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EXECUTIVE COMMITTEE RESOLUTIONS

1.0 ACADEMIC SENATE

1.01 F06 Support for Hartnell College Catherine Cox, Mission College, Area B

Whereas, The expertise and dedication of faculty is central to the mission of California Community Colleges, and the economic progress of the Salinas Valley depends on higher education;

Whereas, Negotiating a settlement as recommended by the state appointed mediator would best serve the interests of Hartnell College students, employees, the community college mission, and the community, and the lack of an equitable contract settlement may lead to a strike by the Hartnell faculty;

Whereas, A strike would harm the educational experience of students and would hurt the public perception of community colleges in general; and

Whereas, The Hartnell Board of Trustees has made plans to bring in replacement faculty who will not be able to offer the same educational experience as the existing faculty;

Resolved, That the Academic Senate for California Community Colleges support the faculty of Hartnell College and call upon the Hartnell Board of Trustees to negotiate in good faith to bring an immediate end to this contract dispute for the benefit of their students and their community.

1.02 F06 Resolution to Confer Emeritus Status upon Leon Baradat Brent Pickett, Mira Costa College, Area D

Whereas, Leon Baradat has given of himself in time and energy and many years of service to the betterment of the California community college system as President of the Academic Senate for California Community Colleges, in addition to service in the top leadership position of the Faculty Association of California Community Colleges (FACCC) and Accrediting Commission for Community and Junior Colleges (ACCJC);

Whereas, Leon Baradat has contributed to education and scholarship through the writing of countless articles, position papers, and reports, as well as authoring books including *Political Ideologies: the Origins and Impact*, which is in its 9th edition;

Whereas, Leon Baradat has been awarded numerous honors including the Hayward Award, the FACCC Full-Time Faculty Member of the Year from award, and the Regional Award from the Association of Community College Trustees in recognition of his tremendous contributions made to California community colleges;

Whereas, Leon Baradat guided his local Senate of Mira Costa College through difficult budgetary times while maintaining collegiality as senate President and was instrumental in foundational changes in the Statewide Academic Senate by working on issues including, UC admissions, credit/non-credit, and as Chair of the Academic Standards Committee leading to the course classification system which raised academic standards, faculty members being appointed to ACCJC, and working with and giving testimony to the state Legislature on the need for the Academic Senate to have state funding;

Resolved, That the Academic Senate for California Community Colleges award Leon Baradat the status of *Senator Emeritus* with all rights and privileges pertaining thereto; and

Resolved, That the Academic Senate for California Community Colleges wish Leon Baradat success in all his future endeavors.

2.0 ACCREDITATION

2.01 F06 Support for Local Faculty Involvement in Accreditation Janet Fulks, Bakersfield College, Accreditation Ad Hoc Committee

Whereas, Some local senates have difficulty recruiting faculty who will serve on local accreditation committees;

Whereas, The new accreditation standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) focus on student learning, a topic about which the faculty have the most expertise in working with students;

Whereas, Faculty tend to have an institutional life span that greatly exceeds that of local administrators; and

Whereas, The ACCJC has stated its conviction that outcomes planning and assessment at the program and course level are areas of faculty primacy;

Resolved, That the Academic Senate for California Community Colleges create a paper detailing best practices for motivating and sustaining effective faculty involvement in local accreditation.

2.02 F06 Student Learning Outcomes (SLO) Assessment Coordinators Rory O'Brien, Cabrillo College, Area B

Whereas, Student Learning Outcomes (SLO) are an academic and professional matter and fall under the purview of local senates, and SLOs speak to the very core of curriculum and program review;

Whereas, There are approximately 90 faculty reassigned as SLO/Assessment Coordinators throughout the California Community College System;

Whereas, Academic Senate resolutions and advice to local senates included creation of faculty SLO/Assessment Coordinator positions with reassigned time; and
Whereas, Many faculty serving as SLO/Assessment Coordinators have little training in assessment and faculty development and are requesting training and support;

Resolved, That the Academic Senate for California Community Colleges take a leadership role by providing organizational support for SLO/Assessment Coordinators throughout the state, including organizing regular meetings, providing faculty training, and facilitating networking.

**2.02.01 F06 Amend Resolution 2.02
Jane deLeon, American River College, Area A**

Amend resolve:

Resolved, That the Academic Senate for California Community Colleges take a leadership role by providing organizational **and financial** support for SLO/Assessment Coordinators throughout the state, including organizing regular meetings, providing faculty training, and facilitating networking.

3.0 EQUITY AND DIVERSITY

**3.01 F06 Fully Utilizing the Registry
Rachel Aziminia, Chabot College, Equity and Diversity Action
Committee**

Whereas, Title 5 §53021 (a) mandates that all full-time faculty and administrative positions must be posted on the Equal Employment Opportunity Registry (Registry);

Whereas, The Registry also has the capacity to post part-time faculty and classified staff positions as well as the capacity to maintain the names of those seeking faculty positions, whether full- or part-time;

Whereas, Resolution 13.03 S04 asked the Academic Senate to explore which parts of the California community college application process might be standardized to facilitate employment opportunities for college teaching; and

Whereas, The Registry has the capacity to accept online applications and all supporting documents and can provide a universal application process;

Resolved, That the Academic Senate for California Community Colleges encourage local senate presidents to request that their human resources offices utilize the Registry for part-time faculty positions, as well as full-time faculty positions; and

Resolved, That the Academic Senate for California Community Colleges encourage local senate presidents to request that their human resources offices utilize the Registry's online application process.

**3.02 F06 Using Data to Promote Equity and Diversity at the Program Level
Wheeler North, San Diego Miramar College, Executive Committee**

Whereas, Information technology’s capacity is reaching the point where data can be accessed in real time and “drilled” down to the program and even the course levels such that this data can be utilized to make decisions that could impact retention and success rates across both equity and diversity barriers;

Whereas, Most of today’s equity efforts are aimed at either systemic or collegiate adaptations simply because there is little capacity to do otherwise; and

Whereas, At the program level many faculty are ill equipped to handle integrating the results from such relevant equity and diversity data into their programmatic decision making in ways that would produce tangible, measurable results;

Resolved, That the Academic Senate for California Community Colleges begin exploring ways to increase faculty awareness and capacity in utilizing new data access tools to better meet the varied needs of their students; and

Resolved, That the Academic Senate for California Community Colleges develop guiding instruments for faculty, administration and staff that help to define effective practices and processes for utilizing these new tools.

