

**45th SPRING SESSION RESOLUTIONS**

***Adopted April 20, 2013***

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# 1.0 ACADEMIC SENATE

## 1.01 S13 Caucuses Procedures and Guidelines and Bylaws Revision

Whereas, The Academic Senate for California Community Colleges values all forms of diversity and, as stated in its diversity policy, “recognizes the benefits to students, faculty, and the community college system that are gained by a variety of personal experiences, values, and views that derive from individuals from diverse backgrounds” and “encourages diverse faculty to participate in Academic Senate activities and supports local senates in recruiting and encouraging diverse faculty to serve on Senate standing committees”;

Whereas, Resolution 1.05 S09 called upon the Academic Senate for California Community Colleges to create caucuses that were “comprised of those faculty members who self-identify as diverse or faculty belonging to monitored groups with minority or diverse ancestral roots from traditionally underrepresented groups as classified by federal and state guidelines,” and Resolution 1.06 F09 called upon the Academic Senate to expand the focuses of caucuses to “develop a mechanism to confirm that any caucus it recognizes supports the Academic Senate mission, vision, and goals,” resulting in the establishment of policies and procedures for the creation of interest area caucuses to provide a means for otherwise unrepresented voices to be heard;

Whereas, In establishing these processes the Academic Senate for California Community Colleges committed itself to revisit and evaluate the effectiveness, usefulness, and potential adverse effects of establishing and maintaining caucuses; and

Whereas, An inconsistency between the intended purpose of caucuses and the focus of some proposed caucuses has brought to light several issues, including a presumption that formation of a caucus is an Academic Senate endorsement of said caucuses, confusion in the field as individuals and entities mistakenly think that a caucus speaks for the Academic Senate, overlap between proposed caucus activities and existing Academic Senate functions, lack of ongoing member participation leading to nonviability of some caucuses, and caucus creation efforts with only a limited connection to the formal role of the Academic Senate in assuring faculty purview over academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges develop procedures and guidelines further clarifying the process for establishing and maintaining a caucus; and

Resolved, That the Academic Senate for California Community Colleges approve the following revision to its Bylaws Article VI: Caucus.

**ARTICLE VI  
Caucuses**

Academic Senate caucuses are intended to serve as groups of independently organized faculty to meet, network, and deliberate collegially in order to form a collective voice on issues of common concern that caucus members feel are of vital importance to faculty and the success of students as they relate to academic and professional matters.

The Executive Committee shall establish procedures and guidelines for caucuses that will be posted on the Academic Senate web site. ~~a least ten members from at least four different colleges and at least two districts with common goals and/or interests may form a caucus by sending a letter to the President, including its name, statement of purpose, and list of members. Recognition as a caucus shall be achieved by verification by the Executive Committee that the caucus’ goals and purpose are related to academic and professional matters and notification to the body through normal communication channels. Each May, caucuses will inform the President of their intent to remain active and provide a current list of membership. If a caucus fails to alert the President of the desire to stay active, the caucus shall be disbanded and a new letter of intent will need to be created to re-establish a new caucus. The intent is to have caucuses that are active and represent current faculty in California community colleges. Caucus chairs should be elected annually at the first fall meeting of the caucus and submit meeting minutes to the Senate Office.~~

Contact: Kevin Bontenbal, Cuesta College, Executive Committee

MSC

## 1.02 S13 Periodic Evaluation of the Academic Senate for California Community Colleges

Whereas, Commitment to the public good and accountability to its members and the public at large are core values of the Academic Senate for California Community Colleges as noted in its Code of Ethics Policy (10.00), including the eight domains of personal and professional integrity, mission, governance, legal compliance, responsible stewardship, openness and disclosure, program evaluation and improvement, and inclusiveness and diversity;

Whereas, Colleges and universities in the United States are regularly assessed in order to assure internal and external stakeholders about an institution’s quality and its commitment to the standards it sets for itself as well as to assist the institution in improving the effectiveness of its programs and operations in order to meet its stated goals, and the Academic Senate for California Community Colleges, a nonprofit organization, might benefit from an enhanced regular evaluation process of its eight domains; and

Whereas, Peer and external reviews are the preferred tools in higher education not just for advancing scholarship but also for assessing and improving policies and processes within institutions and organizations;

Resolved, That the Academic Senate for California Community Colleges create a task force consisting of equal numbers of Executive Committee representatives and member delegates to develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process; and

Resolved, That the Academic Senate for California Community Colleges task force’s recommendation be presented to the body for adoption by the Spring 2014 Plenary Session so that the Academic Senate for California Community Colleges can undergo and complete its first periodic review by the Fall 2014 Plenary Session.

Contact: Phil Smith, American River College, Area A

MSC

## 1.03 S13 Senator Emeritus for Jane Patton

Whereas, The Bylaws of the Academic Senate for California Community Colleges (ASCCC) include procedures and criteria for conferring the status of senator emeritus on individuals; and Jane Patton has satisfied those requirements as a retired faculty member of the California Community College System who has completed more than the required five years of significant service to the Academic Senate:

* ASCCC Executive Committee member of the State Academic Senate 2003-2011;
* Served as ASCCC Treasurer, Vice President, and President;
* Served as Area B Representative;
* Chair of numerous Senate committees including Curriculum, Educational Policies, Futures, Occupational Education, and Relations with Local Senates;
* Provided significant leadership in groups such as the Education Roundtable, the Intersegmental Committee of Academic Senates (ICAS), Consultation Council, Intersegmental Curriculum Workgroup, and System Advisory Committee on Curriculum;
* Provided significant leadership in facilitating the raising of community college degree standards and student success within the context of the higher standards;

Whereas, Jane Patton has been a colleague who by her example personifies collegiality, dedication, and integrity at her college and statewide, using wit, humor, and passion as tools to promote and argue for the CCC System; and

Whereas, Jane Patton brought a new standard of style and fashion to the Academic Senate Executive Committee in which pink was her signature color, reminded us of the many witticisms to be found in Alice in Wonderland, and regularly shared her appreciation for all things Disney;

Resolved, That the Academic Senate for California Community Colleges confer upon Jane Patton their highest honor of Senator Emeritus and thank her for her contributions to the faculty and students of California;

Resolved, That the Academic Senate for California Community Colleges encourage Jane to believe as many as six impossible things before breakfast and to remember that all the best people are bonkers;

Resolved, That the Academic Senate for California Community Colleges encourage Jane to continue her yearly quests to Telluride, frequent visits to France, and to spend as much time as possible at the happiest place on earth; and

Resolved, That the Academic Senate for California Community Colleges wish Jane, Roger, and Kadie much happiness in all their future endeavors.

Contact: Area B

Adopted by Acclamation.

## 1.04 S13 Academic Senate Annual Report on Accomplishments and Operations

Whereas, In keeping with its principles and commitment to excellence, the Academic Senate for California Community Colleges regularly reviews its organizational effectiveness by conducting evaluations after every event, commissioning external audits to assess its policies including internal controls and financial viability, reviewing and revising processes for tracking and completing resolutions, reviewing the executive director’s performance every other year, and periodically evaluating and reconsidering its committee structure, diversity statements, and other key policies;

Whereas, In spite of a 32% cut in 2008 to its funding and reduced revenues, the Academic Senate continues to demonstrate its operational effectiveness through audits and budget performance reports, low registration fees, efficient events, increased services, and highly visible leadership and influence in key conversations such as the Student Success Task Force, SB 1440, CTE Critical Conversations, Board of Governors, Consultation Council, and other Chancellor’s Office advisory committees, task forces, and work groups as well as testifying before the Legislature;

Whereas, Although the Academic Senate Executive Committee implements its review and evaluation processes and takes seriously its fiscal and legal responsibility in oversight of the organization, internal and external stakeholders may not be familiar with its practices or even its key success in these areas; and

Whereas, Most nonprofit organizations develop an annual report to share their accomplishments, organizational changes, and results of review processes with their stakeholders, and such a report by the Academic Senate would be beneficial in conveying this information to faculty statewide and other constituencies inside and outside the California Community College System;

Resolved, That the Academic Senate for California Community Colleges communicate all recommendations and commendations from committees and task forces that review the organization’s processes for assessing the operations, processes, policies, and programs and any planned changes based on those recommendations through a breakout session, a *Rostrum* article, or other appropriate means no later than Spring 2014; and

Resolved, That the Academic Senate for California Community Colleges, similar to other nonprofit organizations, develop an annual report to publicize its self-review results and ongoing accomplishments on behalf of the faculty statewide, with the first publication of this report to be completed by Fall 2014.

