



**Academic Senate  
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

## **47<sup>th</sup> FALL SESSION RESOLUTIONS**

*Adopted November 7, 2015*

Resolutions Committee 2015-2016

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## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

### 2.0 ACCREDITATION

#### 2.01 F15 Adopt the ASCCC Paper *Effective Practices in Accreditation*

Whereas, Accreditation is an ongoing concern for all colleges in the California Community College System;

Whereas, Faculty participation in the accreditation process and the role of faculty in maintaining an individual college's accreditation are essential and have been the subject of many Academic Senate for California Community Colleges (ASCCC) *Rostrum* articles, resolutions, and breakout sessions;

Whereas, Resolution 02.01 S12 directed the ASCCC to develop resources, including a paper, on effective practices for accreditation compliance to be used by faculty at the local level;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices in Accreditation: A Guide To Support Colleges in the Accreditation Cycle* and disseminate the paper upon its adoption.

MSC Contact: Randy Beach, Executive Committee, Accreditation and Assessment Committee

#### 2.02 F15 Endorse the CCCCCO Task Force on Accreditation Report

Whereas, The California Community Colleges Chancellor's Office (CCCCO) convened the 2015 Task Force on Accreditation to review and address serious concerns regarding California community colleges' accreditation process;

Whereas, The president of the Academic Senate for California Community Colleges, several community college presidents and administrators, a representative from the Faculty Association of California Community Colleges, a community college board trustee, a representative from the California Federation of Teachers, and the Vice Chancellor for Academic Affairs from the California Community College Chancellor's Office were active participants in the work of the Task Force on Accreditation and unanimously supported its findings and recommendations;

Whereas, The recommendations of the Task Force on Accreditation were, in part, based on ASCCC resolutions, which included recommendations for the Accrediting Commission for Community and Junior Colleges (ACCJC); and

Whereas, According to the Task Force on Accreditation, "On several occasions the ACCJC has promised changes and has offered reports detailing their efforts to address concerns, but these promises and reports have led to few significant improvements";

Resolved, That the Academic Senate for California Community Colleges endorse the recommendations of the California Community Colleges 2015 Chancellor's Office Task Force Report on Accreditation.<sup>1</sup>

MSC Contact: Executive Committee

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<sup>1</sup> <http://californiacommunitycolleges.cccco.edu/Portals/0/reports/2015-Accreditation-Report-ADA.pdf>.

## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

### **7.0 CONSULTATION WITH CHANCELLOR'S OFFICE**

#### **7.01 F15 LGBT MIS Data Collection and Dissemination**

Whereas, California law (AB 620, Block, 2011) requires the California community colleges (CCC) to collect aggregate demographic information regarding the sexual orientation, gender identity, and gender expression of students, and Education Code section 66271.2 communicates a concern for the obstacles uniquely faced by lesbian, gay, bisexual, and transgender (LGBT) students;

Whereas, AB 620 (Block, 2011) requests annual transmittal of summary demographic reporting to the Legislature and posting of each summary of information on the CCC Chancellor's Office web site, and the Chancellor's Office also currently collects Management Information Systems (MIS) data to support statewide equity work;

Whereas, The collection of MIS data related to AB 620 (Block, 2011) on CCCApply creates a confusing array of questions that obfuscates the data collected on sexual orientation, gender identity, and gender expression by, for example, asking about gender identity in one spot and about being transgender in another spot and asking students to self-identify according to categories that have changed over time; and

Whereas, Specific data collected on sexual orientation, gender identity, and gender expression intersects with the statewide equity work and could inform local decision-making processes such as identifying possible disproportionate impact, evaluating the efficacy of local work done to ameliorate obstacles unique to LGBT populations, assisting colleges to better serve LGBT students through accurate demographics, placement rates, course success and retention, 30-unit completion, degree and certificate achievement, and transfer rates, and this information could potentially be used to develop student programs that provide peer mentoring similar to Puente or Umoja models;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to change the MIS data elements to clarify response choices to gender identity, gender expression, and sexual orientation so that the data collected by CCCApply matches with the MIS database and yields significant and useful data on LGBT students;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to continuously update nomenclature and regularly disseminate data collected on gender identity, gender expression, and sexual orientation to local community colleges to better serve LGBT students and to do so in a safe and secure manner in acknowledgement of the sensitive nature of the data; and

Resolved, That the Academic Senate for California Community Colleges urge the full inclusion of Lesbian, Gay, Bisexual, Transgender and other sexual-affectional and gender identities and expressions as a demographic group in all institutional Student Equity Plans across the state system.

MSC Contact: Julie Bruno, Executive Committee

#### **7.02 F15 Support for Authorization Reciprocity Agreements**

Whereas, The State Authorization Reciprocity Agreement (SARA) has garnered support around the United States, with more than 10 states joining the agreement to allow students to

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take online courses without individual colleges needing to seek authorization from those students' home states;

Whereas, The Academic Senate for California Community Colleges, in resolution 7.01 S14, urged "the Chancellor's Office and other state entities to analyze without delay the potential benefits and risks of participation in the State Authorization Reciprocity Agreement, and report the results of the analysis to the field as soon as possible";

Whereas, Senate Bill 634 (Block, 2015), "provides the mechanism for California colleges and universities to participate in limited interstate reciprocity among states, including through the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement" but is now a two-year bill; and

Whereas, Current reciprocity agreements vary by college and therefore potentially prevent students in the Online Education Initiative Exchange from being able to participate as intended;

Resolved, That the Academic Senate for California Community Colleges partner with the Chancellor's Office and other organizations to urge support for the inclusion of California community colleges in reciprocity agreements, including the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement.

