

**CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
TELECONFERENCE #6759
AGENDA
November 1, 2017
1:30pm-3:00pm**

1. **Call To Order/New Committee Members:**
2. **Public Comment:**
3. **Review and Approval of October 18, 2017 Expanded Summary Notes:**
4. **Discussion Items:**
 - 4.1. **Resolutions from Plenary:**
 - 4.2. **College Planning Council Self-Evaluation for Integrated Planning Committees, Programs, & Processes:**
 - 4.3. **New Courses and DE Addenda:**
 - 4.4. **ASCCC Fall Regional Meeting South-November 18, 2017 ([Long Beach City College - Pacific Coast Campus](http://www.asccc.org/calendar/list/regional-meetings)):**
 1. **Registration:** <http://www.asccc.org/calendar/list/regional-meetings>
 - 4.5. **COOPED Update:**
 - 4.6. **AP 4023 Update:**
5. **Guided Pathways:**
6. **Miscellaneous:**
7. **Consent Agenda:**
 - 7.1. **Math Curriculum Changes**
 1. MATH-450 title change from “Preparation for Transfer Math” to “Intermediate Algebra: A Critical Thinking Approach”. The short title was changed to “Intermediate Algebra.”
 2. “There is a 5 hour supplemental learning requirement that will need to be met in the Success Centers” has been added as the last sentence in the MATH-450 description.
 3. “There is a 7 hour supplemental learning requirement that will need to be met in the Success Centers” has been added as the last sentence in the MATH-550 description.
 4. DE Addenda have been added to MATH-450 and MATH-650 as hybrid only.

8. NEW BUSINESS:

New Courses: First Reading

DANCE-450	Student Choreography for Performance	Approval:
INDMM-600	Intro to Construction Safety, Trade Math, Rigging, and Tools <i>May become a part of an already approved program.</i>	Approval:

MATH-17	Statway II	Approval:
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Course Modifications in Glitch: First Reading (*Six more courses left in glitch*)

ART-44	Mixed-Media Studio and Theory	Approval:
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New Programs: Final Reading

Aircraft Electrical and Avionics Technician	Certificate of Achievement	Approval:
Culinary Arts	A.S.	Approval:
Industrial Maintenance Mechanic	Certificate of Career Preparation <i>Credit Certificate</i>	Approval:
Industrial Maintenance Mechanic Skills Builder II	Certificate of Completion <i>Noncredit Certificate</i>	Approval:

Program Modification: Final Reading

Political Science	A.A.-T	Approval:
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PACKAGE: Heating, Ventilation, Air Conditioning and Refrigeration

New Courses: First Reading

HVAC-600	Introduction to Heating Ventilation and Air Conditioning	Approval:
HVAC-601	HVAC Piping Practices	Approval:
HVAC-602	HVAC Electrical Systems	Approval:
HVAC-603	Environmental Protection Agency Certification	Approval:
HVAC-604	HVAC Compressors and Refrigerants	Approval:
HVAC-605	HVAC Metering Devices, Heat Pumps and Basic Maintenance	Approval:

New Program: Final Reading

Heating, Ventilation, Air Conditioning and Refrigeration Level 1	Certificate of Competency	Approval:
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9. Adjournment:

CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
TELECONFERENCE #6759
SUMMARY NOTES
October 18, 2017
1:30pm-3:00pm

Members Present:

Angela Burk-Herrick, Mathematics & Science
Ardon Alger, Faculty Senate President
Charmaine Phipps, Language Arts
Elaine Martinez, Kinesiology, Nutrition, & Athletics
Jason Chevalier, Dean, Visual & Performing Arts
Jeffrey Laguna, Health Sciences
John Machado, Visual & Performing Arts
Linda Marcotte, Social & Behavioral Sciences
Lucy Serrano, Counseling
Maria-Isabella Sandoval, Student Representative
Marie Boyd, Curriculum Chair