**3.02.01 F06 Amend Resolution 3.02
Leon Marzillier, Los Angeles CCD, Area C**

Whereas, Information technology gives faculty and staff the ability to access detailed data at the program and course level for use in improving ~~Information technology’s capacity is reaching the point where data can be accessed in real time and “drilled” down to the program and even the course levels such that this data can be utilized to make decisions that could impact retention and success rates across both~~ despite equity and diversity barriers; and

Whereas, Most of today’s equity efforts are aimed at ~~either the systemic or college levels;~~ iate adaptations simply because there is little capacity to do otherwise; and

Whereas, At the program level many faculty may lack experience in incorporating ~~are ill equipped to handle integrating the results from such relevant equity and diversity data into their programmatic decision-making~~ in ways that would produce tangible, measurable results;

~~Resolved, That the Academic Senate for California Community Colleges begin exploring ways to increase faculty awareness and capacity in utilizing new data access tools to better meet the varied needs of their students; and~~

Resolved, That the Academic Senate for California Community Colleges develop guidance for instruments for faculty, administration and staff that to help to define effective practices and processes for utilizing these new tools.colleges to use technology for the benefit of students, and to increase equity and diversity.

**3.02.02 F06 Amend Resolution 3.02
Wheeler North, San Diego Miramar College, Area D**

Replace final resolve:

Resolved, That the Academic Senate for California Community Colleges research how student equity data is used on local campuses and draft a paper/conduct a breakout that presents the results of this research and suggests best practices for faculty to use student equity data to accomplish meaningful change on their local campuses; and

4.0 ARTICULATION AND TRANSFER

**4.01 F06 Course Identification Numbering System for Students
Jane Patton, Mission College, Area B**

Whereas, Before its demise, the California Articulation Numbering (CAN) system was used widely by students, faculty and staff to identify, through numbers published in catalogs and schedules of courses, the comparability of community college transfer courses and by articulation officers to expedite articulation between institutions;

Whereas, Since CAN's dissolution there has been no mechanism to revise, update or generate new descriptors for intersegmental review, thereby ignoring the legislative mandates (SB 1415, SB 581, SB 450) to create and sustain a workable numbering system while honoring the internal numbering patterns of individual colleges and universities and thus leaving in place outdated descriptors, and a static numbering system that will no longer be used by the California State Universities;

Whereas, Students for reasons of timely offerings or personal convenience often seek courses at multiple colleges to fulfill certificate award or renewal objectives as well as enroll in career and technical education courses (transferable or non-transferable), and a course identification numbering system for those courses would enable students to readily identify needed courses; and

Whereas, Transfer initiatives launched by other segments too often lack the spirit of true, intersegmental collegiality and collaboration needed to create sound transfer mechanisms and pathways that protect and further the interests of our students and the health of our academic programs in the community colleges;

Resolved, That the Academic Senate for California Community Colleges work with the System Office and with our intersegmental partners through the Intersegmental Committee of Academic Senates (ICAS) to develop a pilot program that would accomplish these major objectives:

- (1) Respond to legislative mandates to create a course numbering system for individual courses, course sequences, and patterns of courses to serve intersegmental needs;
- (2) Rely upon intersegmental, disciplinary faculty from UC, CSU and the CCCs to determine descriptors, evaluate and qualify courses for a course identification number, and provide that information to articulation officers and faculty to sustain and increase existing articulation efforts;
- (3) Create an online system to provide information to articulation officers, faculty, and students about the nature and comparability of these courses; and
- (4) Identify ongoing sources of revenue to sustain these efforts, should they prove beneficial to students, faculty, and transfer initiatives.

**4.02 F06 Advanced Placement (AP) Credit Policies
Dolores Davison, Foothill College, Area B**

Whereas, Many California community college students attend more than one community college before attaining their educational goals;

Whereas, Many community college students request course credit based upon Advanced Placement (AP) scores;

Whereas, The awarding of Advanced Placement (AP) credit differs notably both among and between community colleges and universities, creating confusion for career/vocational and transfer students; and

Whereas, Community college faculty have purview over the curriculum at their college to determine application of these AP credits, yet many community colleges have no mechanism for a systematic faculty review of AP curriculum and credit policies;

Resolved, That Academic Senate for California Community Colleges strongly recommend that local senates research the practices used by their college departments, the curriculum committee, the program review committee, and other local processes for awarding AP credit to be sure that the process is driven by faculty, benefits students, and is inclusive of all disciplines faculty deem appropriate for the application of AP credit; and

Resolved, That the Academic Senate for California Community Colleges review research on AP credit policies and procedures conducted by local senates and develop a best practices paper.

**4.03 F06 Articulation and Transfer Funding
Kate Clark, Transfer and Articulation Ad Hoc Committee, Area D**

Whereas, Student success in transfer is a significant thrust of the California Community College Strategic Plan (Section B: Student Success and Readiness);

Whereas, Successful transfer relies upon full articulation and transfer activities supported by a transfer center;

Whereas, Articulation officers have historically relied upon small, individual, annual grants of approximately \$5,000 as their sole guaranteed funding source; and

Whereas, Ongoing articulation and transfer efforts to serve students and enable them to achieve their transfer objectives require stable, dependable funding from year to year;

Resolved, That the Academic Senate for California Community Colleges advocate through the system budget process for a dedicated revenue stream for articulation and transfer activities, as well as a continuation of an annual grant to each college's articulation officer and transfer center director that would be awarded, as it was in prior years, to the individual rather than through general fund allocations to the district.

**4.04 F06 Transfer Curriculum Preparation
Richard Mahon, Riverside City College, Area D**

Whereas, The expressed desire of the faculty of the California community colleges is to see students attain a higher degree of skill in English and math as part of associate degree programs of study;

Whereas, Title 5 §55002 stipulates, in part, "...the grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays...";

Whereas, Research shows that there is a positive correlation between progress in basic skills curriculum and student success in transfer level coursework; and

Whereas, Transfer level coursework in community colleges is articulated as being equivalent to lower division coursework in the CSU and UC systems, and while lower division students in the CSU and UC systems may take courses without having completed college composition, those student populations have at least satisfied A-G requirements at the secondary level;

Resolved, That Academic Senate for California Community Colleges continue to recommend appropriate English preparation as validated pre-requisites for transfer courses in other disciplines; and

Resolved, That the Academic Senate for California Community Colleges recommend a change to Title 5 Regulations that would allow local districts, on the recommendation of their local academic senates, to implement a restriction on enrollment for transfer level courses for English composition courses at or below two courses prior to transfer level English composition.