Contact: Kim Harrell, Folsom Lake College

MSC

## 1.05 S13 Institute and Plenary Sessions on Facilities Planning

Whereas, The physical condition of our college facilities has a direct impact on the ability to execute our educational master plans as they apply to items 4, 5, 7 and 10 of the academic and professional matters as defined by Title 5 regulations, and is an area of review within Accrediting Commission for Community and Junior Colleges Standard III.B-Physical Resources;

Whereas, The state has not funded facility maintenance and infrastructure repair since 2008, which has resulted in a significant deterioration of older community college campuses, and future state funding of community college facilities is based on a complex set of formulas with requirements and conditions that few faculty understand; and

Whereas, Implementation of a 21st century educational master plan will require the adoption of new technology that directly impacts student learning, and knowledge of the facilities planning process is critical to developing the capacity of our facilities to accommodate new technology;

Resolved, That the Academic Senate for California Community Colleges shall include regular, periodic plenary and institute breakout sessions focusing on facilities planning and maintenance issues; and

Resolved, That the Academic Senate for California Community Colleges assert that facilities planning and facilities maintenance have a direct impact on instruction.

Contact: C. Denise Richardson, Laney College

MSC

# 5.0 BUDGET AND FINANCE

## **5.01 S13 Call for Statewide Conversation on Funding Formulas to Maintain Comprehensive Course and Program Offerings**

Whereas, Recent budgetary cutbacks have forced many colleges and districts to reduce their course and program offerings significantly, and, in some cases, rapidly, which, if not done thoughtfully and strategically, may lead to a curriculum that is unbalanced and misaligned with community needs and statewide mission directives;

Whereas, Given the current community college funding model in California in which districts receive apportionment at the same rate for all students, regardless of the underlying costs of particular courses or programs in which they enroll, or the level of student support services needed for each program, it may be tempting for community college districts facing a budgetary crisis to reduce programs with high operational costs such as specialized laboratory classes in science or career technical education (CTE) with externally mandated, or those requiring low enrollment caps such as basic skills or high equipment costs as a way to save money and maintain other programs;

Whereas, Statewide data from the Management Information System (MIS) Datamart indicates that the percentage of Full-Time Equivalent Student (FTES) for CTE programs has declined in the last 10 years from 33% to 31% (and this data does not include the recent drastic reductions imposed by numerous districts in the last two years), suggesting an unintended and possibly undesirous shift in mission-effort that needs further research and informed system-wide decision-making that colleges and districts may indeed be unbalancing their curricular offerings by reducing or eliminating high cost CTE programs in an effort to save money and serve the most students; and

Whereas, The current community college funding formula with equal apportionment funding for students in all courses and programs, regardless of cost to offer and serve students, may not promote short- and long-term local choices that best serve the interests of our communities, regions and the State and force districts to pit some programs against others in terms of their cost to the district rather than their value to the community;

Resolved, That the Academic Senate for California Community Colleges initiate and promote a system-wide conversation about funding formulas and other system policies that impact colleges’ and districts’ ability to offer a balanced, comprehensive set of course and program offerings that meet the needs of local communities and is consistent with the mission of California community colleges.

Contact: Phil Smith, American River College, Area A

MSC

# 7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE

## 7.01 S13 Timely Notification of Changes to Transfer Model Curriculum (TMC) Narratives and Templates

Whereas, Colleges that have been diligent and conscientious in creating and submitting the Associate in Arts for Transfer (AA-T) Associate in Science for Transfer (AS-T) degree proposals based upon Transfer Model Curricula (TMC) have sometimes found that the rules, deadlines, and templates for submitting TMC-based proposals have been changed in a manner that has confused and frustrated the good faith efforts of the colleges to complete curriculum in a timely manner;

Resolved,That the Academic Senate for California Community Colleges work with Course Identification Numbering (C-ID) System, the Chancellor’s Office, and other related parties to implement a policy that the TMC narratives and templates be updated in a manner that creates a regular predictable timeframe for notification and implementation.

Contact: Mary Ann Valentino, Fresno City College, Area A

Adopted by Acclamation.

# 9.0 CURRICULUM

## 9.01 S13 Investigate Regional Coordination of Course Offerings

Whereas, Faculty develop curriculum designed to best serve the educational needs of students and fully intend to offer the courses necessary for students to expeditiously meet their educational goals;

Whereas, Community colleges strive to develop class schedules that allow students to complete basic skills classes, obtain degrees and certificates, and transfer to four-year universities, all within a timely manner;

Whereas, Despite their best intentions, it is often difficult for colleges to offer necessary courses within the timeframe needed for students to complete their educational goals due to minimum class enrollment policies or the high cost of the course; and

Whereas, Colleges are constantly striving to better meet the needs of students and coordination among colleges on course scheduling may ensure that courses that are not frequently scheduled at one college due to historical low enrollments or high costs, may be offered at one or more neighboring colleges thus providing students with additional opportunities to complete their educational goals;

Resolved, That the Academic Senate for California Community Colleges research the feasibility of and suggest possible strategies and effective practices for regional coordination of course offerings among colleges to improve course availability for students and report the findings at the Fall 2014 Plenary Session.

Contact: Craig Rutan, Santiago Canyon College, Curriculum Committee

MSC

## 9.02 S13 Regional Conjoint Programs

Whereas, A conjoint program is defined as “a credit program (degree or certificate) or noncredit program that is offered collaboratively by two or more colleges, whether in the same or different districts (but usually within the same geographical region) … and each college participating in a conjoint program receives authorization to award the certificate or degree[[1]](#footnote-1)”;

Whereas, Colleges that do not currently offer all the courses required for a specific certificate or degree may be able to establish conjoint programs with other colleges in their region that do offer the necessary courses;

Whereas, Taking courses from several different community colleges concurrently in a region is not uncommon for many students; and

Whereas, Each college is strongly encouraged by Chancellor’s Office regulations (dated November 30, 2012) and by SB 440 (as of February 21, 2013) to create, by the 2014-15 academic year, associate degrees for transfer in every major offered by the community college where there is an approved Transfer Model Curriculum (TMC) and conjoint programs may help with the development of these degrees as well as other degrees and certificates;

Resolved, That the Academic Senate for California Community Colleges explore the feasibility of expanding the use of conjoint programs and report the findings and possible next steps at the Fall 2013 Plenary Session; and

Resolved, That the Academic Senate for California Community College further work with the Chancellor’s Office to develop recommendations to the Board of Governors that will allow colleges with conjoint programs to accurately track and report completion and success of students in those programs at each college participating in such a program and to include this accurate data in comparative documents such as the Accountability Reporting for the Community Colleges (ARCC) reports, the Community College Scorecards, and others.