Mark Ford, Chino Representative
Marlene Soto, Health Sciences
Meridith Randall, Associate Superintendent of Instruction and Institutional Effectiveness
Rob Kopp, Mathematics & Science
Sean Stratton, Articulation Officer
Sharon Awad, Administrative Assistant II, Curriculum
Shelley Marcus, Library Learning Resources
Stephen Calebotta, Language Arts
Stephen Shelton, Vice Chair

Members Absent:

Annette Henry, Kinesiology, Nutrition, & Athletics
Daniel Jacobo, Visual and Performing Arts
David Schlanger, Catalog/Schedule Coordinator
Helen Leung, Counseling
Kathy Lucero, Admissions and Records
Megan Keebler, Instructional Support
Michael Escobosa, Health Sciences

Naomi McCool, Social and Behavioral Sciences
Patricia Bopko, Financial Aid
RuthAnn Garcia, Transfer Center
Tracy Kocher, Business & Applied Technology
Vanessa Thomas, Business and Applied Technology, High School Articulation
Wanda Baker, Business & Applied Technology

Guests:

Sherrie Loewen, Dean of Health Sciences

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:57p.m. The Chair introduced guest Sherrie Loewen, Dean of Health Sciences.
2. **Public Comment:** No comment.
3. **Review and Approval of October 11, 2017 Expanded Summary Notes:** The Summary Notes were approved 14/0/0.
4. **Discussion Items:**
 - 4.1. **Revised By-Laws:** The Chair shared the revisions that were made based upon last week's suggestions. Additional discussion was heard regarding discrepancies between the new AP 4023 (Program Initiation) and the current program approval practice within the Curriculum Committee. There is a Faculty Senate workgroup working on a revision of AP 4023. This work group will report back to the Curriculum Committee at a future date when their work has been completed. The committee had no further suggestions regarding the By-laws and voted to approve the revised By-Laws 14/0/0.
 - 4.2. **COOPED Update:** The Chair shared a chart that showed the division of duties between the COOPED Centralize Office and the Instruction Office. This list was discussed during a meeting between Dr. Randall, Alisha Serrano, and the Chair. The following items need to be added to the Instruction section:
 - Faculty supervisor needs to establish objectives that students can achieve.

- Record an assigned grade for the course.

The Curriculum Committee workgroup will meet Thursday, October 26, to discuss:

- The division of duties between the COOPED Centralized Office and the Instruction Office
- A standardized numbering sequence for Occupational COOPED courses
- A standardized title for Occupational COOPED courses
- Course design of a lecture co-requisite course for Occupational COOPED courses
- A draft COR for Occupational COOPED courses

A question was also raised about where contracts will be housed for student's COOPED experiences. This will be forwarded onto the COOPED Centralized Office.

4.3. Out-of-Class Hours added to Units/Hours Page: Out of class hours will now be added to the Course Outline of Record (COR) per Title 5. The committee voted for the addition 15/0/0.

5. Guided Pathways: The Chair shared an information sheet for Guided Pathways. The model for "Guided Pathways" includes a four pillar approach:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathways
- Help students stay on their path
- Ensure learning is happening with intentional outcomes

The committee discussed the potential roles for itself in terms of these four pillars such as creating clear curricular pathways. More information will come to each curriculum meeting during the academic year.

6. Miscellaneous:

6.1. The Chair shared that she and Vanessa Thomas attended an advisory committee meeting for Fashion Design and Merchandising. There will be a beneficial revamp of the Fashion and Interior Design curriculum.

6.2. A couple of faculty members asked the Chair to add "Class Size" back into Curricunet. In order to accommodate this request, the Curriculum Office suggested adding a parenthetical note to "Other Methods" on the "Methods of Instruction" page that states "Pedagogical Notes such as Class Size". This led to a discussion that Deans and Ellucian/Colleague already house a list of the class size based upon initial discussion between the Dean and faculty. The committee referenced past discussion that the number in Curricunet was arbitrary as there are more official and relevant lists that can be used such as the scheduling tool. The Instruction Office has agreed to share this tool with all faculty to facilitate discussion on class size in the departments. There was an alternative suggestion for the Curriculum Office to reference the "Other Methods" box on the "Methods of Instruction" page as a place to house Class Size information with a link to the contract. Another suggestion was made to ask David Schlanger for an instruction sheet on how to access class size in Ellucian/Colleague. After further discussion, the committee voted 11/0/4 to keep the "Methods of Instruction" page as is and to remove "pedagogical notes" as a methods option.