MSC Contact: Fabiola Torres, Glendale College, Online Education Committee

### **7.03 F15 Ensuring Accurate Information in the California Virtual Campus Catalog**

Whereas, The California Virtual Campus (CVC)<sup>2</sup>, which is operated by the California Community Colleges Technology Center, maintains a catalog that is intended to be a resource used by students to identify the distance education classes that meet their particular educational goals, including identifying courses that fulfill their degree-completion needs;

Whereas, Elements of the CVC catalog are misleading due to over-simplified statements regarding Associate Degrees for Transfer and the recognition of any course included anywhere in such degrees as an Associate Degree for Transfer course when such courses may not actually be articulated with a UC or CSU and as a consequence may have no value upon transfer;

Whereas, Any information provided to students by the CVC on its website about courses and educational programs on behalf of the participant colleges must be clear and accurate in order to ensure that students are able to make the best choices possible in achieving their educational goals; and

Whereas, The integration of data related to Associate Degrees for Transfer into the CVC was made without any consultation with the Academic Senate for California Community Colleges, which is on record expressing its concerns with efforts like the CVC moving forward absent appropriate consultation<sup>3</sup>;

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<sup>2</sup> Go to <https://cvc.edu> for more information about the CVC

<sup>3</sup> See resolution 7.01 S00 (<http://asccc.org/resolutions/system-policy-and-grant-process>)

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Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to immediately establish a work group charged with reviewing, updating, and correcting as needed the CVC catalog; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to identify and charge a responsible party with the ongoing task of reviewing and updating the information in the CVC catalog to ensure that students receive the correct information needed to make properly informed decisions when choosing courses.

MSC Contact: John Freitas, Executive Committee

### **7.04 F15 Economic Workforce Development (EWD) Program Evaluation**

Whereas, In 1991 the California Community College mission was expanded to include economic workforce development and this charge was added as a program in Economic Workforce Development Division of the Chancellor's Office in the form of ten initiative areas of focus, now called Sectors;

Whereas, In 2011-2012 this program was revitalized under the *Doing What Matters* campaign in part to be more strategic with shrinking resources (63% reduction) resulting in reduced sector choices within each of the California community college regions;

Whereas, This cost cutting measure forced each region to make some challenging choices leading to reprioritizations for programs that are viable and actively serving students even though funding has significantly improved; and

Whereas, While an internal evaluation is in progress, the efficacy of the *Doing What Matters* campaign has not been evaluated by the stakeholders;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and stakeholders to evaluate the *Doing What Matters* campaign for the purpose of ensuring its effectiveness and, based on the results of the evaluation, consider restoring or expanding the sectors within each region by Fall 2016;

Resolved, That the Academic Senate for California Community Colleges present a breakout in Spring 2016 on the *Doing What Matters* campaign and prepare a report to the body on progress of the ongoing evaluation of the campaign by the Fall 2016 Plenary Session with specific recommendations from the Chancellor's Office and stakeholders; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other stakeholders to strengthen the awareness of and relations between colleges and the Economic Work Force Division.

MSC Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College

### **7.05 F15 Review of Chancellor's Office Oversight of Initiatives**

Whereas, The Common Assessment Initiative, Education Planning Initiative, and Online Education Initiative are academic initiatives that require sufficient technological resources to be successful, not simply technology infrastructure initiatives, and yet the primary oversight

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from the Chancellor's Office is through the Institutional Effectiveness Division, not the Educational Services Division<sup>4</sup>; and

Whereas, The Academic Senate paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* (adopted Spring 2008) asserts that "Technology in all its shapes and forms should be used to enhance and accomplish that fundamental vision — not to supplant it with a different reality, or worse, a poor substitute," and furthermore this paper recommends that "Colleges should ensure that their technology infrastructure provides support that promotes educational success for faculty and students";

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office to review its oversight structure for the Common Assessment Initiative, Education Planning Initiative, and Online Education Initiative to ensure that all decision-making regarding the technology resources for these initiatives is driven by their core academic purposes and not driven by technology.

MSU Contact: John Freitas, Los Angeles City College and Craig Rutan, Santiago Canyon College

### **9.0 CURRICULUM**

#### **9.01 F15 Creation of Local Online Education Rubrics**

Whereas, Faculty across California are considering migration to a new Course Management System (CMS) in conjunction with the adoption of the Canvas course management system by the Online Education Initiative (OEI);

Whereas, Migration to a new CMS provides an opportunity for faculty to evaluate and update their online and hybrid courses, and colleges may wish to include their courses in the OEI Exchange, which will require compliance with certain standards as set forth by the OEI in its adopted rubric; and

Whereas, Faculty are primarily responsible for all course content, academic rigor, and other standards, including regular and effective contact, regardless of instructional modality;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to establish rubrics for online course standards.

MSC Contact: Fabiola Torres, Glendale College, Online Education Committee

#### **9.02 F15 Defining the Parameters of the California Community College Baccalaureate Degree in Title 5**

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

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<sup>4</sup> The Chancellor's Office is undergoing a reorganization in which Academic Affairs, Student Services and Workforce and Economic Development will be housed within the new Educational Services Division, which will report to the Vice Chancellor of Educational Services. More information is available at [http://extranet.cccco.edu/Portals/1/AA/CIOs/August\\_2015\\_CIO\\_Update.pdf](http://extranet.cccco.edu/Portals/1/AA/CIOs/August_2015_CIO_Update.pdf)



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Whereas, No perceived difference in breadth, rigor, and utility should exist between the quality of a baccalaureate degree offered by the California community colleges and those offered in any other segment of the California higher education system; and

Whereas, Pilot programs are currently in planning and implementation stages, so establishing standards of excellence will help to ensure program and student success;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 to define baccalaureate degrees at California community colleges as a minimum of 120 semester units including a minimum of 24 upper division units; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication, or computation, and allow that upper division coursework may encompass research elements, workforce training, apprenticeships, internships, required practicum, or capstone projects.

MSC Contact: Jolena Grande, Cypress College, ASCCC Bachelor Degree Task Force

### **9.03 F15 Baccalaureate Level General Education at the California Community Colleges**

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, The faculty of the California community colleges value the integral role of general education as essential to degree attainment, and the breadth of general education addresses the skills needed to succeed in the workforce as identified by employers cited in the National Association of Colleges and Employers in their October 2013 survey<sup>5</sup>;

Whereas, Students seeking to transfer to a public institution in California generally follow the IGETC or the CSU-GE Breadth pattern to complete lower division general education, and each segment of California's higher education, the public at large, and the Legislature are familiar with and recognize the value of these patterns as lower-division preparation for baccalaureate level attainment; and

Whereas, In order to meet the timeframe established by SB850 (Block, 2014), pilot colleges will begin offering upper division classes in Fall 2016, leaving an insufficient timeframe to develop a system-wide community college general education pattern for the baccalaureate level;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that all baccalaureate degrees granted by the California community colleges require either IGETC or CSU-GE Breadth as lower division general education preparation;

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<sup>5</sup> <http://www.nacweb.org/about-us/press/skills-qualities-employers-want.aspx>

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Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that all baccalaureate degrees granted by the California community colleges require six semester units of upper division general education offered by at least two disciplines external to the major, one of which must have an emphasis in written communication, oral communication, or computation; and

Resolved, That the Academic Senate for California Community Colleges evaluate the feasibility of creating a baccalaureate level general education pattern for the California Community College System and report back to the field by Spring 2017 Plenary Session.