Contact: Dan Crump, American River College, Legislation and External Policy Committee

MSC

## 9.03 S13 Conditions of Enrollment for Online Instruction

Whereas, Online learning is a mode of instruction that has become commonplace in our community colleges and some colleges now offer degrees exclusively online;

Whereas, Students may not have the time management skills needed to succeed in an online class or section, may have unrealistic expectations about online education, and may lack the basic technological skills required to succeed in a college online class or section;

Whereas, Student success in an online course depends not only on mastering the course content but also on a student’s ability to navigate within the online environment and manage the unique aspects of an online class or section including specific technological skills and higher reading aptitudes; and

Whereas, Section 55200 of Title 5 describes specific characteristics of distance education and online instruction but does not permit colleges to implement a condition of enrollment to ensure students are prepared to succeed in the online environment;

Resolved, That the Academic Senate for California Community Colleges support allowing implementation of appropriate additional preparation in order to enhance student success in online classes or sections; and

Resolved, That the Academic Senate for California Community Colleges investigate what would be required to permit colleges to implement appropriate conditions of enrollment for distance learning courses, including changes to Title 5 if necessary, and research the efficacy of a required orientation designed for students taking an online class or section and report the results of the study to the body by the Spring 2014 Plenary Session.

Contact: Don Gauthier, Los Angeles Valley College, Legislation and External Policy Committee

MSC

## 9.04 S13 Investigate and Determine Appropriateness of Massive Open Online Courses

Whereas, Serious academic and proprietary concerns have been raised regarding massive open online courses (MOOCs) including:

* MOOC lectures are “canned,” quizzes and tests are “automated,” students participation is “voluntary,” and students get “little” to no help from faculty;
* In their current incarnation, MOOCs represent “teacher-less classrooms” that can undermine academic integrity and rigor;
* The MOOC instructional paradigm appears to work best for a small portion of self-directed learners, as evident from the fact that only 5% of students complete courses and a much smaller subset that actually pass;
* Mechanisms for awarding credit for MOOCs taken by students (including transferability issues), evaluation of student success and learning outcomes have not been determined.

Resolved, That the Academic Senate for California Community Colleges investigate massive open online courses (MOOCs) to provide guiding elements of good practice, research existing positions, and establish any necessary new positions regarding appropriate roles of MOOCs in California community colleges.

Contact: Kevin Bontenbal, Cuesta College, Area C

MSC

## 9.05 S13 Eliminating the Word “Discipline” in the Taxonomy of Programs

Whereas, The purpose of the Taxonomy of Programs (TOP) is to collect data and information on but not limited to the following matters: colleges where programs are offered, data on student awards, course enrollment and Full-Time Equivalent Student (FTES) information, spending on instructional programs, and assignable square feet for laboratories;

Whereas, The word “discipline” is used in the TOP as a means to categorize programs and bears no relationship to the minimum qualifications for teaching in disciplines as they are defined in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* nor is it intended to do so; and

Whereas, The use of the word “discipline” in the TOP is confusing, and may lead some districts to adopt the “disciplines” in the TOP as being state-approved disciplines for the purpose of determining minimum qualifications[[2]](#footnote-2), even though they do not exist in the Minimum Qualifications discipline list, which may in turn lead to incorrect assignments of faculty to classes or faculty service areas;

Resolved, That the Academic Senate for California Community Colleges assert that the use of the word “discipline” should be limited to (1) faculty service areas, as defined in §87743.1 of the California Education Code, and (2) to faculty minimum qualifications as defined in the disciplines lists in *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, pursuant to Title 5 §53407; and

Resolved, That the Academic Senate for California Community Colleges oppose the continued use of the word “discipline” in the Taxonomy of Programs (TOP) and urge the California Community Colleges Chancellor’s Office to work with the Academic Senate to develop alternative language in the TOP to replace the use of “discipline” so that the replacement language clearly differentiates the purpose of the TOP from the purpose of the disciplines lists and delineation of faculty service areas.

Contact: John Freitas, Los Angeles City College, Area C

MSC

## 9.06 S13 Dance TOP Codes

Whereas, The Academic Senate for California Community Colleges supports colleges’ individual and collective efforts to define comprehensive degrees and programs of study that promote transfer and gainful career and technical development, provide more viable options for Course Identification Numbering System (C-ID), Transfer Model Curricula (TMC), and associate for transfer degrees, and help offset projected workforce shortfalls, as evidenced in SB 1440 (Padilla, 2010) and the Carl D. Perkins Vocational and Technical Education Act;

Whereas, Nine of ten University of California and 20 of 23 California State Universities, as well as the nearly all California community colleges offer dance or dance-related programs, including transfer degrees and/or vocational certificates in fields such as, dance history/critical issues in dance, dance performance, dance science, dance and technology and choreography for students who intend to pursue careers and/or degrees in dance-related areas;

Whereas, The Taxonomy of Programs (TOP), revised June 2012, delineates the need for accurate reporting from the Chancellor’s Office to the state and federal government and states that TOP codes were “designed to aggregate information about programs”, with codes and titles serving a variety of purposes such as inventory of approved and projected programs, accountability of enrollment and supplemental apportionment and completion rates for state and federal vocational education mandates; and

Whereas, In the Chancellor’s Office designation, all current community college dance courses are listed under the single main TOP discipline code for Fine and Applied Arts, with a single subdiscipline code for dance, and a single field code of commercial dance, despite the fact that this field is actually a subcategory of the more prominent field of dance performance not yet designated with a TOP code, though seen in both transfer institutions and vocational areas, and thus there are no TOP code designations that accurately define “the way educational programs are actually organized” at the community college or four-year institutional levels nor do they take into account “the evolution of particular occupations or the terminology practitioners and teachers use to identify their discipline” in the vocational areas of dance, as intended by the Taxonomy of Programs Revised: 2012, Chancellor’s Office;

Resolved, That the Academic Senate for California Community Colleges work in collaboration with affected community college dance faculty and the Chancellor’s Office to redefine and broaden the categories of existing TOP codes, sub-disciplines, and fields appropriate to dance studies, such as field designations of dance science, dance history/critical issues in dance, dance and technology, and dance performance.

Contact: Kathy Schmeidler and Diana Hurlbut, Irvine Valley College, Area D

MSC

## 9.07 S13 Study of Course Unit Loads for High Unit Majors

Whereas, SB 1440 (Padilla) established transfer model curriculum degrees (AA-T and AS-T) with a limit of 60 units, and established a limit of 120 units for bachelor’s degrees earned at a CSU for students who transfer with an AA-T or AS-T degree;

Whereas, SB 1456 (Lowenthal) requires that (1) registration priority be given to students with declared majors and (2) that students lose registration priority upon completion of 100 units, both of which may adversely impact degree completion for those students ill-prepared for college-level coursework or for students who change majors, especially to high-unit majors;

Whereas, There have been difficulties in developing TMCs for some high-unit majors, with the result that some TMCs cannot include all of the standard lower-division preparatory coursework required at the CSU and remain within the 60 unit limit, with the result that upon transfer students in high-unit majors may not be prepared to begin upper division coursework in the major; and

Whereas, There appears to be a lack of consistency in units awarded for courses required for high-unit majors offered at different campus within the CCC, CSU and UC systems, and consequently there may be a negative impact on degree completion and transfer for students in high-unit majors;

Resolved, That the Academic Senate for California Community Colleges work with the Intersegmental Committee of Academic Senates (ICAS) to conduct a study of course unit loads for high-unit majors across all segments of California higher education to determine at a minimum:

* What changes, if any, over time there have been in the units awarded for required courses in high-unit majors;
* The degree of present inconsistency in units awarded for courses required for high-unit majors at different CCC, CSU and UC campuses;
* The impacts of any changes and inconsistencies in units awarded on the course requirements for local AA/AS degrees as well as AA-T/AS-T degrees;
* The impacts on degree completion for students in high-unit majors at the community colleges and following transfer to a CSU or UC as a result of any changes and inconsistencies in units awarded;

and report the results of this study to the body by Fall 2014.