6.3. The Chair also shared that Faculty Senate is currently reviewing AP 4023. John Machado shared that he would like to see AP 4023 incorporate its process with the function and role of the Curriculum Committee as opposed to being a separate, parallel process. There was a suggestion to change the reviewers for Program Initiation to include more faculty and more discussion on the Curriculum process. The committee also suggested having the Program Initiation form stationed on the Program Checklist in Curricunet. No final decision was made.

7. Consent Agenda: The consent agenda was approved 15/0/0.

7.1. Faculty revised the Facilities Management A.S. description to include specific occupations that can be obtained upon completion of the degree. The Curriculum Committee approved this degree on April 5, 2017.

8. NEW BUSINESS:

Course Reactivations: First and Second Reading

BUSOT-475	Medical Office Procedures	Approval: 15/0/0
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Course Modifications: First and Second Reading

ART-83	Web Design <i>Course has DE addendum.</i>	Approval: 15/0/0
CIS-68	Internet Technologies	Approval: 15/0/0
CJ-412	Writing for Criminal Justice Professionals	Approval: 15/0/0
COOPED-497ABCD	Cooperative Education: General Work Experience	Approval: 15/0/0
NURADN-27L	Nursing Process 2 Laboratory	Approval: 15/0/0
RADTEC-66	Anatomy and Radiographic Positioning III	Approval: 15/0/0
RADTEC-66L	Laboratory for Anatomy and Radiographic Positioning III	Approval: 15/0/0

New Programs: Final Reading

Facilities Management	Certificate of Achievement	Approval: 15/0/0
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PACKAGE: STILL PHOTOGRAPHY

New Courses: First and Second Reading

PHOTO-429	Wedding, Quinceañera, and Event Photography	Approval: 14/0/0
PHOTO-439	Wedding, Quinceañera, and Event Photography Portfolio	Approval: 14/0/0

Course Deactivations: Final Reading

PHOTO-422	Wedding Photography <i>Replaced by PHOTO-429</i>	Approval: 14/0/0
PHOTO-432	Wedding Photography Portfolio <i>Replaced by PHOTO-439</i>	Approval: 14/0/0
PHOTO-434	Public Relations Photography Portfolio	Approval: 14/0/0

Program Modification: Final Reading

Still Photography	Certificate of Achievement <i>New courses and deactivations have been reflected in this modification.</i>	Approval: 14/0/0
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*PHOTO-21 is in the queue for deactivation, but currently resides in the Journalism Certificate. The effects of PHOTO-21 on the package have been addressed. PHOTO-21 and the Journalism Certificate will be packaged together when the certificate modification is ready for committee review.

9. Adjournment: The meeting was adjourned at 2:56p.m.

Name	Attendance	Summary Notes	Revised By-Laws	Out of Class Hours to COR	Class Size	Consent Agenda	BUSOT-475 1 st /2 nd Reading	ART-83 1 st /2 nd Reading	CIS-68 1 st /2 nd Reading	CJ-412 1 st /2 nd Reading	COOPED-497ABCD 1 st /2 nd Reading	NURADN-27L 1 st /2 nd Reading	RADTEC-66 1 st /2 nd Reading	RADTEC-66L 1 st /2 nd Reading	FACILITIES MANAGEMENT CERTIFICATE FINAL READING
Angela Burk-Herrick	X	X	X	X	A	X	X	X	X	X	X	X	X	X	X
Annette Henry															
Ardon Alger	X	X	X	X	A	X	X	X	X	X	X	X	X	X	X
Charmaine Phipps	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Daniel Jacobo															
David Schlanger															
Elaine Martinez	X	X	X	X	A	X	X	X	X	X	X	X	X	X	X
Helen Leung															
Jason Chevalier	X			X	X	X	X	X	X	X	X	X	X	X	X
Jeffrey Laguna	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
John Machado	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Linda Marcotte	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lucy Serrano	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mark Forde	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Marlene Soto	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Megan Keebler															
Michael Escobosa															
Naomi McCool															
Rob Kopp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
RuthAnn Garcia															
Sean Stratton	X	X	X	X	A	X	X	X	X	X	X	X	X	X	X
Shelley Marcus	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Stephen Calebotta	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Tracy Kocher															
Vanessa Thomas															
Wanda Baker															
Total Counts	15	14	14	15	15	15	15	15	15	15	15	15	15	15	15