5.0 BUDGET AND FINANCE

5.0 F06 Use of Noncredit Funding Augmentations

**Andrea Sibley-Smith, North Orange County CCD/Noncredit,
Area D**

Whereas, The noncredit apportionment rate will be increased in 2006-2007 for courses that meet the SB 361 (2006) criteria for “career development and college preparation” and are intended to support noncredit programs and instruction, and these noncredit funding augmentations are new, ongoing general fund monies that Districts receive from the state;

Whereas, The Academic Senate proposed Fall 2006 paper *The Role of Noncredit in the California Community Colleges*” states in recommendation #8: “Local senates should work through the local planning and budget processes to ensure augmentations in noncredit funding are used to expand support for noncredit programs and instruction at their colleges and Districts”;

Whereas, The System Office 2005-06 Noncredit Alignment Project recommends that colleges dedicate an appropriate commitment of resources to build capacity for noncredit and to align and improve noncredit instruction; and

Whereas, Investment of resources into noncredit course offerings, will increase the quality of noncredit and the ability of these programs to meet the needs of both credit and noncredit students, through noncredit courses that support credit students, articulation and linkages between credit and noncredit programs to support transitions of noncredit students to higher education and employment, and student needs for lifelong learning;

Resolved, That the Academic Senate for California Community Colleges affirm that community college noncredit instruction, programs, and services have a critical need for an appropriate commitment of these funding augmentation resources to be used to support these programs directly.

7.0 CONSULTATION WITH THE SYSTEM OFFICE

7.01 F06 The System Office Strategic Plan and Faculty Primacy

Shaaron Vogel, Butte College, Occupational Education Committee

Whereas, One of the guiding principles of the System Strategic Plan for the California Community Colleges is to use existing governance processes and one of its missions is economic and workforce development, and five Goal Area Implementation Teams

(GAIT) have been created and are charged with developing plans for implementing each of the five identified strategic goals;

Whereas, Goal C of the California Community Colleges System Strategic Plan is to “Create links between academic and career fields to provide clearly defined career pathways that encourage and support a lifetime of educational career opportunities,”;

Whereas, Faculty have primacy in developing curriculum and local curriculum processes that are established through existing governance structures; and

Whereas, The implementation teams have proposed legislation or regulation changes to speed up the curriculum process, interfering with well-established local processes designed to ensure the integrity of curriculum and necessary to be in compliance with the Education Code and Title 5 Regulations §53200;

Resolved, That the Academic Senate for California Community Colleges work with the System Office to ensure that faculty primacy in academic and professional matters is acknowledged and respected in the development of the action plans for all the GAITs; and

Resolved, That the Academic Senate for California Community Colleges oppose any efforts that weaken the role of the local curriculum committee and curriculum approval process.

**7.01.01 F06 Amend Resolution 7.01
Jane deLeon, American River College, Area A**

Add a final resolve:

Resolved, That the Academic Senate for California Community Colleges work with the System Office to expand the number of faculty representatives on the GAITs.

**7.02 F06 Reaffirming Career Ladders
Berta Harris, San Diego City College, Occupational Education
Committee**

Whereas, The Career Ladders Project for the California Community Colleges is designed to research and create an action plan to further the role of community colleges in providing career access and advancement opportunities for Californians;

Whereas, There is an emerging consensus among business, educational, and political leaders in California and nationally that occupational-sector-based “career ladders” provide the best means for students to secure employment that provides a living-wage and the opportunity for future advancement;

Whereas, One of the stated purposes of Goal C of the Strategic Plan for California Community Colleges is to “Create links between academic and career fields to provide clearly defined career pathways that encourage and support a lifetime of educational career opportunities”; and

Whereas, Despite the recognized value of this approach, local colleges may not always develop curriculum with students' career pathways in mind and support and funding for career pathways may not be adequate;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support of career ladders in general and encourage vocational faculty to participate in the Statewide Career Pathways: Creating School to College Articulation Project (SB 70) to build career pathways for our students; and

Resolved, That the Academic Senate for California Community Colleges insist that faculty play a primary role in the planning and implementation of Goal C, as well as the other elements of the System Strategic Plan.

7.02.01 F06 Amend Resolution 7.02
Jane deLeon, American River College, Area A

Amend the final resolve:

Resolved, That the Academic Senate for California Community Colleges ~~insist~~ *work with the System Office to ensure* that faculty play a primary role in the planning and implementation of Goal C, as well as the other elements of the System Strategic Plan.

9.0 CURRICULUM

9.01 F06 Academic Integrity in Courses Offered in Shortened Time Frames
Mark Wade Lieu, Ohlone College, Curriculum Committee

Whereas, With the move of many colleges to compressed calendars and due to enrollment pressures, a number of colleges are scheduling three-, four-, and even five-unit courses in shortened time frames of fewer than six weeks; and

Whereas, There are pedagogical considerations that need to be reviewed by both the faculty within the disciplines of courses proposed under such time frames as well as the curriculum committees of colleges using such compressed calendars;

Resolved, That the Academic Senate for California Community Colleges recommend that when a course of three or more units is to be offered in a time frame of fewer than six weeks, the local curriculum committee, as part of the curriculum approval process, engage the discipline faculty in a separate review of the course for the following: academic integrity and rigor, the method for meeting Carnegie units, the ability for students to complete and for faculty to evaluate assignments, including those done outside of class, and the appropriateness of the method of delivery, to determine whether the course should be offered in a specific shortened time frame.