Contact: John Freitas, Los Angeles City College

MSC

## 9.08 S13 Transfer Model Curriculum

Whereas, The Transfer Model Curricula (TMCs) are meant to prepare a student to transfer from any California Community College to any campus in the California State University system;

Whereas, Many degrees based on TMCs may not provide adequate or correct preparation for transfer for many reasons, including, but not limited to: they may not include all of the required coursework; they provide admission advantages to less academically prepared students; they may make it difficult or impossible for a college to create an aligned degree with existing curriculum; they will not provide significant change in access to impacted majors at CSU campuses because CSUs both retain priority access for local service area students and are allowed to create less rigorous and less desirable majors designated for TMC students only; they may be established for majors in which few or no students transfer from the college to the CSU system (see Appendix 9.08);

Whereas, Questions exist regarding the integrity of the review process for newly submitted TMC degrees; and

Whereas, It is the responsibility and authority of the faculty at the community colleges to determine appropriate curriculum for degrees and certificates offered locally at each community college (AB 1725), and to plan and implement authentic program assessment for their local community colleges (ACCJC standards);

Resolved, That the Academic Senate for California Community Colleges affirm that faculty may choose to offer degrees in disciplines where transfer model curriculum exists, but that are not aligned with transfer model curriculum.

Contact: Mark Yeager, MiraCosta College

MSC

# 10.0 DISCIPLINES LIST

## 10.01 S13 Adopt the Proposal to Add Kinesiology to the Disciplines List

Whereas, The Academic Senate for California Community Colleges Executive Committee, having evaluated the evidence concerning the proposal to add Kinesiology to the Disciplines List, has resolved not to forward the addition of Kinesiology to the Disciplines List to the Board of Governors for adoption because “the identical discipline of Physical Education currently exists and to add Kinesiology would be redundant”;[[3]](#footnote-3)

Whereas, The Academic Senate Executive Committee erred in its assessment that the Kinesiology proposal:

Master’s degree in **kinesiology**,physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR bachelor’s degree in any of the above AND master’s degree in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent [**emphasis added**]

is identical to the current discipline of Physical Education:

Master’s degree in physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR bachelor’s degree in any of the above AND master’s degree in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent[[4]](#footnote-4)

as a master’s degree in kinesiology is specifically included in the Kinesiology minimum qualifications (MQ) proposal but not in the Physical Education MQ;

Whereas, The criteria outlined in the document Disciplines List Proposal Process include “changes within the profession or field” and “inclusion of new degrees” as acceptable criteria for a proposal, which were highlighted in the proposal and faculty in the discipline followed the two-year published review process in good faith; and

Whereas, The proposal was vetted at both the Spring 2012 and Fall 2012 Plenary Session hearings where 11 testimonies from ten different colleges supported and no testimonies opposing the proposal were recorded;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the proposed addition of Kinesiology to the Disciplines List.

Contact: Kim Harrell, Folsom Lake College, Area A

MSC

## 10.02 S13 Disciplines List – Chicano Studies

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supported and opposed the following addition of the Chicano Studies discipline:

Master’s degree in Chicano Studies OR Ethnic Studies OR the equivalent.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, supports the addition of Chicano Studies;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the proposed addition to the Disciplines List for Chicano Studies.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, SEAP Committee

MSC

## 10.03 S13 Disciplines List – Health Education

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supports the following revision to the discipline of Health Education:

Master’s degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, ~~or~~ nutrition or Public HealthOR bachelor’s degree in any of the above AND master’s degree in ~~public health, or~~ any biological science OR the equivalent.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, supports the revision to the discipline of Health Education;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the proposed revision to the Disciplines List for Health Education.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, SEAP Committee

MSC

## 10.04 S13 Disciplines List – Peace Studies

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supports the following addition of the Peace Studies discipline:

Master’s in Peace Studies, Peace and Conflict Studies, Peace and Justice Studies, or the equivalent.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, supports the addition of Peace Studies;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the proposed addition to the Disciplines List for Peace Studies.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, SEAP Committee

MSC

## 10.05 S13 Disciplines List – Digital Media

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," opposed adding the following new discipline to the non-Master's list called Digital Media;

A Bachelor’s degree in Computer Graphics, Digital Media, Multimedia, Animation, Fine Arts with an emphasis in digital media, or related field from an accredited college or university, and two years of non-teaching experience in a related discipline, or the equivalent.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, opposed the revision;

Resolved, That the Academic Senate for California Community Colleges not forward the proposal to change the Disciplines List for Digital Media to the Board of Governors.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, SEAP Committee

See Appendix A: Disciplines List Revision Summary Report

## 10.06 S13 Disciplines List – Pharmacy Technology

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," both supported and opposed adding the following new discipline to the non-Master's list called Pharmacy Technology;

Any bachelor’s degree and two years of professional experience, or any associate degree and six years of professional experience, or any associate degree, and an accredited Pharmacy Technician Certification (CPhT), and four years of professional experience.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, supports the revisions to the discipline of Pharmacy Technician;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the proposed revision to the Disciplines List for Pharmacy Technician.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, SEAP Committee

MSC

## 10.07 S13 Improvements to the Disciplines List Process

Whereas, The Academic Senate for California Community Colleges reviews the Disciplines List in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges[[5]](#footnote-5)* every two years to recommend additions and changes to the Board of Governors;

Whereas, During every two-year cycle the Academic Senate evaluates the process used to revise the disciplines list and makes modifications as necessary (e.g., recommending a new category requiring a “Specific Bachelor’s degree or Associate Degree List” during the last review);

Whereas, Transparency, awareness, participation, and a thorough understanding of the Disciplines List review process is difficult since the process only occurs every two years; and

Whereas, While the current Discipline List Revision Process provides directions and timelines to the field, there is limited information about the entire process including the roles and responsibilities of Senate committees and how the Executive Committee makes determinations;

Resolved, That the Academic Senate for California Community Colleges consolidate the information in the three Disciplines List Process documents, and pertinent information from the paper, *Disciplines List Review Process* (Academic Senate Standards and Practices Committee, 2004) to create a Disciplines List Process Faculty Handbook to ensure all pertinent information to the process is consistent, housed in one place, and can be used by both faculty at large and the Standards, Equity, Access, and Practice Committee to ensure clarity and effectiveness of the process; and

Resolved, That the Academic Senate for California Community Colleges work to perfect the Disciplines List Process so that it is more inclusive and thorough to ensure that recommendations to the Board of Governors are based on the perspective of a broad group of faculty and not the voices of a few.