Guests: Sherrie Loewen, Dean of Health Sciences

Non-Voting	
Kathy Lucero	
Marie Boyd	X
Marialsabel Sandoval	X
Meridith Randall	X
Patricia Bopko	
Sharon Awad	X
Stephen Shelton	X

Name	PHOTO-429 1st /2nd Reading	PHOTO-439 1st /2nd Reading	PHOTO-422 DEACTIVATION	PHOTO-432 DEACTIVATION	PHOTO-434 DEACTIVATION	STILL PHOTOGRAPHY FINAL READING
Angela Burk-Herrick	X	X	X	X	X	X
Annette Henry						
Ardon Alger	X	X	X	X	X	X
Charmaine Phipps	X	X	X	X	X	X
Daniel Jacobo						
David Schlanger						
Elaine Martinez						
Helen Leung						
Jason Chevalier	X	X	X	X	X	X
Jeffrey Laguna	X	X	X	X	X	X
John Machado	X	X	X	X	X	X
Linda Marcotte	X	X	X	X	X	X
Lucy Serrano	X	X	X	X	X	X
Mark Forde	X	X	X	X	X	X
Marlene Soto	X	X	X	X	X	X
Megan Keebler						
Michael Escobosa						
Naomi McCool						
Rob Kopp	X	X	X	X	X	X
RuthAnn Garcia						
Sean Stratton	X	X	X	X	X	X
Shelley Marcus	X	X	X	X	X	X
Stephen Calebotta	X	X	X	X	X	X
Tracy Kocher						
Vanessa Thomas						
Wanda Baker						
Total Counts	14	14	14	14	14	14



50th FALL SESSION RESOLUTIONS

FOR DISCUSSION ON

THURSDAY, NOVEMBER 2, 2017

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 the Plenary Session on November 4, 2017.

Resolutions Committee 2017-18

Ginni May, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C Representative

Carrie Roberson, ASCCC North Representative

Geoffrey Dyer, Taft College, Area A

Leigh Anne Shaw, Skyline College, Area B

Michael Dighera, Rio Hondo College, Area C

Donna Greene, College of the Desert, Area D

RESOLUTIONS PROCESS

In order to ensure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the pre-session Area Meetings for review.
- Amendments and new pre-session resolutions are generated in the Area Meetings.
- The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- After all Session presentations are finished each day, members meet during the resolutions breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, or amending resolutions.
- New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent.
- The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- The resolutions re debated and voted upon in the general sessions on the last day of the Plenary Session.
- All appendices are available on the ASCCC website.

Prior to plenary session, it is each attendee's responsibility to read the following documents:

- Senate Delegate Roles and Responsibilities (link in Local Senates Handbook or click [here](#))
- Resolution Procedures (Part II in Resolutions Handbook)
- Resolution Writing and General Advice (Part III in Resolutions Handbook)

New delegates are strongly encouraged to attend the New Delegate Orientation on Thursday morning prior to the first breakout session.

CONSENT CALENDAR

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 *Resolutions Procedures for the Plenary Session*.

Consent Calendar resolutions and amendments are marked with an *.
Resolutions and amendments submitted on Thursday are marked with a +.
Resolutions and amendments submitted on Friday are marked with a #.