MSC Contact: John Stankas, Executive Committee, ASCCC Bachelor Degree Task Force

### **9.04 F15 Limitations on Enrollment and Admission Criteria for Baccalaureate Programs**

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, The mission of the California community college is based on providing an open-access higher education opportunity to all who may benefit from instruction;

Whereas, Education Code §78261.5 provides for a limitation on enrollment for nursing; and

Whereas, It is anticipated that demand for community college baccalaureate programs will exceed capacity in the initial cohorts;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to create guidelines that adhere to principles of the California community college mission of open educational access and equity while allowing enrollment restrictions for baccalaureate pilot programs.

MSC Contact: Jolena Grande, Cypress College, ASCCC Bachelor Degree Task Force

### **9.05 F15 Upper Division General Education Curriculum for Baccalaureate Pilot Programs**

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, Upper division units offered by the pilot colleges have not yet been established as transferrable to other institutions of higher education; and

Whereas, Pilot colleges need to meet the general education needs of students utilizing a limited cohort model;

Resolved, That the Academic Senate for California Community Colleges urge local curriculum committees to ensure that courses developed to meet upper division general education requirements for the baccalaureate pilot program are designed for the baccalaureate pilot student cohort and not for the general population of students.

MSC Contact: Lynell Wiggins, Pasadena City College, ASCCC Bachelor Degree Task Force

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### **9.06 F15 Support for Baccalaureate Pilot Programs**

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, Originally no additional funding was allocated to support the development of curriculum, student services, or implementation of course offerings beyond the \$84 per unit additional fee for upper division offerings; and

Whereas, Six million dollars was allocated in the 2015-16 budget cycle to support the baccalaureate pilot programs;

Resolved, That the Academic Senate for California Community Colleges urge local senates and the Chancellor's Office to ensure the baccalaureate pilot programs are adequately supported with appropriate financial and other resources without negative impact on existing programs.

MSC Contact: Cheryl Aschenbach, Executive Committee, ASCCC Bachelor Degree Task Force

### **9.07 F15 Definition of Regular, Effective, and Substantive Contact**

Whereas, The requirement of regular, effective, and substantive contact between faculty and students in online courses is present in Title 5, Department of Education regulations, and national and regional accrediting standards;

Whereas, A wide variance exists around the state regarding the definition of regular, effective, and substantive contact in online classes, leading to confusion for students and faculty;

Whereas, The absence of a clear definition of regular, effective, and substantive contact in online classes may result in courses not meeting regulatory standards; and

Whereas, Title 5 §55204 states that "regular effective contact is an academic and professional matter pursuant to §§53200 et seq." and therefore the development of local policies regarding regular, effective, and substantive contact is an academic and professional matter that requires the expertise of faculty and therefore must be established by faculty through collegial consultation with local senates rather than by administration or outside forces;

Resolved, That the Academic Senate for California Community Colleges remind local senates that policies for regular and effective contact are academic and professional matters that must be established through collegial consultation; and

Resolved, That the Academic Senate for California Community Colleges compile models and practices regarding regular, effective, and substantive contact for online courses and disseminate that information to the field by Fall 2016.

MSC Contact: Dolores Davison, Executive Committee, Online Education Committee

### **9.08 F15 Evaluation of the Effectiveness of Local Curriculum Processes**

Whereas, The *Recommendations of the California Community Colleges Task Force on*

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*Workforce, Job Creation, and a Strong Economy* (August 14, 2015)<sup>6</sup> identified six recommendations for improving curriculum processes, including the recommendation to “evaluate, revise and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval”;

Whereas, The reported inefficiencies of local curriculum processes are often cited as the reason courses and programs are not approved in a timely enough manner to meet student, community, and industry needs; and

Whereas, Colleges may benefit from an evaluation of their local curriculum processes that leads to improvements in the effectiveness and efficiency that allow for more timely responses to student, community, and industry needs;

Resolved, That the Academic Senate for California Community Colleges strongly urge local senates and curriculum committees to evaluate their curriculum approval processes in order to ensure that curriculum is developed, revised, and implemented in a timely manner, while preserving the integrity and rigor of the review process.

MSC Contact: Diana Hurlbut, Irvine Valley College, Curriculum Committee

### **9.09 F15 Revisit the Title 5 Definition of the Credit Hour**

Whereas, The United States Department of Education (USDE) defines the credit hour in Title 34 of the Code of Federal Regulations (CFR) §600.2<sup>7</sup> as follows:

Credit hour: Except as provided in 34 CFR §668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours;

Whereas, Title 5 §55002.5 defines the credit hour as requiring “a minimum of 48 hours of lecture, study, or laboratory work at colleges operating on the semester system or 33 hours of lecture, study or laboratory work at colleges operating on the quarter system,” and Title 5 §§55002 (a)(2)(B) and (b)(2)(B) state that a credit “course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, extended term, laboratory, and/or activity courses,” but unlike USDE 34 CFR §600.2 and the *Program and Course Approval Handbook*

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<sup>6</sup> Please go to [http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/2015\\_08\\_22%20BOG%20TF%20DRAFT%20report%20v5.pdf](http://doingwhatmatters.cccco.edu/Portals/6/docs/SW/2015_08_22%20BOG%20TF%20DRAFT%20report%20v5.pdf) to review the draft recommendations of the Workforce Task Force.

<sup>7</sup> Please go <http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=6ce62b4ea71a518e9eb92b10e98ba715&mc=true&n=pt34.3.600&r=PART&ty=HTML#sp34.3.600.a>

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(*PCAH*, 5<sup>th</sup> Edition) Title 5 does not include any minimum time requirements for out of class student work, also known as homework hours;

Whereas, Accrediting agencies are expected by USDE to assess an institution's compliance with USDE regulations related to higher education, including the credit hour as defined in 34 CFR §600.2, when evaluating that institution's accreditation status; and

Whereas, The inconsistency between the definitions of the credit hour found in Title 5 §§55002-55002.5, USDE 34 CFR §600.2 and the *Program and Course Approval Handbook* (*PCAH*, 5<sup>th</sup> Edition) may cause confusion at colleges about the appropriate ratio between classroom hours and direct faculty interaction and homework hours, and colleges may interpret the use of the word "minimum" in Title 5 as allowing significantly more student work per week per unit of credit than what is normally expected of college students in the United States system of higher education;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to revisit the definition of the credit hour as stated in Title 5 §§55002-55002.5 to determine whether any changes are required to achieve alignment with the United States Department of Education definition of the credit hour as stated in 34 CFR §600.2; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to local senates and curriculum committees regarding the appropriate application of the definitions of the credit hour as currently stated in Title 5 §§55002-55002.5 and 34 CFR §600.2 and based on the established professional norms for higher education in the United States.