Contact: Kim Harrell, Folsom Lake College, Area A

MSC

# **13.0 GENERAL CONCERNS**

## 13.01 S13 Support for Local Control in Noncredit Instruction Programs

Whereas, The Legislative Analyst’s Office December 2012 report, “Restructuring California’s Adult Education System” and the January 2013 Governor’s Omnibus Education trailer bill and SB 173 (Liu, as of April 8, 2013) have all proposed cutting noncredit instruction, thereby eliminating older adults, parenting, home economics, and health and safety;

Whereas, The approved noncredit instruction programs that are being considered for elimination have historically given California’s community colleges the ability to address local areas of need, including but not limited to older adults who are returning to the workforce because of economic hardship, older adults who need to increase or sustain their mental and physical agility, parents who need to develop effective strategies to nurture optimal child development and manage challenging behaviors in their children, and parents who are going through the court system for divorce or child custody cases; and mature drivers who want to update their road skills;

Whereas, The elimination of approved noncredit instruction programs would change the California community college’s commitment to educating the people of California and would greatly alter the term “community” in the title adopted by the system in 1967, and local districts would be rendered unable to provide accessible educational opportunities to communities identified as demonstrating real need; and

Whereas, The Academic Senate for California Community Colleges have continually demonstrated support for noncredit instruction programs by supporting resolutions as far back as 1989 that aim to improve the quality of noncredit education in the state, and recently resolutions have called for the Academic Senate to assign responsibility for adult education to California community colleges (06.03 F11), and oppose the elimination of non-CDCP noncredit classes (13.02 F11);

Resolved, That the Academic Senate for California Community Colleges oppose the elimination of any of the noncredit approved instruction programs currently defined in Education Code; and

Resolved, That the Academic Senate for California Community Colleges recommend that individual colleges or districts continue to exercise local control over decisions about how to use state funding in order to administer and customize noncredit programs in response to their community needs.

Contact: Candace Lynch-Thompson, NOCCCD-School of Continuing Education, Area D

MSC

## 13.02 S13 Encouraging Part-time Faculty Participation in and Attendance at Academic Senate Plenaries

Whereas, Part-time faculty comprise roughly two-thirds of the teaching faculty in the California community colleges;

Whereas, The Academic Senate for California Community Colleges should find ways to address the issues and viewpoints of such a large number of faculty in the state that the Academic Senate for California Community Colleges represent;

Whereas, Many part-time faculty around the state are just as involved in their campus governance and activities as full-time faculty and just as knowledgeable about state-wide issues and can be valuable assets to our goals as a faculty representative body; and

Whereas, Too few part-time faculty attend plenaries or participate in the academic senate committees and activities;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to, if possible, send at least one part-time faculty from their college or district to each plenary; and

Resolved, That the Academic Senate for California Community Colleges actively recruit part-time faculty onto senate committees and senate liaison positions.

Contact: Jon Drinnon, Merritt College

MSC

## 13.03 S13 Aligning Attendance Accounting for Credit Distance Education Courses with Credit Onsite Courses

Whereas, There is significant attention to the potential for online and distance education to improve access to California community colleges from both the Governor and the Legislature;

Whereas, Title 5 §58003.1(f)(1) requires that the weekly student contact hours (WSCH) for credit distance education (DE) courses be determined by the credit units awarded for the course, not the actual student contact hours used for attendance accounting for the equivalent on-site credit courses;

Whereas, Using credit units instead of actual student contact hours for attendance accounting results in less FTES generated by DE courses offered at colleges on compressed calendars than FTES generated by their equivalent on-site courses, resulting in less apportionment received per DE course for the same cost of instruction as the equivalent on-site credit courses; and

Whereas, This resulting disparity in apportionment to colleges on compressed calendars may result in de facto financial penalties for those colleges, and discourages the offering of sections of distance education courses needed to meet the demand of the communities they serve;

Resolved, That the Academic Senate for California Community Colleges support regulatory changes that allow attendance accounting for all credit distance education courses to be based on the student contact hours stipulated in the course outline of record rather than on the credit units, in alignment with the attendance accounting methods for the equivalent onsite credit courses.

Contact: John Zayac, Los Angeles Pierce College; Richard Mahon, Riverside City College

MSC

## 13.04 S13 College and Career Readiness

Whereas, Students graduating high school need to be prepared to either attend college, go to work or join the military, or make other life choices that require knowledge or skills learned in high school;

Whereas, In this context “college ready” means a graduate is likely to be successful entering into college and “career ready” means a graduate is likely to be successful moving into a pathway that will prepare him/her for a specific job, such as entering into an apprenticeship program or entry level job; and

Whereas, Students who are challenged and encouraged to take a rigorous, varied, and progressively more challenging curriculum in high school will be better prepared for the many eventualities that occur when students leave high school;

Resolved, That the Academic Senate for California Community Colleges take the position that “college readiness” and “career readiness” standards for high school graduates are the same.

Contact: Wheeler North, San Diego Miramar College

MSC

## 13.05 S13 Revisit Failing Students for an Egregious Act of Cheating

Whereas, Academic Senate Resolution 14.02 F05 (Student Cheating) sought clarification on Chancellor's Office legal opinion L 95-31 "limit[ing] the ability of local faculty to fail a student for a single incident of academic dishonesty, and pending the result of clarification, to seek an appropriate Title 5 change,“ and Academic Senate Resolution 14.01 S08 called for the Senate to “convene a group to review and where appropriate draft language to revise Title 5 grading regulations to allow for the failure of students for egregious acts of academic dishonesty”;

Whereas, The Senate *Rostrum* article “Academic Dishonesty and the Faculty’s Right to Assign a Grade: A Test of the Academic Senate’s Authority,” published in 2010, concluded that “at the current time, the Academic Senate finds itself unable to carry out the will of the body in resolutions 14.02 F05 and 14.01 F08” regarding Resolution 14.01 S08 due to previous legal opinions and students’ rights to due process;

Whereas, The same Senate *Rostrum* article states that “the body can bring the issue back again when it looks like the environment is more conducive to effecting such a change,” and with a new chancellor and a new president of the Board of Governors now in place, the environment may now be more conducive to pursuing appropriate regulatory change regarding the important issues of academic dishonesty and faculty’s right to assign appropriate penalties”; and

Whereas, Faculty have continued to express interest in revising Title 5 grading regulations, and some colleges have established diminished sanctions for student dishonesty based on the Chancellor’s Office legal opinion on those regulations;

Resolved, That the Academic Senate for California Community Colleges reinitiate its effort to review and, where appropriate, draft language to revise Title 5 regulations to allow for the failure of students for egregious acts of academic dishonesty while also protecting all students’ rights to due process.

Contact: Danielle Martino, Santiago Canyon College

MSC

**18.0 MATRICULATION**

## **18.01 S13 CCC ESL Assessment for Placement Test**

Whereas, The need for a California community college-developed ESL assessment for placement test has been articulated by the 2007 Academic Senate for California Community College’s Consultation Council on Assessment Task Force, the 2009 Academic Senate/California Community College Chancellor’s Office (CCCCO) Action Planning Group on Assessment, and the California Community College English as a Second Language (ESL) Placement Test Development Project (sponsored by the 2009-2011 California Community College Assessment Association and CCCCO);

Whereas, California community college (CCC) students, faculty, and instructional programs benefit from ESL assessment test content that more effectively measures the specific knowledge and skills expected of entering CCC students at various course placement levels than currently available instruments ;

Whereas, California community colleges and the Chancellor's Office benefit from affordable placement instruments based on test specifications and content which are developed, managed, and owned by the CCCCO; and

Whereas, A multi-level ESL placement instrument written by CCC content area experts (i.e., CCC ESL faculty), through a project funded by the CCCCO and led by the California Community College Assessment Association (CCCAA) has so far accomplished the following:

* Development of comprehensive ESL test-specifications (2009-2010)
* Development of Novice through Advanced-level Reading passages and test items, and Language Structure test items (2010-2011)
* Field-testing, psychometric analysis, and revision (if needed) of 45 Reading passages, 232 Reading test items, and 285 Language Structure items
* Development of a (Novice-Advanced level) Writing Sample scoring rubric

yet CCCCO funding of the project was suspended in early 2012, with no clear indication when and if funding would resume;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to resume field testing for test item development so as to provide California community colleges with an ESL assessment test for placement.