- *2.01 F17 Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor Degree Program Requirements
- *3.01 F17 Support for DACA Students
- *4.01 F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions
- *7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses
- *7.03 F17 Evaluation and Certification of Coursework from Home Schools
- *7.04 F17 Internship Opportunities for Students Enrolled in Noncredit Courses and Programs
- *7.05 F17 Student Accountability Model Codes - CB09 Revision
- *9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus
- *10.02 F17 Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications
- *13.01 F17 Recognition of Course Sections with Low-Cost Text Options
- *14.01 F17 Allow Students to Repeat Substandard Grades at Other Regionally Accredited Institutions
- *15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems
 - *15.01.01 F17 Amend Resolution 15.01
- *17.01 F17 Faculty Involvement in Scheduling of Courses
- *17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks
- *17.03 F17 Application of Faculty Policies to Apprenticeship Instructors
- *17.04 F17 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines
- *17.05 F17 Support for Academic Senate Faculty Leadership Training

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1.0 ACADEMIC SENATE

1.01 F17 Emeritus Status for Paul Setziol

Whereas, The Bylaws of the Academic Senate for California Community Colleges include procedures and criteria for conferring the status of senator emeritus on individuals;

Whereas, Paul Setziol has satisfied those requirements as a retired faculty member of the California Community College System who has completed the required five (5) years of significant service to the Academic Senate:

- Service on committees including Standards and Practices and Educational Policies
- Participant on ASCCC papers including *Tenure: Towards a Model Four Year Process*
- Author of numerous resolutions and *Rostrum* articles, dating from the 1980s forward
- Participant in numerous presentations at ASCCC institutes, events, and plenary sessions

Whereas, Paul's passion for the California community colleges and his interest in ensuring student access led him to be one of the most vociferous opponents of student fees, as well as a powerful advocate for low and no cost textbooks; and

Whereas, Paul's service on the De Anza College Academic Senate has extended over three decades, providing a level of institutional memory and continuity of service that is the envy of other colleges in the system;

Resolved, That the Academic Senate for California Community Colleges recognize Paul Setziol's extraordinary and distinguished service by awarding him the status of senator emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Paul Setziol its heartfelt congratulations during his retirement and wish him and his family every happiness in the years to come.

Contact: Area B

2.0 ACCREDITATION

***2.01 F17 Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor's Degree Program Requirements**

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) at its June 2016 meeting adopted requirements of a minimum of 40 upper division units and 9 upper division general education units for bachelor's degrees granted by the California community colleges resulting in the most prescriptive policy in the country for baccalaureate level education;

Whereas, The Academic Senate for California Community Colleges and the Board of Governors have recommended that 24 units of upper division and 6 units of general education are more appropriate for the variety of programs of study;

Whereas, Students enrolling in the California Community College Bachelor's Degree Program are seeking bachelor's level degrees to provide professional advancement in areas with demonstrable industry need in programs of study that require significant lower division preparation to enroll in upper division courses similar to typical science and engineering programs of study; and

Whereas, Healthcare and other career education associate degree programs require a high number of units to ensure competency, meet external accreditation requirements, and adequately prepare for national credentialing/licensing exams for entry to the profession, and other systems of higher education with different regional accreditors do not adhere to ACCJC's requirements without sacrificing quality or rigor;

Resolved, That the Academic Senate for California Community Colleges engage the Accrediting Commission for Community and Junior Colleges (ACCJC) to readdress the minimum thresholds of upper division units for bachelor's degree programs to reflect the variety of curricular designs required by different programs of study.

Contact: Isaac Escoto, Foothill College, Area B

3.0 DIVERSITY AND EQUITY

***3.01 F17 Support for DACA Students**

Whereas, On September 5, 2017, the United States' Attorney General announced the intent of the federal government to eliminate the Deferred Action on Childhood Arrivals (DACA) program, effective six months from the day of announcement;

Whereas, More than 222,000 DACA recipients currently reside in California, making California the single largest DACA state, and an estimated 60,000 of those students are currently enrolled in a California community college¹;

Whereas, Faculty in the California Community College system have requested guidance and resources from the Academic Senate for California Community Colleges to assist their DACA students;

Resolved, That the Academic Senate for California Community Colleges reaffirm its support of and commitment to DACA students who are attending our colleges; and

¹ <https://edsources.org/2017/california-colleges-undaunted-by-trumps-threat-to-end-daca/586746>

Resolved, That the Academic Senate for California Community Colleges provide resources and assistance to colleges to ensure that they are able to assist their DACA students to reach their educational goals.