MSC Contact: John Freitas, Executive Committee, Curriculum Committee

### **9.10 F15 Professional Guidelines and Effective Practices for Using Publisher Generated Course Materials**

Whereas, Lectures, course materials, assessments, and other pedagogical materials have traditionally been developed by the faculty member teaching a course;

Whereas, The increase in the number of online courses offerings has led to an increase in the number of publisher generated materials, including "canned" courses and assessments, being produced by publishers and other groups and an increase in use of these materials by faculty in both online and in-person classes; and

Whereas, There are concerns that the increased widespread use of these "canned" courses and publisher generated materials may potentially damage the pedagogical soundness of all classes being offered by the California community colleges;

Resolved, That the Academic Senate for California Community Colleges, along with other system partners, provide professional guidance on effective practices for the use of publisher generated materials by faculty in all modalities of courses and report to the body by Spring 2017.

MSC Contact: Fabiola Torres, Glendale College, Online Education Committee

## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

### **9.11 F15 Oppose External Honors Programs**

Whereas, The Academic Senate for California Community Colleges has recognized the value of honors programs, encouraged their creation, and been concerned that they equitably serve California's diverse population (20.01 S98, 20.04 F98, 20.04 F99, 03.01 S07, 13.12 F11);

Whereas, A number of presidents at California community colleges with honors programs have been contacted by American Honors, Inc. (AHI), a for-profit company, seeking to bring those existing programs under their corporate control, bypassing the local academic senate, curriculum committees, and existing honors program faculty;

Whereas, Students enrolled in the AHI program pay an average of \$2,800 per year to the company in supplemental tuition and fees for participation in their honors programs,<sup>8</sup> and the company is reported to be seeking establishment of differential fees in California community colleges<sup>9</sup>; and

Whereas, The Academic Senate for California Community Colleges established its "opposition to any bill that attempts to establish a two-tiered system" (Resolution 6.04 S12) and has resolved to "support legislation and policy directives that limit need-based financial aid packages to public and private nonprofit colleges only" (6.01 S12);

Resolved, That the Academic Senate for California Community Colleges oppose the intrusion of external honors programs, including from for-profit organizations, into California community colleges;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to ensure that external honors programs do not intrude into the California community colleges; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to oppose the involvement of external organizations providing honors program opportunities and the insinuation of supplemental fees for honors program participation.

MSC Contact: Rebecca Eikey, College of the Canyons, Area C

### **9.12 F15 Support Local Development of Curricular Pathways**

Whereas, Planning and implementing curricular pathways to assist students in reaching their educational, transfer, and career goals involves curriculum design and program development, which are academic and professional matters as defined in Title 5;

Whereas, The Academic Senate for California Community Colleges recognizes and supports the development of structured curricular pathways that benefit students in achieving their educational goals when participation in these efforts remain under the oversight of faculty with expertise in instructional design and discipline knowledge (Resolution 9.03 S14, 6.02 S15, and 9.11 F14);

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<sup>8</sup> Moritz, B. (2014). Mission-Driven and For-Profit: Not Mutually Exclusive. *Journal of the National Collegiate Honors Council*, 15(1), 29-34. (The author is Vice President for Academic Affairs for American Honors, Inc.)

<sup>9</sup> <http://www.scp.org/blogs/education/2013/12/14/15403/two-california-colleges-part-of-new-for-profit-col/>

## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

Whereas, Some grant-funded pathways created and promoted by external advocacy organizations may infringe on faculty purview over curricular matters as well as undermine the principles of local control and adaptation to local student populations, especially if such organizations promote only one pathway model; and

Whereas, The Academic Senate for California Community Colleges provides the opportunity for faculty to develop pathways through the C-ID System as evidenced by the successful creation and implementation of the Transfer Model Curriculum and Statewide Career Pathways projects that ensure curricular portability while providing colleges flexibility to meet the needs of local student populations, universities, and colleges as well as industries and businesses;

Resolved, That the Academic Senate for California Community Colleges oppose the intrusion of pathways programs by external organizations that circumvent or undermine faculty purview; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and colleges to create formal processes and policies that require the local academic senate, in consultation with its curriculum committee, to evaluate and endorse any proposed curricular pathways offered by an external organization before such a program is institutionalized.

MSC Contact: Troy Myers, Sacramento City College

### **9.13 F15 Develop Descriptors for Alternative Prerequisites for Statistics**

Whereas, The University of California and California State University systems have indicated their willingness to grant credit for math courses that have a prerequisite other than intermediate algebra as evidenced by recent communication from their Chancellor's Office to Articulation Officers;

Whereas, Many community colleges have introduced statistics pathways that permit such prerequisites;

Whereas, It would be beneficial to clearly define these prerequisites if alternatives to intermediate algebra are to be recognized as appropriate prerequisites within the CCC system for transfer-level courses; and

Whereas, The Course Identification Numbering System (C-ID) has initiated work on basic skills descriptors for math courses;

Resolved, That the Academic Senate for California Community Colleges convene the Math C-ID Faculty Discipline Review Groups (FDRG) to consider alternative prerequisites for C-ID Math 110, Introduction to Statistics; and

Resolved, That the Academic Senate for California Community Colleges convene the Math Basic Skills FDRG to initiate development of descriptors for alternative prerequisites for statistics.