Contact: Kitty Moriwaki, City College of San Francisco, CO Assessment Workgroup

MSC

# 19.0 PROFESSIONAL STANDARDS

## 19.01 S13 Adopt the Paper Sound Principles for Faculty Evaluations

Whereas, Academic Senate Resolution 19.05 F11 directed the Academic Senate to “survey districts on the processes and criteria used for faculty evaluation and work with statewide bargaining organizations to analyze the results and identify and formulate effective practices for the purpose of updating the 1990 paper Guidelines for Developing a Faculty Evaluation Process”;

Whereas, A survey for local academic senate presidents regarding faculty evaluations was completed December of 2012; and

Whereas, The results of the December 2012 faculty evaluations survey were used to inform the content of the paper *Sound Principles for Faculty Evaluations*, and this paper has been properly reviewed by representatives from various interested constituent groups including faculty bargaining units;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Sound Principles for Faculty Evaluations*.

Contact: David Morse, Long Beach City College, Governance and Internal Policy Committee

MSC

## 19.02 S13 Adopt the Paper Alternative Methods for the Awarding of College Credit: Credit by Examination for Articulated High School Courses

Whereas, Resolution 21.01 (Fall, 2007) encouraged “local senates to eliminate the practice that delays the awarding of credit to secondary students participating in legitimate articulation agreements or dual enrollment arrangements with the college” and resolution 09.05 (Fall, 2008) called upon the Academic Senate for the California Community Colleges to “research and share effective practices for credit by exam processes with local senates”; and

Whereas, It was determined by the Statewide Careers Pathways Advisory Committee that Title 5 changes were necessary to further facilitate the awarding of credit for articulated high school courses and guidance for colleges was needed to effectively implement policies and practices that removed the delay of credit;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Alternative Methods for the Awarding of College Credit: Credit by Examination for Articulated High School Courses*

Contact: Wheeler North, San Diego Miramar College, Executive Committee

MSC

## 19.03 S13 Develop Training Guidance for Faculty Engaged in Peer Evaluations

Whereas, The evaluation of faculty is a critical process for developing teaching excellence and preserving academic quality in California community colleges and is a shared responsibility of academic senates, faculty bargaining units, and college administrations;

Whereas, As noted in the Academic Senate Paper *Sound Principles for Faculty Evaluations*, most colleges do not have a process in place for training peer evaluators, and such training would be a valuable tool for enhancing the quality and integrity of faculty evaluations; and

Whereas, In a Fall 2012 Plenary Session breakout on faculty evaluations, participants suggested that the Academic Senate for California Community Colleges should provide guidance for local colleges regarding the training of peer evaluators;

Resolved, That the Academic Senate for California Community Colleges work with statewide bargaining organizations and other relevant constituencies to develop training materials and/or other guidance to help local colleges and districts establish effective training processes for faculty engaged in peer evaluation.

Contact: David Morse, Long Beach City College, Governance and Internal Policy Committee

MSC

## 19.04 S13 Part-time Faculty Nomenclature

Whereas, There are numerous terms available to define the role, rank, or position of part-time faculty, yet the only terminology in Education Code that pertains to part-time faculty is “temporary” and “part-time” faculty or academic employees;

Whereas, Choosing terminology to refer to academic colleagues is an act that conveys not only employment status but also respect, equity, and acknowledgement of shared obligations and responsibilities; and

Whereas, The Academic Senate for California Community Colleges urges local senates to include part-time faculty in shared governance and, hence, decision-making;

Resolved, That the Academic Senate for California Community Colleges recommend local senates engage with their part-time faculty in an open and inclusive discussion and democratic decision-making process regarding local terminology used to refer to part-time faculty.

Contact: Ken Bearden, Butte College, Area A

MSC

## 19.05 S13 Professional Development and Training

Whereas, The Student Success Task Force Recommendation 6.1 calls for the creation of a continuum of strategic professional development opportunities and affirms the need for faculty professional development[[6]](#footnote-6);

Whereas, Faculty need ongoing professional development and training that is extensive and on-going with an instructional design focus as well as training that facilitates other aspects of community college faculty roles;

Whereas, Many if not all faculty contracts provide for sabbatical opportunities that if coordinated with an ongoing professional development plan would provide excellent opportunities to engage in capstone type activities leading to increased ability, value to the community and opportunities for promotion; and

Whereas, The Chancellor’s Office Professional Development Committee has created recommendations to support professional development that affirm the role of the Academic Senate in all academic and professional matters;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to assist colleges in creating professional development programs and sabbatical opportunities for faculty that provide coordinated pathways using a variety of methods to enhance the skills of faculty as master teachers and support full engagement in all academic and professional matters.

Contact: Dianna Chiabotti, Napa Valley College, Area B

MSC

## 19.06 S13 Certification of Faculty to Teach Distance Education Courses

Whereas, Federal and state regulations, as well as accreditation standards, require that colleges ensure that distance education (DE) course offerings meet the same standards of instructional quality as on-site courses;

Whereas, Distance education pedagogical methods differ significantly from on-site instructional pedagogy, and as a result, effective, quality DE instruction requires faculty with relevant skills and training in distance education delivery and pedagogy to promote student success in this modality;

Whereas, In its paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* (Spring 2008), the Academic Senate states that colleges could “consider possible use of board-approved local minimum qualifications” that include technology skills but does not address the possible inclusion in local minimum qualifications of certification in DE pedagogical methods; and

Whereas, Title 5 §55208(a) requires that faculty assigned to distance education sections meet the same discipline minimum qualifications as on-site faculty, in accordance with Title 5 §53410, but is silent on qualifications beyond the required preparation to teach in a given discipline, such as qualifications to teach in the distance education modality;

Resolved, That the Academic Senate for California Community Colleges survey colleges to determine what local requirements exist for certification of faculty to teach in the distance education modality and communicate those results to the body by Spring 2014.

Contact: John Freitas, Los Angeles City College, Area C

MSC

## 19.07 S13 Update the 2002 Paper Part Time Faculty: A Principled Perspective

Whereas, Over a decade has passed since the publication of the 2002 Academic Senate paper *Part-Time Faculty: A Principled Perspective*;

Whereas, Expectations of and demands placed upon part-time faculty have increased dramatically since 2002, particularly due to revised accreditation standards, increased state and federal demands for institutional accountability, and unprecedented budgetary pressures;

Whereas, A 2008 Rostrum article, “Part-time Faculty: Where Are We Now,” written in part to measure progress made since 2002, laments “the existence of an enormous cadre of [part time] faculty who are not on anyone’s radar” and closes by stating “the time is ripe for change”; and

Whereas, Despite the fact that the Fall 2010 Plenary Session hosted several breakouts dedicated to part-time issues, a 2011 survey, reported in a 2012 Rostrum article (Effective Practices: Part-Time Faculty and Local Academic Senates), revealed that, a decade later, part-time faculty participation in nearly every aspect of shared governance, curriculum development, and student success initiatives continues to be unacceptably low, low enough that the paper concludes “local senates might be well served to explore ways to incentivize the participation of part-time faculty”;

Resolved, That the Academic Senate for California Community Colleges create a task force consisting of both full- and part-time faculty charged with updating the 2002 paper *Part-Time Faculty: A Principled Perspective* to reflect progress achieved and challenges remaining with respect to the original paper’s policy-level recommendations and best practice suggestions for local senates, and to make further recommendations related to the status of part-time faculty as needed by the Spring 2014 Plenary Session.