Contact: Dolores Davison, Executive Committee, Equity and Diversity Action Committee

4.0 ARTICULATION AND TRANSFER

***4.01 F17 Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions**

Whereas, At the September meeting, the Board of Governors adopted the systemwide goals outlined in the California Community Colleges (CCC) *Vision for Success*, including a goal which states “Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.”;

Whereas, The Associate Degrees for Transfer have created significant opportunities for California community college students to transfer into the California State University (CSU) system;

Whereas, The Academic Senate for California Community Colleges and the Academic Senate for University of California (UC), in cooperation with the California Community College Chancellor’s Office and UC Office of the President, are facilitating the transfer of CCC students to the UC by establishing a pilot program that will define the parameters for local development of associate degrees based on the UC Transfer Pathways and include guaranteed admission to a UC campus for students who complete the degree with a minimum grade point average in the transfer pathway courses; and

Whereas, Local community colleges establish transfer agreements with private and out-of-state institutions to serve students in attaining their educational goals, and the California Community Colleges Chancellor’s Office has established transfer agreements with institutions such as Historically Black Colleges and Universities²;

Resolved, That the Academic Senate for California Community Colleges support the increase in the number of students transferring to a University of California or California State University campus; and

Resolved, That the Academic Senate for California Community Colleges affirm its support for students transferring to private non-profit and out-of-state institutions.

Contact: Executive Committee

² <http://extranet.cccco.edu/HBCUTransfer.aspx>

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F17 Creating Guidelines for Veteran Resource Centers

Whereas, Approximately 89,000 veterans and their dependents attended a California community college during the 2015-16 academic year³;

Whereas, Senate Bill 694 (Newman, as of September 21, 2017) would require that all California community colleges, “ensure that each of its campuses provides a dedicated on-campus Veteran Resource Center that offers services to help student veterans transition successfully from military life to educational success through the core components of academics, wellness, and camaraderie”; and

Whereas, Many colleges would benefit from information regarding how to establish veteran resource centers;

Resolved, That the Academic Senate for California Community Colleges research effective practices and models of veteran resource centers that exist in California and at other community colleges nationwide; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other interested stakeholders to create guidelines for the establishment of veteran resource centers at all 114 colleges in the California Community College System.

Contact: Michael Wyly, Solano College, Equity and Diversity Action Committee

***7.02 F17 Identify and Remove Barriers to Offering Noncredit Distance Education Courses**

Whereas, There is increased interest in expanding noncredit course offerings as a means to provide students who are not college-ready with pathways into college programs of study that lead to transfer and/or employment;

Whereas, A recent survey conducted by the San Diego Continuing Education Office of Institutional Effectiveness on noncredit offerings in the California community colleges revealed that while 104 colleges offer distance education courses (credit or noncredit), only 29 of those institutions offer noncredit instruction via distance education⁴, signifying a significant and inequitable difference in access to distance education opportunities for credit and noncredit student populations;

³ <http://extranet.cccco.edu/Divisions/StudentServices/VETS.aspx>

⁴ The survey methodology and results are described in the report *The Past, Present and Future of Noncredit Education in California* (San Diego Continuing Education, November 2016). The report also notes that according to the survey results, 81 colleges offer noncredit instruction. The report is available at https://sdce.edu/sites/default/files/iep/The_Past_Present_and_Future_of_Noncredit_in_CA.pdf.

Whereas, The required method for calculating weekly student contact hours (WSCH) for noncredit distance education courses stated in Title 5 §58003.1(f)⁵, which includes accounting for the total hours of outside-of-class work and instructor contact in addition to the total hours of instruction, are confusing because outside-of-class-work is not a required element of noncredit course outlines of record per Title 5 §55002(c)⁶ and instructor contact is typically not quantified by curriculum committees separately from the total hours of instruction required by Title 5 §55002(c);

Whereas, The method for calculating WSCH for noncredit distance education courses in Title 5 §58003.1(f) may not be well understood and thus may be regarded as a fiscal disincentive to offering distance education noncredit courses, thus creating barriers to access to students who may benefit from such educational opportunities that could provide a pathway to transfer and/or employment;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate regulatory and fiscal barriers to offering noncredit courses via distance education.