MSC Contact: Toni Parsons, San Diego Mesa College

## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

### **9.14 F15 Resolution in Support of Credit ESL**

Whereas, The California Community College (CCC) Chancellor's Office and the State of California, through legislation of AB 86 (2013, Budget Committee) and AB 104 (2015, Budget Committee), demand multiple educational pathways to increase success of English language learners transitioning into credit programs;

Whereas, These pathways include access to completing certificates or degrees or preparing for transfer via existing coursework offered at California community colleges;

Whereas, Credit courses in English as a Second Language (ESL) provide students in the CCC System instruction in the academic English language skills needed to be successful in completing certificates or degrees or preparing for transfer; and

Whereas, The efforts to align CCC ESL with other systems have revealed a limited understanding of the value of credit ESL as efforts to boost noncredit and not-for-credit offerings are made, causing a potential limitation in how districts envision those pathways;

Resolved, That the Academic Senate for California Community Colleges affirm that credit ESL courses offered at the community college remain a vital service to community members seeking to pursue educational and career pathways; and

Resolved, That the Academic Senate for California Community Colleges affirm that the right to decide the credit or noncredit status for any class is an academic and professional matter and hence under the purview of the local academic senate.

MSC Contact: Priscilla Butler, Santa Barbara City College

### **10.0 DISCIPLINES LIST**

#### **10.01 F15 Minimum Qualifications for Instruction of Upper Division Courses at the California Community Colleges**

Whereas, SB 850 (Block, 2014) authorized the Board of Governors to establish a statewide baccalaureate degree program at not more than 15 pilot colleges;

Whereas, The purpose of establishing minimum qualifications is to ensure qualified faculty for all courses;

Whereas, Title 5 §53410 defines minimum qualifications for teaching lower division curriculum, and the passage of SB850 (Block, 2014) created upper division curriculum in the California community colleges; and

Whereas, Educational preparation necessary to teach upper division curriculum exceeds the education necessary to teach some lower division curriculum;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 §53410 to include the following subsection to address the qualifications for the instructor of record:

(e) For faculty assigned to teach upper division courses in disciplines where the master's degree is not generally expected or available, but where a related bachelor's or associate degree is generally expected or available, possession of either:

(1) a master's degree in the discipline directly related to the faculty member's



## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

teaching assignment or equivalent foreign degree and two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or  
(2) a bachelor degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree and six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.

(f) For faculty assigned to teach upper division courses in disciplines where the master's degree is not generally expected or available, and where a related bachelor's or associate degree is not generally expected or available, possession of either:

(1) any master's degree or equivalent foreign degree and two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or  
(2) any bachelor degree or equivalent foreign degree and six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.

and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 §53430 to add the following subsection:

(d) Equivalency is not appropriate for faculty assigned to teach upper division courses and those individuals are required to satisfy the minimum qualifications outlined in §53410.

MSC Contact: John Stankas, Executive Committee, ASCCC Bachelor Degree Task Force

### **12.0 FACULTY DEVELOPMENT**

#### **12.01 F15 Hiring Culturally Aware Faculty**

Whereas, The governor has provided \$62.3 million for faculty hiring in California community colleges, which may result in more than 1,100<sup>10</sup> faculty hires for the 2016-2017 year;

Whereas, Hiring faculty who understand the needs and experiences of a diverse student body will positively impact student success throughout the community college system; and

Whereas, Local academic senates would benefit from reviewing and revising as necessary their current hiring processes to ensure that these processes are conducive to hiring faculty with the ability to address the needs of a diverse student body;

Resolved, That the Academic Senate for California Community College expand its Professional Development College to include a module for training members of local faculty hiring committees in order to promote the hiring of faculty who understand, have experience with, and can address the behavioral, cognitive, and emotional learning needs of diverse students.

MSC Contact: Jesus Covarrubias, San Jose City College

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<sup>10</sup> As reported by Chancellor's Office staff during a general session presentation at the 2015 Fall Plenary Session.

## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

### **12.02 F15 Mutually Agreed Upon Criteria for Setting Hiring Priorities Campus-wide**

Whereas, The 2015-2016 community college budget included over \$62.3 million to support the movement toward 75:25 and increase the hiring of new full-time faculty, and local districts and colleges are hiring new faculty;

Whereas, The proposed budget for 2016-2017 also includes money for new full time hires and making progress toward 75:25; and

Whereas, At some colleges there are no mutually agreed upon criteria to use in the decision making process for setting priorities of new hires campus-wide;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to urge local college faculty and administrators to develop mutually agreed upon criteria for setting new hire priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation, and student need; and

Resolved, That the Academic Senate for California Community Colleges conduct research on the current criteria used by local colleges to set hiring priorities and disseminate information on faculty hiring by Spring 2016.

MSC Contact: Carrie Roberson, Butte College

### **13.0 GENERAL CONCERNS**

#### **13.01 F15 Addition of Course Identification Numbers (C-ID) to College Catalogs and Student Transcripts**

Whereas, California Articulation Number System (CAN) designations were typically included in college catalogs, typically in a list with the University of California Transfer Course Agreement and at the end of each course's catalog description;

Whereas, CAN has been replaced by Course Identification Numbering System (C-ID) designations which indicate that a course outline of record is aligned to an intersegmentally developed descriptor, establishing intrasegmental articulation and often permitting inclusion in Associate Degrees for Transfer;

Whereas, Adding C-ID designations to colleges catalog provides students with valuable information regarding the transferability of courses and in determining the most appropriate courses to complete their educational goals; and

Whereas, Including C-ID designations on student transcripts facilitates students receiving proper credit when taking classes at multiple California community colleges and upon transfer to a California State University (CSU) campus;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to include information about courses with approved C-ID numbers in their college catalogs, either as a single list, at the end of each course's description, or both; and

## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administration to add C-ID numbers to student transcripts.

MSC Contact: Craig Rutan, Executive Committee

### **13.02 F15 Update System Guidance for Noncredit Curriculum**

Whereas, Changes to regulations governing course repeatability, the recent efforts at realigning adult education (AB 86 and AB 104, Budget Committee, 2013), the recent equalization of funding for Career Development and College Preparation (CDCP) noncredit class apportionment with credit class apportionment, the ongoing funding for student success efforts including Basic Skills, Equity, and Student Success and Support Programs, and the Recommendations of the California Community Colleges Task Force on Workforce, Job Creation, and a Strong Economy (August 14, 2015) are all resulting in an increased focus on the use noncredit instruction to improve student success and close equity gaps in basic skills as well as provide additional options for preparation for courses in career and technical education programs; and

Whereas, Both the Chancellor's Office document *Noncredit at a Glance*, published in 2006, and the Academic Senate paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, are outdated and require revision in order to reflect the recent changes to credit course repeatability and potential use of noncredit as an alternative to course repetition, the efforts to realign adult education, the changes to CDCP noncredit funding, and the current focus on career technical education programs and workforce development and to provide timely and relevant guidance to the field in these and other areas;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise the 2006 document *Noncredit at a Glance* or create a new document on noncredit that provides timely and relevant guidance to the field on the appropriate implementation of noncredit curriculum, programs, and instruction; and

Resolved, That the Academic Senate for California Community Colleges update its paper *Noncredit Instruction: Opportunity and Challenge*, adopted by the body in Spring 2009, no later than Spring 2017 to include recent developments affecting noncredit, including using noncredit to improve equity and close the achievement gap, leveraging Career Development/College Preparation equalization funding, and addressing an increased emphasis on adult basic skills and workforce education.