(Note: This is written in response to S06 9.09R)

**9.01.01 F06 Amend Resolution 9.01 F06
Peter Dill, Cuesta College, Area C**

Add second whereas:

Whereas, Resolution 9.03 (Spring 2002) urged "...community colleges to refrain from offering writing courses of three or more semester units in time frames of fewer than six weeks, except under unusual circumstances and then only with the consent of the English faculty and the local academic senate.": and

Revise final whereas:

Whereas, There are pedagogical issues that should be considered ~~ations-when courses are taught in such shortened time frames~~ that need to be reviewed by both the faculty within the disciplines of affected courses- and local curriculum committees; ~~proposed under such time frames as well as the curriculum committees of colleges using such compressed calendars~~;

**9.01.02 F06 Amend Resolution 9.01
Cynthia Elliott, Reedley College, Area A**

Amend the first whereas:

Whereas, With the move of many colleges to compressed calendars *and study abroad programs* and due to enrollment pressures, a number of colleges are scheduling three-, four-, and even five-unit courses in shortened time frames of fewer than six weeks; and

Amend the resolve:

Resolved, That the Academic Senate for California Community Colleges recommend that when a course of three or more units is to be offered in a time frame of fewer than six weeks, the local curriculum committee, as part of the curriculum approval process, will determine in consultation with full-time discipline faculty whether the course should be approved to be offered in a specific shortened time frame ~~engage the discipline full-time faculty~~ in a separate review of the course for the following: academic integrity and rigor, the method for meeting Carnegie units, the ability for students to complete and for faculty to evaluate outside assignments, and the appropriateness of the method of delivery, ~~to determine whether the course should be offered in a specific shortened time frame.~~

**9.02 F06 Eliminate the word "Transfer" in Degree Titles
Stephanie Dumont, Golden West College, Associate Degree Ad Hoc
Task Force**

Whereas, The use of the word "transfer" in degree titles may lead students to believe the completion of the degree ensures transfer to a four-year institution; and

Whereas, Students may believe that all courses they successfully complete for a “transfer” degree are transferable;

Resolved, That the Academic Senate for California Community Colleges work with local senates, local curriculum committees, and chief instructional officers (CIOs) to eliminate the use of the term “transfer” in program titles for the associate degree.

**9.03 F06 Reaffirm the Need for Information Competency
Shaaron Vogel, Butte College, Executive Committee**

Whereas, The Academic Senate adopted the paper entitled *Information Competency in the California Community Colleges* that formulated the definition of information competency, which includes the following skills:

- State a research question, problem, or issue.
- Determine information requirements in various disciplines for the research questions, problems, or issues.
- Use information technology tools to locate and retrieve relevant information.
- Communicate using a variety of information technologies.
- Understand the ethical and legal issues surrounding information and information technologies.
- Apply the skills gained in information competency to enable lifelong learning.

Whereas, The Academic Senate recommended a graduation information competency requirement to the Board of Governors but the Department of Finance of the State of California stopped the passage of an information competency regulation, claiming that this recommendation would result in an unfunded mandate; and

Whereas, The Academic Senate urged local senates, in resolution 9.01 F02, to pursue information competency requirements on their own campuses to ensure that California community college students are appropriately prepared to function in this information and accreditation era;

Whereas, Employers today demand that workers have the academic and technical ability to access information using a wide variety of resources, and to think critically;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support for information competency for associates degrees; and

Resolved, That the Academic Senate for California Community Colleges conduct a survey of the certificate and degree programs in California community colleges to determine which information competency requirements have been implemented by which colleges;

Resolved, That the Academic Senate for California Community Colleges work with local senates to encourage more colleges to require information competency for associate degrees and certificates.

9.04 F06 The Role of Noncredit in the California Community Colleges
Andrea Sibley Smith, North Orange CCD, Educational Policies
Committee

Whereas, Noncredit plays a key part in the missions of the California community colleges and there is a need to inform everyone in the community colleges about the important role that noncredit plays in the system;

Resolved, That the Academic Senate for California Community Colleges adopt the paper, *The Role of Noncredit in the California Community Colleges*.

See Appendix A.

9.05 F06 Stand-alone Course Approval Implementation
Jane Patton, Mission College, Area B

Whereas, AB 1943 (Nava) on Stand-alone Course Approval, which was recently chaptered into Education Code, will permit local districts to approve credit courses (known as “stand-alone courses”) that are not a part of established educational programs;

Whereas, “AB 1943 does not give unfettered freedom to local districts” but rather requires the System Office to develop regulations identifying the processes and conditions for local approval of stand-alone courses;

Whereas, In its white paper *A Proposal to Locate Approval of Stand Alone Courses at the Local Level* (10/25/05), the System Advisory Committee on Curriculum (SACC) proposed various implementation strategies for the transition of approval to local districts including the identification of best practices for local stand-alone course approval; and

Whereas, The implementation of AB 1943 will not occur for a year, allowing time to research and recommend best practices to faculty;

Resolved, That the Academic Senate for California Community Colleges work with the System Office in the development of implementation strategies for AB 1943; and

Resolved, That the Academic Senate for California Community Colleges work with the System Office to research best practices for the local approval of stand-alone courses and participate in the dissemination of best practices.

9.06 F06 Community College Granting of High School Diplomas
Marsha Elliott, North Orange County CCD/Noncredit, Area D

Whereas, There is an increasing need to educate high school drop-outs and under-prepared adults who do not have a high school diploma, to provide opportunities to gain a high school diploma or equivalent and current discussion about changes in Title 5 language suggests that the community college noncredit high school diploma programs

be mandated to give the California High School Exit Exam (CAHSEE) as a requirement for a diploma;

Whereas, Education Code § 78401 delineates that, (e) “The governing board of any community college district maintaining an adult school shall prescribe the requirements for the granting of diplomas”, and the California Community College Strategic Plan states in Goal B2 under Appropriate Testing for Adult Learners that adult school students ...”may have unique needs that are not addressed by the usual approaches to assessment...”;

Whereas, A February 2003 legal opinion from the System Office, in response to the question of whether community college high school diploma programs must administer the CAHSEE says that there is no basis for concluding that the CAHSEE requirements are applicable to the programs offered by community college districts; and

Whereas, Community college noncredit high school diploma programs provide a viable alternative for earning a high school diploma through a relevant curriculum, using multiple measures of assessment and testing appropriate to adult learners, that reflects the needs of re-entry adults, and the CAHSEE is but one measure of specific competencies gained in a noncredit high school diploma program;

Resolved, That the Academic Senate for California Community Colleges affirm that the choice of community college noncredit high school diploma program assessment tools is a curricular matter and the purview of the faculty;

Resolved, That the Academic Senate for California Community Colleges affirm the autonomy of the local governing boards, in consultation with the faculty, to offer noncredit basic skills courses that lead to the completion of a high school diploma, and to select appropriate assessment tools used to determine that completion; and

Resolved, That the Academic Senate for California Community Colleges communicate its position on community college high school diploma program graduation requirements to appropriate bodies and organizations (such as the System Office, the Board of Governors, the Consultation Council, etc.).