Contact: Curtis Martin, Modesto Junior College, Noncredit Committee

***7.03 F17 Evaluation and Certification of Coursework from Home Schools**

Whereas, A California community college was recently ordered by a superior court judge to certify and accept a high school language course from an unaccredited home school for Intersegemental General Education Transfer Curriculum (IGETC) purposes;

Whereas, A California Department of Education registration number does not ensure the quality of instruction at a registered, unaccredited home school, and it is increasingly difficult to verify the authenticity of transcripts submitted for evaluation from unaccredited home schools;

Whereas, The fiscal and personnel impact of asking discipline faculty to evaluate coursework, textbooks, curriculum, contact hours and other elements for each course from unaccredited home schools for certification are unclear; and

Whereas, General education requirements are established by California community college districts in accordance to Title 5 §55063 as well as agreements with University of California, California State University, and other transfer institutions, and a court

⁵ Title 5 §58003.1(f) can be accessed at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

⁶ Title 5 §55002(c) can be accessed at [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))

injunction ordering a college to accept and certify work from an unaccredited home school has overruled local judgment based on faculty expertise;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to explore a process and guidelines for college evaluation and/or certification of coursework from home schools.

Contact: John Freytag, Diablo Valley College, Area B

***7.04 F17 Internship Opportunities for Students Enrolled in Noncredit Courses and Programs**

Whereas, Student internships offered through mechanisms such as cooperative work experience provide valuable opportunities for students to gain on-site work experience directly related to their programs of study;

Whereas, Title 5 §55253 allows students to earn units of college credit for internships through cooperative work experience, yet there appears to be no allowance for providing students enrolled in noncredit courses and programs comparable cooperative work experience opportunities, which is inherently inequitable; and

Whereas, Local and state-level barriers to providing students enrolled in noncredit courses similar internship opportunities as those offered to students enrolled in credit courses may exist and need to be identified;

Resolved, That the Academic Senate for California Community Colleges investigate local and statewide barriers to providing internship opportunities for students enrolled in noncredit courses and programs; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other system partners to identify and eliminate state-level barriers to providing internship opportunities for students enrolled in noncredit courses and programs.

Contact: Bernie Rodriguez, San Diego Continuing Education, Area D

***7.05 F17 Student Accountability Model Codes - CB09 Revision**

Whereas, The California Community Colleges Chancellor's Office Course Basic Element (CB) 09 is designed to indicate the career technical education (CTE) status of courses and serves to meet the CTE Student Accountability Model (SAM) requirements for various forms of CTE funding that seek to ensure student progress through CTE programs;

Whereas, There are five possible codes for CB09, E - not occupational, D - possibly occupational/introductory, C - clearly occupational, B - advanced occupational, A - apprenticeship, and the descriptions provided for some levels are so restrictive that users typically do not use them in a way that actually shows CTE students' progress both

within and tangential to CTE programs (e.g. basic skills, fulfilling other degree requirements);

Whereas, Assigning a CB09 code D to a course does not qualify that course as CTE for the purposes of funding and tracking when many of the students enrolled in these courses are CTE students, assigning code B mandates a requisite or capstone relationship to other CTE courses which imposes an unnecessary reduction in program course-offering flexibility, and assigning code A is restricted to apprenticeship courses when there are many courses that are intended for post-employment/hiring career technical training, all of which lead most faculty to code their courses using CB09 C; and

Whereas, The Academic Senate for California Community Colleges, other System stakeholders, and Strong Workforce partners are currently working with colleges to review and evaluate their CTE course and program coding, as part of the TOP Code Alignment Project, and have identified a need to revise the CB09 code definitions and categories for courses;

Resolved, That the Academic Senate for California Community Colleges work with System stakeholders to revise Course Basic Element CB09 definitions and categories to better reflect student progress through CTE programs and into post-hiring training/retraining.