Contact: Kenneth Bearden, Butte College, Area A

MSC

## 1.06 S13 Adding Context to Resolutions

Whereas, With increasing external collaborations and pressures more resolutions are emerging regarding specific proposals that require in depth discipline or program knowledge;

Whereas, Delegates will not have comprehensive knowledge of every discipline and program; and

Whereas, Resolution authors try to compensate for delegates’ lack of subject matter expertise in such cases by including obtuse, and sometimes passionate, descriptive language in the body of the resolution, thereby risking confusion or alienation of the delegates;

Resolved, That the Academic Senate for California Community Colleges research the feasibility of allowing the addition of pro and con arguments to contextualize issues addressed by the resolution in a manner similar to our California’s Voter Guide and report back to the body by Fall 2013.

Contact: Sarah Thompson, Las Positas College, Area B

MSF

1.07 S13 Informing the Senate Body Regularly on ResolutionsWhereas, Resolutions are the primary method of not only determining direction for the Academic Senate for California Community Colleges, but also for directing actions for the Executive Committee and the Senate Standing Committees;

Whereas, Although the Academic Senate for California Community Colleges has an area on its website that gives information on the status of resolutions, many plenary attendees do not know about this or how to find that status information, so they do not find out how resolutions are being carried out;

Whereas, Those who attend the Academic Senate plenaries would be greatly edified by regularly receiving specific information on what is being done to accomplish the goals of Academic Senate resolutions in order to view the complexities that are involved in working on resolutions and the hard work that the Executive Committee and the Academic Senate Standing Committees engage in to work on resolutions or to make determinations as to their viability; and

Whereas, From time to time there may be resolutions that are not completed and the delegate should be informed as to the specific rationale for why they were not completed since resolutions reflect the democratic will of the majority;

Resolved, That the Academic Senate for California Community Colleges publish and print a Resolutions Progress Update packet at plenary with a complete breakdown of all those resolutions that were passed at the previous plenary, which includes a detailed point by point rundown of all the actions that were taken to complete the resolutions, whether the resolutions have been completed, a detailed rationale for why any resolutions were shelved because they were deemed not viable, including a complete explanation of why any resolutions were not completed.

Contact Person: Jon Drinnon, Merritt College

MSF

## 1.08 S13 Preserving the Rights of Delegates to Have Their Amendments and Resolutions Heard by the Body

Whereas, Decisions behind closed doors without review go against democratic principles and can be subjective regarding the complex nature of whether a resolution repeats a previous resolution, reverses a previous resolution or whether an amendment pertains (or not) to a resolution, and if these decisions are not subjected to the light of day, there is no recourse to review them;

Whereas, We have developed over the years practices for allowing or disallowing resolutions and amendments to go forward that may or may not be completely in accord with Robert’s Rules of Order and at times appear to be subjective and/or arbitrary; and

Whereas, Developing a process for allowing all amendments and all resolutions proposed and signed off on by four duly appointed delegates and a proposer will have the effect of enfranchising those delegates in a democratic process that is transparent and open, and subject to review for objectivity and fairness;

Resolved, That the Academic Senate for California Community Colleges will forward all amendments and all resolutions *that are in dispute* as to whether they violate some rule and that receive the required signatures (four delegates and a registered session person to propose the amendment or resolution) in the resolutions packet on the consent calendar (to expedite the process) with a detailed recommendation from the Resolution Committee as to *why they should not be included in the voting*, a recommendation which has been validated by a ruling from the chair; and

Resolved, That the Academic Senate for California Community Colleges allow the ruling of the chair with regards to the amendment or resolution in question to be challenged from the floor and open to debate and vote of the body at which point the amendment or resolution will be left out of the deliberations or included depending on the outcome of the vote.

Contact Person: Jon Drinnon, Merritt College

MSF

## 1.09 S13 Resolution to Clarify the Rules with Regards to Repeat Resolutions, and Changing the Meaning of Resolutions

Whereas, The specific rules are not clear as to when a resolution that has been voted down can be brought back to plenary under a new resolution for a revote on the same issues;

Whereas, The specific rules are not clear on whether an amendment to a resolution can significantly change the meaning of the original resolution;

Whereas, At the Fall 2012 Academic Senate plenary an amendment was added to a resolution which changed the meaning and intent of the resolution and in effect put into effect a resolution that had been voted down at a previous plenary; and

Whereas, The change to this resolution changed the original meaning so dramatically that the original author asked to have his or her name removed from the resolution;

Resolved, That the Academic Senate for California Community Colleges investigate Robert’s Rules of Order and consult with its parliamentarian to develop a clear set of guidelines so that faculty know how much resolutions can be changed and whether previously defeated resolutions can be brought back and if so under what conditions, and bring its findings back to the Fall 2013 Plenary in the form of a new resolution for consideration by the body.

Contact: Jon Drinnon, Merritt College

MSF

## 5.01.01 S13 Amend Resolution 5.01 S13

Replace resolve:

Resolved, That the Academic Senate for California Community Colleges research existing positions and develop any necessary new positions regarding funding formulas by Spring 2014, and begin to identify other constituent concerns along with any potential research needs to become fully prepared for a system-wide conversation about system funding and related policies.

Contact: Danielle Martino, Santiago Canyon College

MSF

## 10.08 S13 Disciplines List – Teacher Education

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," both supported and opposed the following addition of the Teacher Education discipline:

Master’s in education, teaching, special education, curriculum and instruction, or in a recognized K-12 subject matter, AND hold or have held a state approved K-12 teaching credential, OR the equivalent.

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, supports the addition of Teacher Education;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors adopt the proposed addition to the Disciplines List for Teacher Education.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, SEAP Committee

MSF

13.05.01 Amend Resolution 13.05 S13Replace resolve:   
Resolved, That the Academic Senate for California Community Colleges support the Chancellor’s Office previous legal opinion that penalties for acts of plagiarism or cheating be limited to a failure for the assignment in which the act occurred and also advocate a change to Title 5 to make explicit that the failure be limited to the assignment only and not the class as a whole.

Contact: Jon Drinnon, Merritt College

MSF

19.04.01 Amend Resolution 19.04 S13  
Amend Resolve

Resolved, That the Academic Senate for California Community Colleges ~~recommend~~ work with local senates to engage with their part-time faculty in an open and inclusive discussion and democratic decision regarding ~~local~~ preferable terminology used to refer to part-time faculty and bring the results of that work to the Spring 2014 plenary in the form of a resolution to provide our local senates with a consistent preferred nomenclature to refer to part-time faculty.

Contact: Jon Drinnon, Merritt College

MSF

## 19.08 S13 Faculty Professional Development

Whereas, The need for professional development has always existed, it has continued to grow as faculty responsibilities increase;

Whereas, Current Education Code (§87153) and the subsequent Flex Calendar procedures allow flexibility and cast such a broad net that activities to increase self-esteem are included and the Guidelines for Implementation of the Flexible Calendar Program allows for personal growth that e­­­nhances well-being;

Whereas, The current tide of new developments in community colleges including but not limited to changes in accreditation, the Student Success Task Force, and development of transfer degrees necessitates faculty professional development to focus on academic and professional matters; and

Whereas, The current fiscal situation of the California Community College has severely reduced funding for professional development;

Resolved, That the Academic Senate for California Community Colleges support limitations on professional development activities to only include professional development on academic and professional matters until such time as the funding stream increases beyond the base Full-Time Equivalent (FTE) funding amounts for colleges to allow all activities listed in Education Code §87153(a-i) including activities that increase self-esteem and activities for personal growth.