**9.07 F06 Noncredit Basic Skills
Marsha Elliott, North Orange County CCD/Noncredit, Area D**

Whereas, The Resolution, 10.03 S05 recognized the “vital function that noncredit programs and courses play within the mission of the California Community Colleges”, and the California Community College Strategic plan Goal B1 Basic Skills: is to ensure that basic skills development is a major focus of California’s community colleges, and states that “best practices in classrooms and labs, and descriptions of effective learning environments will be collected and disseminated widely to inform and assist both credit and noncredit programs”;

Whereas, Recent statistics show the California high school drop out rate is 29%, and as high as 60% in urban areas, and even students who do graduate from high school are increasingly not “college ready” and in need of basic skills,

Whereas, Over the last seven years noncredit basic skills has nearly quadrupled in importance for California community college credit students, and about one-half of all the noncredit study by credit students is in noncredit basic skills; and

Whereas, Noncredit basic skills courses support noncredit students, who are not yet college ready, to transition into college level work as well as increase their employability, and noncredit basic skills courses support credit students with courses that lead to their success in college credit programs;

Resolved, That the Academic Senate for California Community Colleges collect information from the field about successful practices (such as the nominees for the 2006/07 Exemplary Noncredit Programs Award) within existing noncredit basic skills programs which include adult High School Diploma programs, and disseminate this information in a paper, and/or present some of these practices at a future plenary session..

**9.08 F06 Use of the Paper *The Role of Noncredit in the California Community Colleges*
Andrea Sibley Smith, North Orange County CCD/Noncredit, Area D**

Whereas, The Academic Senate’s proposed Fall 2006 paper *The Role of Noncredit in the California Community Colleges* was written to inform faculty and senate leaders about the status of and issues concerning noncredit courses and programs; and

Whereas, *The Role of Noncredit in the California Community Colleges* is intended to help faculty and senate leaders make informed decisions about issues and proposals related to noncredit funding, course alignment, articulation with credit programs, and quality standards;

Resolved, That the Academic Senate for California Community Colleges promote and encourage community college faculty and senate leaders to use *The Role of Noncredit in the California Community Colleges* as a tool to educate and discuss with all faculty, administrators, and other members of their college community, the potential benefits to students offered by noncredit courses; and

Resolved, That the Academic Senate for California Community Colleges encourage local senates to work with their faculty and colleges to examine or re-examine the roles that noncredit might play in fulfilling their college missions.

9.09 F06 International Baccalaureate
Kate Clark, Transfer and Articulation Ad Hoc Committee, Area D

Whereas, Increasing numbers of high schools are offering the International Baccalaureate (IB) program as an alternative to traditional high school diploma programs; and

Whereas, California's public postsecondary segments have not fully developed consistent policies regarding IB courses taken as they apply to such areas as A-G considerations, applicability to general education, or satisfaction of prerequisites for college courses, nor is there consistency as to whether or how successful completion of these courses may be awarded course, unit, or elective credits;

Resolved, That the Academic Senate for California Community Colleges research the implications of the IB for prospective community college students; and

Resolved, That the Academic Senate for California Community Colleges share its findings with the Intersegmental Council of Academic Senates (ICAS) and urge the Academic Senates of the University of California and the California State Universities to make explicit and accessible all of their systemwide and local policies or determinations of equivalency.

9.10 F06 Student Record Currency
Wheeler North, San Diego Miramar College, Area D

Whereas, The conferring of an associate's degree and/or a certificate may occur many years after a student began his/her program of study for that degree and/or certificate;

Whereas, The skills and knowledge required by many disciplines and programs of study can change rapidly even over a very brief time period and, thus, may call into question the value of such skills and knowledge imparted to students who have taken many years to complete a degree and/or certificate;

Whereas, There appears to be little consensus about or understanding of the issues related to course recency with respect to students' local coursework and their coursework from other institutions they may have attended, particularly in regards to best practices for implementing and maintaining such currency requirements; and

Whereas, There are a number of programs where course recency is relevant and germane to the quality and rigor of the degrees conferred by California community colleges, particularly where the lack of currency could significantly impact student success upon the awarding of a degree and/or certificate;

Resolved, That the Academic Senate for California Community Colleges investigate the issue of coursework recency as it pertains to both the granting of a degree and/or certificate and to the application of any prerequisites needed to enter required courses for a degree and/or certificate; and

Resolved, That the Academic Senate for California Community Colleges provide best practices information to local senates and curriculum committees that would enable them to develop mechanisms to ensure the current value of the degrees and/or certificates they award regardless of how long a student has taken to earn the degree and/or certificate.

9.11 F06 Cumulative Grade Point Average
Edward Martinez, Pasadena City College, Area C

Whereas, California community colleges have always provided students with a multitude of opportunities to correct errors committed in the past;

Whereas, California community colleges have long purported to be institutions wherein students can learn from past mistakes;

Whereas, California community colleges are funded by taxpaying students who constitute part of the general public; and

Whereas, Legal Advisory 04-01 issued by the System Office in January 2004, and the Legal Opinion E 04-01 issued by the General Counsel seem to provide two distinct and contradictory perspectives on the issues of course repeatability and the calculation of grade point average;

Resolved, The Academic Senate for California Community Colleges call upon the Board of Governors to clarify and, if necessary, modify language in Title 5 such that only the most recently earned grade in a particular course is used to calculate a student's cumulative grade point average.

11.0 TECHNOLOGY

11.01 F06 Total Cost of Information Technology
Wheeler North, San Diego Miramar College, Technology Committee

Whereas, Information technology continues to evolve in ways that can be utilized to enhance the student learning experience within every form and modality of instruction; and

Whereas, Both systemwide and local information technologies and infrastructures continue to be underfunded such that these expenditure efforts are often an uncoordinated patchwork effort sustaining mismatched technologies without ever considering the total cost of utilizing these technologies;

Resolved, That the Academic Senate for the California Community Colleges work with the System Office in the development of the Technology III Plan to ensure the allocation of appropriate funding to colleges for the total cost of ownership, including the related planning and professional development associated with such ownership and

Resolved, That the Academic Senate for California Community Colleges reiterate the need for involvement of faculty and other college constituencies in the review of college/district technology plans to ensure the coordination of technology efforts to best utilize the technology funds that a college/district receives.

