------------------|
| Thomas Watkins | Solano College    | Hearing          | Individual Support |

Hearing Summary:

This was supported, there was general clarification needed due to the establishment of the parameter requiring specific professional experience. This is not similarly modeled in other non-Master’s disciplines. Also, the nature of defining this experience is unique to the discipline of military studies. Those who are subject matter experts will know that the proposed rank requires all candidates to be at an officer level where they have had broader, high level exposure to a variety of military knowledge, understanding and experience. Candidates with lower ranks are likely to have only had an extremely narrow range of professional experiences, thus would not be good candidates for teaching all courses in these programs. There are multiple ranking systems but the pay grade of E-7 is the common officer level indicator for each system.