MSC Contact: Diane Edwards-LiPera, Southwestern College, Noncredit Committee

### **13.03 F15 Opposition to Compensation for Adoption of Open Educational Resources**

Whereas, The development of curriculum, which includes the choice of textbooks and other course materials, is an area of faculty primacy under Title 5 §53200 and a responsibility of every community college faculty member;

Whereas, Assembly Bill 798 (Bonilla, 2015) encourages the use of Open Educational Resources (OER) and was supported by the Academic Senate for California Community Colleges in its form as of April 6, 2015 but has since been amended to allow for direct

## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

compensation of faculty who choose to adopt open educational resources in the form of reassigned time from instructional duties;

Whereas, Evaluation and approval of grant applications under AB 798 (Bonilla, 2015) is granted to the California Open Educational Resources Council, which includes representatives from the California State University and University of California systems who may differ in their perspectives regarding the proper use of the AB 798 grant funds; and

Whereas, The practice of incentivizing faculty to adopt any specific instructional materials over others could potentially compromise academic quality by encouraging or pressuring faculty to adopt materials that are less pedagogically sound;

Resolved, That the Academic Senate for California Community Colleges inform the California Open Educational Resources Council of its objection to direct compensation to individual faculty members for adoption of open educational resources;

Resolved, That the Academic Senate for California Community Colleges direct the community college faculty appointees to the California Open Educational Resources Council to oppose approval of any grant application that allows direct compensation to individual faculty members for adoption of open educational resources; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates not to approve any grant submissions for AB 798 funding that include direct compensation to individual faculty members for adoption of open educational resources.

MSC Contact: Dan Crump, California Open Educational Resources Council

### **13.04 F15 Faculty Participation and Leadership in CTE Regional Consortia**

Whereas, The California community colleges career technical education (CTE) mission and programs are monitored and supported by seven macro regional consortia whose members are comprised of representatives from every college within each of these regions and each of these regional consortia exist as separate entities operating under separate grants with their own operating bylaws and practices;

Whereas, A primary role of each region is to ensure the development of CTE programs do not unduly compete within regions beyond the capacity for graduating students to reasonably become employed, based upon state and federal labor market data;

Whereas, The Regional Consortia are primarily led by the regions' CTE dean-level managers and faculty participation in each of these regions is unique to each region, ranging from very limited to active vibrant collegial engagement in all decision-making; and

Whereas, The Regional Consortia also provide a significant variety of regional leadership activities and regional community building among key stakeholders including faculty, other public agency representatives and industry representatives, but the consistency of formal representative consultation and input varies across the regions;

## FALL 2015 PLENARY SESSION ADOPTED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges collaborate with the Regional Consortia to empower and engage regional faculty leaders by including faculty as representatives for colleges within their regions, by adopting faculty voting privileges, and by electing faculty to serve in Regional Consortia leadership positions.

MSC Contact: Donna Davis, Butte College

### **13.05 F15 Condolences for Colleges and Universities Affected By Violence**

Whereas, On-campus violence has impacted our colleagues, students and system of higher education;

Resolved, That the Academic Senate for California Community Colleges express its sympathy and condolences to the colleges, universities, and communities affected by violence.

MSU Contact: Adrienne Foster, West Los Angeles College

## **15.0 INTERSEGMENTAL**

### **15.01 F15 Adoption of Statement on Competencies in the Natural Sciences**

Whereas, On September 4, 2013, the California State Board of Education adopted the Next Generation Science Standards (NGSS) as the new standards for scientific instruction for all K-12 students in California;

Whereas, The Intersegmental Committee of Academic Senates (ICAS) originally published the *Statement on Natural Science Expected of Entering Freshmen* in 1988 and had not updated the documents since its initial adoption;

Whereas, ICAS appointed science faculty representing the California community colleges, the California State University, and the University of California to review and update the *Statement on Natural Science Expected of Entering Freshmen* to reflect the newly adopted California Science Standards; and

Whereas, The Intersegmental Committee of Academic Senates (ICAS) has reviewed the *Statement on Competencies in the Natural Sciences* and approved sending it forward to the Academic Senates of the California Community Colleges, California State University, and University of California at its meeting on September 25, 2015;

Resolved, That the Academic Senate for California Community Colleges adopt the Intersegmental Committee of Academic Senates (ICAS) *Statement on Competencies in the Natural Sciences*.

Contact: Craig Rutan, Executive Committee

## 2015 FALL PLENARY SESSION FAILED RESOLUTIONS

### 2.03 F15 Justification of SLO Use

Whereas, In the last 15 years, new attempts to track the success of school systems around the world (e.g., The Program for International Student Assessment—PISA)<sup>11</sup> have achieved impressive bodies of data useful in measuring the effectiveness of education approaches;

Whereas, These data indicate that the more successful countries do not embrace the notion of “measurable student learning outcomes” that are central to the Accrediting Commission for Community and Junior Colleges (ACCJC) existing standards for evaluating and reviewing institutions, and the philosophy that emphasizes that tool; and

Whereas, Research fails to establish clearly that continuous monitoring of course-level student learning outcomes (SLO) results in measurable improvements in student success at a given institution while the manner of SLO assessment and use required by the ACCJC does engender frustration that continues to characterize California community colleges’ attempts to implement this SLO approach;

Resolved, That the Academic Senate for California Community Colleges request that ACCJC provide data to demonstrate the impact that accreditation required SLOs have on student success in California community colleges; and

Resolved, That the Academic Senate for California Community Colleges request that ACCJC explain why it does not support national and world-wide best practices in educating students in the community college environment more consistent with other successful approaches for supporting, encouraging, and measuring student learning.