**11.02 F06 High Instructional Standards in all Instructional Modalities
Cathy Chenu-Cambell, Sacramento City College, Technology
Committee**

Whereas, The Academic Senate for California Community Colleges has worked for many years to ensure that the delivery of instruction be implemented with the highest degree of excellence and quality regardless of the methods or modalities utilized; and

Whereas, Such efforts to maintain the highest quality standards must continue in tandem with the evolution and changes in the use of technology and the availability of technologies for teaching and learning;

Resolved, That the Academic Senate for California Community Colleges work with the System Office and its advisory committees to ensure that all modalities and delivery methods of instruction meet the same high standards without regard to the mix of such delivery; and

Resolved, That the Academic Senate for California Community Colleges work with local senates to ensure that local processes support and promote high quality, academic rigor, and integrity of California community college courses regardless of the delivery methods being utilized.

**11.02.01 F06 Amend Resolution 11.02
Michelle Pilati, Rio Hondo College, Area C**

Add final resolve:

Resolved, That the Academic Senate for California Community Colleges urge local senates, through their curriculum committees, to ensure that their local processes support and promote high quality, academic rigor, and integrity of their courses by implementing a curricular review of all courses with delivery methods that regularly replace classroom time with an alternative mode of delivery, regardless of the percentage of classroom time being replaced.

**11.03 F06 Distance Education Survey Reports
Wheeler North, San Diego Miramar College, Technology Committee**

Whereas, Title 5 §55219 requires that colleges/districts annually provide information regarding courses offered via distance education to their local governing boards and to the System Office;

Whereas, The survey the System Office created for the collection of such information generates data of limited utility for system planning with regards to distance education efforts;

Whereas, The effective delivery of distance education and the evaluation of current efforts is an academic and professional matter; and

Whereas, Faculty input into the refinement and further development of the distance education survey is to be expected, encouraged, and utilized;

Resolved, That the Academic Senate for California Community Colleges affirm the role of faculty in the refinement and further development of the distance education survey required by Title 5 §55219; and

Resolved, That the Academic Senate for California Community Colleges work with the System Office to ensure that processes for the review and administration of the annual distance education survey include faculty input and participation.

13.0 GENERAL CONCERNS

13.01 F06 Minors on Campus

Beth Smith, Grossmont College, Educational Policies Committee

Whereas, The presence of minors on community college campuses has raised issues related to curriculum, health and safety, and parental rights;

Whereas, A Consultation Council Task Force on Minors began to examine such issues in response to Academic Senate Resolution F01 13.03 but was interrupted because of concerns over abuses in concurrent enrollment; and

Whereas, Districts need guidance in dealing with issues of having minors enrolled in their courses and classes;

Resolved, That the Academic Senate for California Community Colleges adopt the paper, *Minors on Campus*.

See Appendix B.

13.02 F06 Single Degree Title for the Associate Degree

Chad Mark Glen, Chabot College, Area B

Whereas, The historical use of the terms “arts” and “science” in universities pertains to the separate disciplines under the Arts and under the Sciences;

Whereas, The use of the terms “associate of arts” and “associate of science” is inconsistent across the community college system; and community colleges, because of

their mission, have found it necessary to include occupational programs under either the associate of arts or associate of science; and

Whereas, Title 5 language does not define the associate degree as either the associate of arts or associate of science;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors a change in Title 5 to specify a single degree title for the associate degree, which shall be the sole designation for degrees offered by the California community colleges.

**13.03 F06 Defining Associate of Arts and Associate of Science
Patty Dilko, Cañada College, Area B**

Whereas, The historical use of the terms “arts” and “science” in universities pertains to the separate disciplines under the Arts and under the Sciences;

Whereas, The use of the terms “associate of arts” and “associate of science” is inconsistent across the community college system; and community colleges, because of their mission, have found it necessary to include occupational programs under either the associate of arts or associate of science;

Whereas, Title 5 language does not define the associate degree as either the associate of arts or associate of science and the result is a lack of meaningful distinction between the two; and

Whereas, Students and others are ill-served by the unpredictability as to the nature of a degree title;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors a change in Title 5 to add language defining both degrees, the associate of arts and associate of science.

**13.04 F06 Opposition to Associate Degrees based Solely on IGETC and CSU GE Breadth
Lydia Hearn, DeAnza College, Area B**

Whereas, Title 5 requires “At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines” (§55806) to provide an area of emphasis for the associate degree, and an associate degree without this area of emphasis devalues the concept of the associate degree;

Whereas, Many in the field have expressed that the associate degree needs to be used to capture numbers, further devaluing the degree;

Whereas, The use of IGETC and/or CSU GE Breadth as the sole basis for the associate degree reduces local control and subjects the associate degree to determination by groups external to the community colleges; and

Whereas, The use of IGETC and/or CSU GE Breadth in fulfillment of local general education requirements together with necessary units in an area of focus is clearly consistent with Title 5 and is not the issue under consideration here;

Resolved, That the Academic Senate for California Community Colleges oppose the use of IGETC and/or CSU GE Breadth as the sole basis for the associate degree; and

Resolved, That the Academic Senate for California Community Colleges support interpretation of Title 5 that prohibits the use of IGETC and/or CSU GE Breadth as the sole basis for the associate degree.

13.05 F06 Religious Invocations at College Events
Margot Lovett, Saddleback College, Area D

Whereas, The Academic Senate for California Community Colleges supports the principle of the separation of church and state as enshrined in the constitution of the United States;

Whereas, The California community colleges serve a diverse population, including people with a wide range of religious beliefs and practices;

Whereas, Given that our mission is to provide open access to education, it is not within the scope of the California community college mission to represent students, faculty, staff, or the wider community in religious matters; and

Whereas, The Academic Senate respects the right of the individual to determine whether, how, when, and what to worship, and we believe that this right is violated by the inclusion of a religious invocation in public college events;

Resolved, That the Academic Senate for California Community Colleges oppose the inclusion of a religious invocation in any public college event at which faculty, staff, and students are in, or might reasonably be expected to be in, attendance; and

Resolved, That the Academic Senate for California Community Colleges accept the inclusion of a moment of silence if so desired in any such event.

13.06 F06 Research the Increases in District Reporting Responsibilities
Greg Gilbert, Copper Mountain College, Area D

Whereas, A general belief exists that there has been a dramatic increase in the number and varieties of reports and bureaucratic responsibilities required throughout California's Community College System over the past decade; and

Whereas, Districts and colleges have limited financial means and personnel with which to fulfill the promises of their educational missions;

Resolved, That the Academic Senate for California Community Colleges conduct research to determine the quantities and varieties of reports and bureaucratic responsibilities required annually throughout California's Community College System over the last decade.