Contact: Dianna Chiabotti, Napa Valley College, Area B

MSF

## 1.10 S13 Remove Time Spent at Parliamentary Microphone from Allotted Debate Time

Whereas, One of the primary goals of Robert’s Rules of Order is to develop and enforce rules that prevent the majority view from dominating and/or squelching entirely the minority view without first allowing for adequate presentation of the minority view;

Whereas, Since it is possible to effectively filibuster discussion on controversial topics by going to the parliamentary microphone and making motions that require significant time expenditure to discuss points of information, rulings by the chair, referral to the Executive Committee motions (and votes), and motions to end debate (and votes), which has the impact of cutting off the ability of the body to weigh the merits of the original resolution; and

Whereas, Not only does Robert’s Rules of Order require a two-thirds vote precisely because cutting short the debate on a topic is a serious deviation from normal operating procedure, but also a motion to call the question when the allowable time for discussion has not expired can have the impact of shutting down the minority viewpoint and prevent a member from presenting a critical salient position that no one had thought of before, resulting in a fully considered decision that is more in alignment with the needs of the body politic;

Resolved, That the Academic Senate for California Community Colleges adhere to the rule in Robert’s Rules of Order that states that before the motion to call the question can be made at least one person from each side of the issue is allowed to speak;

Resolved, That the Academic Senate for California Community Colleges will subtract all the time expended in discussion, motions and votes from the parliamentary microphone from the time allotted for debate on resolutions so that the clock is only running on the allotted time for debate while people are at the pro or con microphone; and

Resolved, That the Academic Senate for California Community Colleges allow appropriate space for the expression of the minority view and respect the contributions of all session attendees.

Contact: Jon Drinnon, Merritt College

MSR Reason: Referred to the Executive Committee to clarify intent and to determine how this could be done, and what impact it would have on the voting process.

## 10.10 S13 Disciplines List Motion

Whereas, The Disciplines List Process sometimes culminates in a situation in which the Academic Senate for California Community Colleges submits a resolution to recommend *not forwarding* the discipline to the Board of Governors for adoption, leading to a great deal of confusion about the true meaning and consequences of an Aye or Nay vote to a negatively stated resolution;

Resolved, That the Academic Senate for California Community Colleges modify the Discipline List Process so that resolutions about additions to the Minimum Qualifications document are stated positively and that the body determines by a simple Aye vote when a discipline will be forwarded to the Board of Governors with a recommendation to adopt and a simple Nay vote when a discipline will not be forwarded to the Board of Governors for adoption.

Contact: Phil Smith, American River College, Area A

MSR Reason: Referred until the Executive Committee has concluded its review and update of the discipline list process and bring back with the best approach in resolving this problem.

## 10.10.01 S13 Amend Resolution 10.10 S13

Amend first whereas:

Whereas, The Disciplines List ~~P~~revision process is somewhat unique in that normal parliamentary processes do not readily lend themselves to fully informed decision-making through a fully vetted cycle where the rights of the individual, minority and majority are ensured~~sometimes culminates in a situation in which the Academic Senate for California Community Colleges submits a resolution to recommend~~ *~~not forwarding~~* ~~the discipline to the Board of Governors for adoption, leading to a great deal of confusion about the true meaning and consequences of an Aye or Nay vote to a negatively stated resolution~~; and

Add second whereas:

Whereas, the Academic Senate for California Community College’s Executive Committee is currently deliberating over these issues in the interests of improving the process, reducing unnecessary complexity and increasing understanding of the process and has plans to make recommendations during the initiation of the next cycle, which will occur as we transition from Fall 2013 to Spring 2014;

Replace resolve:

Resolved, That the Academic Senate for California Community Colleges develop modifications to the Discipline List revision process to improve, simplify and increase understanding of the process and make these recommendations to the body in Fall 2013, to be used for the next revision cycle. ~~Process so that resolutions about additions to the Minimum Qualifications document are stated positively and that the body determines by a simple Aye vote when a discipline will be forwarded to the Board of Governors with a recommendation to adopt and a simple Nay vote when a discipline will not be forwarded to the Board of Governors for adoption.~~

Contact: Wheeler North, San Diego Miramar College

MSR Reason: Same as above.

## 13.06 S13 Proactive Approach to the Threat of Privatization of our Community College System

Whereas, Newspapers like the Washington Post, which owns Kaplan University and Kaplan Prep, large and successful private education conglomerates, have mounted concerted campaigns to discredit community colleges for being inefficient and harmful to their students and their faculty for being lazy and overpaid, and organizations like the American Legislative Exchange Council (ALEC) have mounted concerted conservative legislative campaigns to advantage corporate goals to privatize education at the expense of our public educational institutions;

Whereas, As its name clearly implies, California Competes (and groups like it), as a veiled attempt to privatize education in this country have launched a full frontal assault on our faculty and community college system with claims that are best addressed by taking over the rhetoric with regards to public education rather than always responding point by tortuous point after the fact;

Whereas, AB 515, a California Legislative bill, if it had not been defeated, would have legislated a two-tiered fee system among the community colleges in effect setting up a private system within the public system geared towards creating an access hierarchy based on the ability to pay much larger fees, leaving less advantaged students competing for what is left; and

Whereas, California is notorious for its unwillingness to fund its public education system from primary to secondary to higher education at appropriate levels that value the education of its citizens or the wellbeing of its students, leaving the public education system extremely vulnerable to corporate and legislative intrusions to privatize the system on many fronts;

Resolved, That the Academic Senate for California Community Colleges create a standing committee whose sole charge is to proactively counteract moves to privatize our community college education system by actively and publicly promoting the community colleges and actively and publicly opposing any moves to privatize them in all venues in which we are legally permitted to engage.

Contact: Jon Drinnon, Merritt College

MSR Reason: Referred to clarify intent and to review how Exec is already doing this to determine if resolution is necessary or if it is even feasible.

## 10.02 S13 Disciplines List – Kinesiology

Whereas, Oral testimony given through the consultation process used for the review of minimum qualifications for faculty in the California community colleges, known as the "Disciplines List," supports the following addition of the Kinesiology discipline:

Master’s degree in kinesiology, physical education, exercise science, education with an emphasis in physical education, kinesiology, physiology of exercise or adaptive physical education OR bachelor’s degree in any of the above AND master’s degree in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges, having evaluated this evidence, does not support the addition of Kinesiology because the identical discipline of Physical Education currently exists and to add Kinesiology would be redundant;

Resolved, That the Academic Senate for California Community Colleges recommend that the proposed addition to the Disciplines List for Kinesiology not be sent forward to the Board of Governors for adoption.

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, SEAP Committee

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1. Program and Course Approval Handbook, March 2012, p. 31 [↑](#footnote-ref-1)
2. For example, the TOP lists Environmental Sciences and Technologies as a “discipline,” yet no such discipline exists in the disciplines list. As another example, Physics/Astronomy are a single discipline in the disciplines list, yet the TOP lists Physics and Astronomy as separate “subdisciplines” within the Physical Sciences “discipline.” Even more confusing is the status of Earth Science. In the TOP, Earth Science is a subdiscipline of Physical Science (which, incidentally, is listed as “Interdisciplinary Studies” in the disciplines list), as are Geology and Oceanography. However, Earth Science, Geology and Oceanography are courses taught within the Earth Science discipline. [↑](#footnote-ref-2)
3. Resolution 10.01 S13 Disciplines List — Kinesiology, Executive Committee Resolutions packet, 45th Spring Session Resolutions For Discussion at Area Meetings. [↑](#footnote-ref-3)
4. Minimum Qualifications for Faculty and Administrators in California Community Colleges, January 2012, p. 34. http://www.asccc.org/sites/default/files/Minimum\_Qualifications\_Handbook\_for\_2012-2014\_(MB2)\_020212.pdf [↑](#footnote-ref-4)
5. http://asccc.org/sites/default/files/Minimum\_Qualifications\_Handbook\_for\_2012-2014\_(MB2)\_020212.pdf [↑](#footnote-ref-5)
6. Recommendation 6.1 does not make it mandatory, there are local mandates though depending on what is negotiated. [↑](#footnote-ref-6)