MSF Contact: Kathy Schmeidler, Irvine Valley College

### 9.03.03 F15 Amend Resolution 9.03 F15

Replace third whereas:

~~Whereas, Students seeking to transfer to a public institution in California generally follow the IGETC or the CSU-GE Breadth pattern to complete lower division general education, and each segment of California’s higher education, the public at large, and the Legislature is familiar with and recognizes the value of these patterns as lower division preparation for baccalaureate level attainment; and~~

Whereas, The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges establishes a minimum baccalaureate level General Education requirement of 36 semester units distributed across majors areas (arts/humanities, natural science, mathematics, social science, and oral/written communication) and integrated throughout the curriculum, including lower and upper division; and

Amend first and second resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to ensure that all baccalaureate degrees granted by the California community colleges require either IGETC, or CSU-GE Breadth, or a local general education

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<sup>11</sup> An international assessment that measures 15-year-old students’ reading, mathematics, and science literacy every three years.

## 2015 FALL PLENARY SESSION FAILED RESOLUTIONS

pattern that consists of a minimum of 36 semester units (including upper division general education) modeled after the IGETC or CSU-GE Breadth guidelines for as lower division general education preparation;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that all baccalaureate degrees granted by the California community colleges require ~~six~~ at least nine semester units of upper division general education offered by at least two disciplines external to the major, one of which must have an emphasis in written communication, oral communication, or computation; and

MSF Contact: Mike Fino, MiraCosta

### **10.01.01 F15 Amended Resolution 10.01 F15**

Amend first resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 §53410 to include the following subsection to address the qualifications for the instructor of record:

- (e) For faculty assigned to teach upper division courses in disciplines where the master's degree is not generally expected or available, but where a related bachelor's or associate degree is generally expected or available, possession of either:
- (1) a master's degree or a higher degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree and two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or
  - (2) a bachelor degree in the discipline directly related to the faculty member's teaching assignment or equivalent foreign degree and six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.
- (f) For faculty assigned to teach upper division courses in disciplines where the master's degree is not generally expected or available, and where a related bachelor's or associate degree is not generally expected or available, possession of either:
- (1) any master's degree or a higher degree or equivalent foreign degree and two years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure; or
  - (2) any bachelor degree or equivalent foreign degree and six years of professional experience directly related to the faculty member's teaching assignment and any appropriate licensure.

MSF Contact: Noah Levin, Golden West College

### **12.02.01 F15 Amend Resolution 12.02 F15**

Reverse order of resolved statements and amend:

Resolved, That the Academic Senate for California Community Colleges conduct research on the process used to set hiring priorities and the current criteria used to set the campus-wide hiring priorities ~~by local colleges to set hiring priorities~~ and disseminate information on faculty hiring by Spring 2016.

## 2015 FALL PLENARY SESSION FAILED RESOLUTIONS

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to urge local college faculty and administrators to develop mutually agreed upon criteria for setting new hire priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation and student need; and

MSF Contact: Christie Trolinger, Butte College

### **12.02.02 F15 Amend Resolution 12.02 F15**

Revise first whereas:

Whereas, The 2015-2016 community college budget included over \$62.3 million to support the hiring of full-time faculty movement toward with the goal of reaching 75:25 and increase the hiring of new full-time faculty, and local districts and colleges are hiring new faculty;

Revise first resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to urge local college faculty and administrators to develop mutually agreed upon criteria for setting new ~~hire~~ full-time faculty hiring priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation, and student need; and

MSF Contact: Robin Fautley, Santa Rosa Junior College

### **12.02.03 F15 Amend Resolution 12.02 F15**

Strike first resolved:

~~Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to urge local college faculty and administrators to develop mutually agreed upon criteria for setting new hire priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation and student need; and~~

Revise second resolved:

Resolved, That the Academic Senate for California Community Colleges conduct research on the current criteria and processes used by local colleges to set hiring priorities and disseminate information on faculty hiring by Spring 2016.

Contact: Jeff Archibald, Mt. San Antonio College

### **12.02.04 F15 Amend Resolution 12.02 F15**

Amend first resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to require ~~urge~~ local college faculty and administrators to develop mutually agreed upon criteria for setting new hire priorities such as but not limited to replacement of retirements, diversity, safety, health, program vitality/continuation, and student need; and

MSF Contact: Curtis Martin, Modesto Junior College



## 2015 FALL PLENARY SESSION WITHDRAWN RESOLUTIONS

### 9.03.02 F15 Amend Resolution 9.03 F15

Replace third whereas:

~~Whereas, Students seeking to transfer to a public institution in California generally follow the IGETC or the CSU-GE Breadth pattern to complete lower division general education, and each segment of California's higher education, the public at large, and the Legislature is familiar with and recognizes the value of these patterns as lower division preparation for baccalaureate level attainment; and~~

Whereas, The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges establishes a minimum baccalaureate level General Education requirement of 36 semester units distributed across major areas (arts/humanities, natural science, mathematics, social science, and oral/written communication) and integrated throughout the curriculum, including lower and upper division; and

Amend first and second resolved:

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that all baccalaureate degrees granted by the California community colleges require either IGETC, or CSU-GE Breadth, or a local general education plan that consists of a minimum of 36 semester units modeled after the CSU GE Breadth or IGETC guidelines as lower division general education preparation;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that all baccalaureate degrees granted by the California community colleges require ~~six~~ at least nine semester units of upper division general education offered by at least two disciplines external to the major, one of which must have an emphasis in written communication, oral communication, or computation; and

Contact: Mike Fino, MiraCosta

Withdrawn by author

## 2015 FALL PLENARY SESSION MOOT RESOLUTIONS

### 9.12 F15 California Community College's Baccalaureate General Education Pattern

Whereas, The faculty of the fifteen colleges selected for participation in the Baccalaureate Degree Pilot (BDP) program and the Academic Senate Bachelor Degree Task Force support the development of a unique, system-wide general education pattern for baccalaureate degrees for the California community colleges;

Whereas, Community colleges across the country offering a baccalaureate degree have general education requirements that do not exceed 40 semester units including upper division requirements, the University of California and other state universities support a general education requirement of 40 semester units or less, and the California State University general education requirement far exceeds that of many other university systems, such as those illustrated in Appendix E; and

Whereas, The current recommendation of 43-45 units of general education from the ASCCC Bachelor Degree Task Force , which includes six semester units of upper division general education, exceeds the current Title 5 requirement of a minimum of 30% of the minimum required total associate degree units (18 minimum GE units out of 60 minimum total degree-applicable units) and exceeds the Accrediting Commission for Community and Junior Colleges (ACCJC) recommendation of 36 semester units as stated in its *Guide for Preparing an ACCJC Baccalaureate Degree Substantive Change Proposal*<sup>12</sup>;

Resolved, That the Academic Senate for California Community Colleges support allowing three general education patterns for the pilot Bachelor's Degree programs that will provide students the option of completing the CSU General Education plan, the Intersegmental General Education Transfer Curriculum (IGETC), or a local general education plan that consists of 36 units, which include 6 units of upper division general education, modeled after the CSU General Education Breadth or IGETC guidelines.