14.0 GRADING

14.01 F06 Minimum Grade Requirement for Associate Degree Courses John Stankas, San Bernardino Valley College, Associate Degree Task Force

Whereas, Students receiving an associate degree should demonstrate appropriate levels of knowledge and competencies in their selected areas of emphasis/major;

Whereas, A grade of "C" denotes a student's satisfactory performance and completion of expected learning outcomes; and

Whereas, For some associate degrees, the courses for the System Office approved certificates are the same as those required for the area of emphasis/major;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors a change in Title 5 language to require a minimum grade of "C" in all courses required in the area of emphasis/major for an associate degree and System Office approved certificates.

18.0 MATRICULATION

18.01 F06 Matriculation Assessment/Placement Task Force Recommendations Mark Wade Lieu, Ohlone College, Executive Committee

Whereas, The Academic Senate convened a Matriculation Assessment/Placement Task Force in Fall 2004 to gather information for a report to the Consultation Council on matriculation, and in particular the areas of assessment and placement;

Whereas, The Task Force included representatives of the Academic Senate, the System Office, the Chief Instructional Officers, the Chief Student Services Officers, and Matriculation Professionals; and

Whereas, In 2005-2006, the Task Force administered a survey and held four regional forum discussions and used information from the survey and discussions to generate the attached recommendations;

Resolved, That the Academic Senate for California Community Colleges adopt the recommendations of the Matriculation Assessment/Placement Task Force; and

Resolved, That the Academic Senate for California Community Colleges present the recommendations to the Consultation Council.

See Appendix C.

18.01.01 F06 Amend Resolution 18.01
Michelle Pilati, Rio Hondo College, Area C

Replace final resolve:

Resolved, That the Academic Senate for California Community Colleges also adopt the additional suggestions made to the Matriculation Assessment/Placement Task Force and present these to the Consultation Council.

18.02 F06 Strengthening Matriculation Assessment/Placement Task Force Recommendation
Mark Wade Lieu, Ohlone College, Executive Committee

Whereas, The recommendations of the Matriculation Assessment/Placement Task Force were formed in consultation with partners from the System Office, the Chief Instructional Officers, the Chief Student Services Officers, and Matriculation Professionals;

Whereas, The Academic Senate supported SB1563 (Escutia –August 30, 2006) a bill that was subsequently vetoed by the Governor but which supported a community college pilot project for the use of the CSU Early Assessment Program (EAP) to better inform students of preparation for college work; and

Whereas, The Academic Senate does not want the use of the CSU EAP to send the message to prospective students that they should not attend college;

Resolved, That the Academic Senate for California Community Colleges adopt the following recommendation and work with our partners from the System Office, the Chief Instructional Officers, the Chief Student Services Officers, and Matriculation Professionals to use the following recommendation rather than the one currently presented in the Matriculation Assessment/Placement Task Force recommendations:

If CSU informs a student of his/her readiness for transfer-level work as a result of the Early Assessment Program (EAP), CSU English Placement Test (EPT) and/or the Elementary Level Mathematics (ELM) test, community colleges should allow those students to enter directly into Freshman Composition and/or a mathematics course with intermediate algebra as a prerequisite.

Note: information about the CSU EAP, EPT, and ELM is available at <http://www.calstate.edu/eap/> under “Testing and Results”

18.02.01 F06 Amend Resolution 18.02

Lesley Kawaguchi, Santa Monica College

Strike third whereas:

~~Whereas, The Academic Senate does not want the use of the CSU EAP to send the message to prospective students that they should not attend college;~~

18.03 F06 Honoring the Assessment Scores of Other Community Colleges

Michelle Pilati, Rio Hondo College, Executive Committee

Whereas, The California Department of Education is concerned about possible "test fatigue" among students;

Whereas, All community colleges are required to use validated assessment instruments;

Whereas, The Academic Senate for California Community Colleges has recognized the value in facilitating the assessment process for mobile students through its call to explore the impact of using common statewide assessment tests (Resolution 13.01 F03);

Whereas, Repeated testing is a burden on the resources of both students and colleges;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to use the assessment findings of other colleges, with local modifications made as necessary; and

Resolved, That the Academic Senate for California Community Colleges gather information on the processes, procedures, and impact of using the assessment findings of other colleges and report the results of this research.

18.03.01 F06 Amend Resolution 18.03

Erich Holtmann, Los Medanos College, Area B

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges encourage colleges to use ~~the assessment findings of student assessment scores from~~ other colleges, with local modifications made as necessary; and

18.03.02 F06 Amend Resolution 18.03

Wheeler North, San Diego Miramar College, Area D

Strike the first resolve

~~Resolved, That the Academic Senate for California Community Colleges encourage colleges to use student the assessment findings of other colleges, with local modifications made as necessary; and~~

19.0 PROFESSIONAL STANDARDS

19.01 F06 Noncredit Quality Standards

Mark Wade Lieu, Ohlone College, Executive Committee

Whereas, Full-time faculty are vital to the health and development of programs both credit and noncredit, providing the dedication and expertise needed for ongoing curriculum development, outreach, support for students, and collaboration with other departments and college areas and in college governance;

Whereas, The 2006-2007 budget has provided an infusion of \$30 million dollars to augment the apportionment for noncredit courses related to career development and college preparation and efforts are under way to generate similar augmentations targeted to noncredit in coming years;

Whereas, An Academic Senate survey of noncredit programs in 2006 reveals that the current ratio of full- to part-time faculty in noncredit programs is 1:20, with six of the 25 colleges surveyed employing no full-time faculty for their noncredit programs; and

Whereas, This survey also reveals that the full-time load (or equivalent) for noncredit faculty reaches as high as 32 instructional hours per week at some colleges, leaving little time for the curriculum development, outreach, and collaboration with other department and college areas and in college governance associated with full-time faculty;

Resolved, That the Academic Senate for California Community Colleges call for the establishment of an expected ratio of full- to part-time faculty for noncredit instruction, parallel to that currently in place for credit instruction, with parallel processes for enforcement and progress;

Resolved, That the Academic Senate for California Community Colleges review existing minimum qualifications for faculty in noncredit instruction;

Resolved, That the Academic Senate for California Community Colleges work with its bargaining colleagues, CFT/CCC, CCA/CTA, and CCCI, to seek support for paid office hours for faculty in noncredit instruction and to encourage faculty to negotiate full-time loads for noncredit faculty that permit involvement in curriculum development, classroom preparation, outreach, and collaboration with other departments and college areas and in college governance; and

Resolved, That the Academic Senate for California Community Colleges, recognizing that additional funds are needed in order to address these quality standards, support system efforts for additional augmentations in funding for all noncredit areas.

