

Academic Senate Grossmont College

Monday, March 21, 2011
11:00am – 12:20pm in Griffin Gate

I. CALL TO ORDER

- A. Public Comment – *Each speaker will be given a maximum of 4 minutes to address the senate about a non-agendized item or items, with a maximum of 15 minutes allowed for public comment. The senate may vote to extend public comment at any meeting. Please contact the senate secretary before the meeting when wishing to speak at public comment. The senate welcomes all speakers to participate in the discussion on agendized items.*
- B. Approval of Agenda
- C. Approval of Minutes from March 7, 2011

II. PRESIDENT'S REPORT

20 minutes

- A. Quick updates--collegial consultation work: Districtwide Coordinating Educational Council (DCEC), Evaluations Task Force, Division restructuring
- B. Upcoming: Develop Equivalencies for non-Master's disciplines (CTE)

III. COMMITTEE REPORTS

NONE

IV. ACTION ITEM

NONE

V. INFORMATION ITEMS*

55 minutes

- A. Close nominations for Senate Officers – Laura Sim
Election timeline: Close nominations: 3/21; Post candidate statements: 3/23;
Voting opens 3/28 electronically; Close voting 4/8
- B. Student Success Committee – Add Part-Time Rep to Advisory Members
(Attachment A)
- C. Faculty Co-Chairs for accreditation teams
- D. Statewide Senate Resolutions and Discipline List Revision Proposals
(Attachment B)
- E. Resolution to explore the 18-unit major – Bonnie Schmiege

*The Academic Senate may move information items to action upon a 2/3 vote.

ATTACHMENT A (3/21/2011)

STUDENT SUCCESS STEERING COMMITTEE	
Charge	This committee coordinates student, instructional, and administrative services into an integrated student success institutional effort and facilitates the implementation of the institutional basic skills plan. It (1) is responsible for revising, updating, and implementing the college’s basic skills plan on an annual basis, (2) develops a proposed annual budget based on basic skills plan action items, (3) measures and evaluates progress on the college basic skills plan, including the coordination of research studies, (4) develops and submits appropriate reports, and (5) communicates the basic skills plan and progress to the college community.
Meeting Schedule	Monthly (or as needed)
Chair / Co-Chair	Instructional faculty member (selected and appointed by the Academic Senate) Vice President, Student Services
Composition	<ul style="list-style-type: none"> • 7 – Faculty members from the areas listed in the bullets below: <ul style="list-style-type: none"> • EOPS/DSPS • Student Services • CTE/WD • English • ESL • Math • Any discipline not already represented <p>Faculty members will receive reassignment based on the goals of the Student Success Committee and the campus-wide nature of the action plan projects they coordinate to strengthen those goals.</p> <ul style="list-style-type: none"> • Instructional Dean • Dean, Counseling, Student Development Service, and Matriculation • Classified representative • ASGC representative • Institutional Research representative <p><i>Advisory members:</i> <i>Faculty Learning Skills Coordinators</i> <i>Vice President of Administrative Services</i> <i>Universal Design Advisor</i></p>
Adopted	August 22, 2008
Revised	
Notes	
Support Staff	

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

DISCIPLINES LIST REVISION PROPOSALS

February 22, 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:	
<u>Proposed Revision Discipline:</u>	Health
<u>Organization:</u>	Folsom Lake College
Committee Recommendation:	<input checked="" type="checkbox"/> Go Forward <input type="checkbox"/> Not Forward
Reason:	Common nomenclature of degree titles has changed.
Exec. Recommendation:	<input checked="" type="checkbox"/> Go Forward <input type="checkbox"/> 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

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.

<u>Name</u>	<u>School/Org</u>	<u>Testimony</u>	<u>Position</u>
John Gerhold	Bakersfield College	Hearing	Senate 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 Stanskas	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 Stanskas	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			
<u>Proposed Revision Discipline:</u>	Peace Studies		
<u>Organization:</u>	San Diego City College		
Committee Recommendation:	<input type="checkbox"/> Go Forward	<input checked="" type="checkbox"/> Not Forward	
Reason: Agree with testimony provided.			
Exec. Recommendation:	<input type="checkbox"/> Go Forward	<input checked="" type="checkbox"/> 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 Stankas	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), 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

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

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)

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

43rd 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;

EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

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;

EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

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.

EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

~~(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

EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

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

EXECUTIVE COMMITTEE RESOLUTIONS FOR DISCUSSION AT AREA MEETINGS

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)

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:

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

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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;

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;

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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 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

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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;

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

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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.

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

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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.

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;

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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 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*.