MOOT            Contact: Ed Beyer, Antelope Valley College, Area C and Fran Chandler,  
Santa Monica College, Area C

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<sup>12</sup> [http://www.accjc.org/wp-content/uploads/2014/11/BA Guide for Substantive Change Proposal 11 26 2014.pdf](http://www.accjc.org/wp-content/uploads/2014/11/BA_Guide_for_Substantive_Change_Proposal_11_26_2014.pdf)

## 2015 FALL PLENARY SESSION DELEGATES

Alameda, College of, Rochelle Olive  
Allan Hancock College, Marla Allegre  
American River College, Anthony Giusti  
Antelope Valley College, Ed Beyer  
Bakersfield College, Tom Greenwood  
Barstow College, Scott Buckley  
Berkeley City College, Joseph Bielanski  
Butte College, Carrie Robertson  
Cabrillo College, Robin McFarland  
Canada College, Doug Hirzel  
Canyons, College of the, Rebecca Eikey  
Cerritos College, Michelle Lewellen  
Cerro Coso College, Laura Vasquez  
Chabot College, Laurie Docter  
Citrus College, Alfie Swan  
Clovis College, Liz Romero  
Coastline College, Ann Holliday  
Columbia College, Wendy Griffiths-Bender  
Contra Costa CCD, Silvester Henderson  
Cosumnes River College, Julie Oliver  
Crafton Hills College, Denise Allen Hoyt  
Cuesta College, Lara Baxley  
Cypress College, Jolena Grande  
De Anza College, Randy Bryant  
Desert, College of the, Kelly Hall  
Diablo Valley College, John Freytag  
East Los Angeles College, Alex Immerblum  
El Camino College, Chris Wells  
Evergreen Valley College, Eric Narveson  
Folsom Lake College, Carlos Lopez  
Foothill College, Carolyn Holcroft  
Foothill DeAnza CCD, Mayra Cruz  
Fresno City College, Wendell Stephenson  
Fullerton College, Sam Foster  
Glendale College, Andrew Young  
Golden West College, Martie Ramm Engle  
Grossmont College, Tate Hurvitz  
Hartnell College, Carol Kimbrough  
Imperial Valley College, Michael Heumann  
Irvine Valley College, Katherine Schmeidler  
Laney College, Fred Bourgoin  
Lassen College, Carrie Nyman  
Long Beach City College, Karen Kane  
Los Angeles CCD, Donald J. Gauthier  
Los Angeles City College, April Pavlik  
Los Angeles Harbor College, Susan McMurray  
Los Angeles Mission College, Leslie Milke  
Los Angeles Pierce College, Anna Bruzzese  
Los Angeles Southwest College, Alistaire Callender  
Los Angeles Valley College, Joshua Miller  
Los Medanos College, Silvester Henderson  
Los Rios CCD, Brian Kibina  
Marin, College of, Sara McKinnon  
Mendocino College, Jason Edington  
Merced College, Nancy Golz  
MiraCosta College, Mike Fino  
Mission College, Thais Winsome  
Modesto Junior College, Curtis Martin  
Monterey Peninsula College, Paola Gilbert  
Moorpark College, Beth Megill  
Moreno Valley College, LaTonya Parker  
Mt. San Antonio College, Michelle Sampat  
Mt. San Jacinto College, Stacey Searl-Chapin  
Napa Valley College, Amanda Badgett  
Norco College, Peggy Campo  
Orange Coast College, Lee Gordon  
Oxnard College, Linda Lama'ila  
Palomar College, Greg Larson  
Pasadena City College, Valerie Foster  
Peralta CCD, Lisa Cook  
Porterville College, Stewart Hathaway  
Rancho Santiago CCD, Mary Mettler  
Redwoods, College of the, Connie Wolfson  
Reedley College, Emily Berg  
Rio Hondo College, John Frala  
Riverside College, Mark Sellick  
Sacramento City College, Troy Myers  
Saddleback College, Blake Stephens  
San Bernardino Valley College, Jeremiah A. Gilbert  
San Diego City College, Berta Harris  
San Diego Continuing Ed, Richard Weinroth  
San Diego Mesa College, Rob Fremland  
San Diego Miramar College, Marie McMahon  
San Francisco, City College of, Lisa Romano  
San Joaquin Delta College, Diane Oren  
San Jose City College, Michael Berke  
San Mateo CCD, Stephen Fredricks  
San Mateo, College of, David Laderman  
Santa Ana College, Brian Kehlenbach  
Santa Barbara City College, Kathy O'Connor  
Santa Monica College, Fran Chandler  
Santa Rosa Junior College, Robin Fautley  
Santiago Canyon College, Corinna Evett  
School of Continuing Education, Alli Stanojkovic  
Sequoias, College of the, Sondra Bergen  
Shasta College, Robb Lightfoot  
Sierra College, Andrea Neptune  
Siskiyou, College of the, Jayne Turk  
Skyline College, Kathryn Williams Browne  
Solano College, Michael Wyly  
Southwestern College, Caree Lesh  
Taft College, Geoffrey Dyer  
Ventura College, Alexander Kolesnik  
Victor Valley College, Claude Oliver  
West Valley College, Cynthia Reiss  
Woodland College, Matt Clark  
Yuba College, Greg Kemble  
President, David Morse  
Vice President, Julie Bruno  
Secretary, John Stankas  
Treasurer, Wheeler North  
Area A, Grant Goold  
Area B, Dolores Davison  
Area C, John Freitas  
Area D, Craig Rutan  
North Rep, Cleavon Smith  
North Rep, Virginia "Ginni" May  
South Rep, Adrienne Foster  
South Rep, Cynthia Rico  
At Large Rep, Cheryl Aschenbach