**19.02 F06 Approval of *Equivalency to the Minimum Qualifications*
Greg Gilbert, Copper Mountain College, Standards and Practices
Committee**

Whereas, The granting of equivalencies is directly related to the hiring of faculty and the breadth and depth of academic preparation;

Whereas, The granting of equivalencies and faculty hiring are so important that local boards and local senates must reach joint agreement on policies, procedures, and the hiring of individual faculty; and

Whereas, A current document is needed that sets out the principal issues and provides guidance to local senates for handling equivalencies;

Resolved, That the Academic Senate for California Community Colleges adopt the revised paper, *Equivalency to the Minimum Qualifications*.

See Appendix D.

**19.03 F06 Origins and History of the 75% Goal
Michelle L. Pilati, Rio Hondo College, Area C**

Whereas, The Academic Senate for California Community Colleges has long supported the provision of a core of full-time faculty as vital to the educational success of our programs and students;

Whereas, Despite Title 5 Regulations specifying a full-time faculty obligation number, the goal of 75% full-time credit instruction is far from being realized; and

Whereas, Some question the origins and validity of the long-standing 75% goal of both the Legislature and the Board of Governors;

Resolved, That Academic Senate for California Community Colleges develop a paper that documents the origins and history of the 75% goal and that explains the wider value of full-time faculty to programs and students.

20.0 STUDENTS

20.01 Supporting Student Self-Referral for Tutoring Services

Gregg Carr, Golden West College

Whereas, Title 5 §58170 (e) undermines a student's ability to assess their own needs by mandating that students enrolled in a supervised tutoring course be referred by a counselor or instructor on the basis of an identified learning need;

Whereas, Many students seek tutoring for reasons other than an identified learning need and as a result are prohibited from benefiting from tutoring services;

Whereas, Students are often intimidated to request supplemental instruction from their instructor or counselor for a variety of reasons, including their fear of being perceived as a poor student, as well as cultural differences which may make asking for help problematic; and

Whereas, Requiring students enrolled in a supervised tutoring course to seek referral from an instructor or counselor imposes an unnecessary obstacle to student success;

Resolved, That the Academic Senate for California Community Colleges investigate a change in Title 5 to allow for student self-referral to tutoring services.

21.0 VOCATIONAL EDUCATION

21.01 F06 Economic and Workforce Development

Jane Patton, Mission College, Executive Committee

Whereas, Within the Economic and Workforce Development Division of the California Community College System, there are ten initiatives that develop workforce instruction, funded at an amount of \$46 million;

Whereas, The level of interaction between the initiatives and local college programs, departments, senates and faculty varies widely across the state;

Whereas, The level of awareness of local faculty about the work of the Economic and Workforce Development initiatives varies widely across the state; and

Whereas, There have been benefits to students, programs, and institutions when the initiatives develop a supportive relationship with the colleges;

Resolved, That the Academic Senate for California Community Colleges survey local senates to ascertain the following: the level of faculty awareness of the ten Economic and Workforce Development initiatives and the level of integration of those initiatives with college programs, departments, senates and faculty; and

Resolved, That the Academic Senate for California Community Colleges use the findings to inform its representatives on Economic Development Workforce Preparation Advisory Committee (EDWPAC) and the System Office.

**21.01.01 F06 Amend Resolution 21.01
Wheeler North, San Diego Miramar College, Area D**

Amend the first resolve:

Resolved, That the Academic Senate for California Community Colleges ~~survey~~ collaborate with faculty and local senates to ascertain the following: the level of faculty awareness of the ten Economic and Workforce Development initiatives and the level of integration of those initiatives with college programs, departments, senates and faculty; and

**21.02 F06 Education Standards for Vocational Programs
Shaaron Vogel, Butte College, Occupation Education Committee**

Whereas, Because today's jobs have become more complex and the need for workers to have higher levels of knowledge, skills and thinking abilities has increased; and

Whereas, Some people argue that students in some occupational certificate and degree programs do not need the same levels of knowledge and skills of students in other certificate and degree programs;

Resolved, That the Academic Senate for California Community Colleges work with local senates and vocational programs to help students achieve the needed levels of competency for their educational and occupational goals;

Resolved, That the Academic Senate for California Community Colleges work with professional occupational organizations to oppose any push from individuals or groups to lower the educational expectations or standards for occupational programs.

**21.03 F06 2006 Carl D. Perkins Act and Local Campus Impact
Scott Rosen, Santa Rosa Junior College, Occupational Education
Committee**

Whereas, The requirements for the use of Carl D. Perkins Vocational Technical Education Act (VTEA) funding, Federal Bill S250, have recently been substantially revised and will require major changes in the way vocational programs can receive and spend VTEA dollars;

Whereas, The VTEA changes as well as the California measure AB1802 were enacted so recently that local college personnel may not even be aware of the changes and how they will affect their programs; and

Whereas, The changes in funding methods are impacting local planning processes because district business operations are requiring highly accelerated expenditure timelines in response to these changes;

Resolved, That the Academic Senate for California Community Colleges work with local senates and occupational faculty to help inform them about the new funding options and requirements; and

Resolved, That the Academic Senate for California Community Colleges work with the System Office to oppose any changes that circumvent agreed-upon local budgetary processes for the local distribution of VTEA funding.

**21.04 F06 Associate Degree Requirements and Vocational Faculty
John Frala, Rio Hondo College, Occupational Education Committee**

Whereas, A significant number of associate degrees awarded in the California Community College System are in vocational disciplines;

Whereas, Vocational faculty recognize that completion of a general education program of study leads to the development of critical thinking skills and SCANS (Secretary's Commission on Achieving Necessary Skills) competencies; and

Whereas, Research has demonstrated that students in all segments of California higher education lack sufficient basic skills for college-level work;

Resolved, That the Academic Senate for California Community Colleges work with local senates, curriculum committees, and through Academic Senate institutes to facilitate the collaboration of all faculty to provide students with the support and alternative practical application courses needed to achieve the higher requirements for the associate degree.