

**45th SPRING SESSION RESOLUTIONS**

***FOR DISCUSSION ON APRIL 18, 2013***

*Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at Academic Senate Spring Plenary Session held April 18 - 20, 2013, in San Francisco.*

The resolutions that have been placed on the Consent Calendar 1) were believed to be noncontroversial, 2) do not potentially reverse a previous position and 3) do not compete with another proposed resolution. Resolutions that meet these criteria and any subsequent clarifying amendments have been included on the Consent Calendar. To remove a resolution from the Consent Calendar, please see the Consent Calendar section of the *Resolution Procedures for the Plenary Session*.

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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

## \*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 peer 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 College can undergo and complete its first periodic peer review by the Fall 2014 Plenary Session.

Contact: Phil Smith, American River College, Area A

## \*1.03 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

## 1.04 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

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# 5.0 BUDGET AND FINANCE

## **\*5.01 S13 Call for Statewide Conversation on Funding Formulas to Maintaining 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, it may be tempting for community college districts facing a budgetary crisis to target programs with high operational costs such as specialized laboratory classes in science or career technical education (CTE) with externally mandated low enrollment caps 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 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, may 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 causes colleges and districts to offer a balanced, comprehensive set of course and program offerings that meets the needs of local communities and is consistent with the mission of California community colleges.

Contact: Phil Smith, American River College, Area A

# 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 matter 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 matter that creates a regular predictable timeframe for notification and implementation.

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

# 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

## \*9.02 S13 Regional Conjoint Programs for Associates Degrees for Transfer

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; and

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

Whereas, Each college is mandated 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 district where there is an approved Transfer Model Curriculum (TMC) and conjoint programs may help with the development of these degrees;

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.

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

## \*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 online class or section and report the results of the study to the body by the Spring 2014 Plenary.

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

## \*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 research and investigate massive open online courses (MOOCs) through an evaluation based on formative and summative criteria to determine the appropriateness of this new form of instruction for community college students.

Contact: Kevin Bontenbal, Cuesta College, Area C

## \*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

## \*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

See Attachment

# 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

## 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

See Appendix A: Disciplines List Revision Summary Report

## \*10.03 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

See Appendix A: Disciplines List Revision Summary Report

## 10.04 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

See Appendix A: Disciplines List Revision Summary Report

## \*10.05 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

See Appendix A: Disciplines List Revision Summary Report

## \*10.06 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

See Appendix A: Disciplines List Revision Summary Report

## \*10.07 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

## \*10.08 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

See Appendix A: Disciplines List Revision Summary Report

## \*10.09 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* (ASCCC 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.

Contact: Kim Harrell, Folsom Lake College, Area A

## \*10.10 S13 Discipline 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 Executive Committee 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

# **13.0 GENERAL CONCERNS**

## \*13.01 S13 Support for Local Control in Noncredit Instruction Areas

Whereas, The Legislative Analyst’s Office December 2012 report, “Restructuring California’s Adult Education System” and the January 2013 Governor’s trailer bill have both proposed cutting the approved noncredit instruction areas from the current number of ten to six, thereby eliminating older adults, parenting, home economics, and health and safety;

Whereas, The approved noncredit instruction areas 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 hope to prepare their young children for the education system, parents who are interested in developing and modeling successful behaviors, and mature drivers who want to update their road skills;

Whereas, The elimination of approved noncredit instruction areas 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 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 support the idea that California community colleges must remain flexible enough to respond to the changing needs of their respective populations by retaining local control in choosing which of the ten noncredit approved instruction areas to offer courses in; and

Resolved, That the Academic Senate for California Community colleges oppose the elimination of any of the ten noncredit approved instruction areas currently defined in Education Code.

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

**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 and test item developments so as to provide California community colleges with a developed ESL assessment for placement.

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

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

See Appendix B

## \*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

See Appendix C

## \*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

## \*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 regarding local terminology used to refer to part-time faculty.

Contact: Ken Bearden, Butte College, Area A

## \*19.05 S13 Professional Development and Training

Whereas, The Student Success Task Force Recommendation 6.1 calls for the creation of a continuum of mandatory professional development opportunities and affirms the need for faculty professional development;

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, The Chancellor’s Office Professional Development Committee has created recommendations to support professional development that affirm the role of the Academic Senate that is stipulated through AB 1725;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to assist colleges in creating professional development programs for faculty that extend beyond the activity model to professional development pathways that use 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

## \*19.06 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

## \*19.07 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; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to explore possible revisions to Title 5 that clarify the role of local academic senates in certifying the qualifications of faculty assigned to teach DE courses, including, but not limited to, training in DE course management systems and training in DE pedagogical methods.

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

**TAXONOMY OF PROGRAMS PROPOSED REVISION, DANCE**

Sample Model of Top Code Designations (DRAFT)

**1008.00** – Dance

**1008.1** – Dance Performance

**1008.11** – Commercial Dance\*

**1008.2** – Dance Science

**1008.21** – Pilates\*

**1008.3** – Dance History/Critical Issues

**1008.4** – Dance and Technology

Final determination of TOP code designations will be ascertained after collaboration within affected community college dance faculties.

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)