Contact: Marie McMahon, San Diego Miramar College, Area D

9.0 CURRICULUM

***9.01 F17 College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus**

Whereas, Title 5 §53200 defines academic and professional matters to include degree and certificate requirements and educational program development and Title 5 §53203 requires “the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters”;

Whereas, A “meta major” or an “area of focus”, a recommended element of any guided pathways framework, is a grouping of majors in a broad field of interest for students who have not decided upon a specific major, but are looking to sample some courses in an area of interest⁷; and

⁷<https://www2.calstate.edu/csu-system/news/Pages/Meet-the-Meta-Major.aspx>,
<http://doingwhatmatters.cccco.edu/portals/6/docs/sw/Redesigning%20CC%20for%20Student%20Success%20Jenkins%20August%202014.pdf>,

Whereas, Colleges nation-wide are determining locally “meta majors” or “areas of focus” to support local programs, community needs, and student interest⁸;

Resolved, That the Academic Senate for California Community Colleges urge local senates to assert that determining the content, categories, and titles of the “meta majors” or “areas of focus” is a local curricular and educational program decision that falls within academic senate purview as defined by Title 5 §53200.

Contact: Executive Committee

10.0 DISCIPLINES LIST

10.01 F17 Revise the Minimum Qualifications for Credit Apprenticeship Faculty

Whereas, Education Code §87357 states that the Board of Governors “shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives” when establishing minimum qualifications for apprenticeship instructors;

Whereas, The California Community Colleges Chancellor’s Office recognizes the Academic Senate for California Community Colleges as the appropriate representative of apprenticeship teaching faculty and agreed to a process⁹ where representatives of the Academic Senate for California Community Colleges would collaborate with apprenticeship instructors to draft a recommendation for revisions to the credit apprenticeship faculty minimum qualifications outlined in Title 5 §53413(a);

Whereas, The Academic Senate for California Community Colleges engaged in the agreed-upon process in good faith to review and revise the minimum qualifications for instructors teaching credit apprenticeship courses by working with apprenticeship instructors at a meeting on April 6, 2017 to develop the following proposed revision to Title 5 §53413(a):

(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following requirements:

(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or

(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate where available in the subject matter area to be taught, and completion of at least ~~eighteen (18)~~ twelve (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.

(A) The 12 units may be completed within two years of the date of hire; or

⁸<http://www.jff.org/publications/meta-majors-essential-first-step-path-college-completion>, <http://valenciacollege.edu/academic-affairs/new-student-experience/meta-majors.cfm>, http://www.mtsac.edu/instruction/guided_pathways_of_study.html

⁹ For more information, go to <http://asccc.org/apprenticeship-minimum-qualifications>.

(3) Six years of occupational experience in the subject matter to be taught, and served as an apprenticeship instructor for an approved apprenticeship training for a minimum of ten years; or

(4) The equivalent; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges has deemed that the process for working with apprenticeship instructors was followed and endorsed the outcome of the April 6, 2017 meeting between apprenticeship instructors and representatives of the ASCCC;

Resolved, That the Academic Senate for California Community Colleges recommend that the California Community Colleges Board of Governors amend Title 5 §53413(a) by adopting the proposed revision to the minimum qualifications for teaching credit apprenticeship courses.

Contact: Executive Committee

***10.02 F17 Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications**

Whereas, The Academic Senate for California Community College believes that students are best served by well-qualified faculty members who exemplify the value of an education that is both well-rounded and specialized and who act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge in a specific discipline;

Whereas, While the general oversight of apprenticeship programs operated by local education agencies (LEAs)¹⁰ is the domain of the California Department of Industrial Relations and the California Apprenticeship Council (CAC), faculty minimum qualifications for service in the California community colleges, including those for teaching of apprenticeship courses, is an academic and professional matter under the purview of the Academic Senate; and

Whereas, Recent efforts¹¹ by the California Apprenticeship Council to recommend significant revisions to the credit apprenticeship faculty minimum qualifications that were in conflict with the Academic Senate's principles, and the subsequent efforts by the Academic Senate¹² to work with apprenticeship faculty to propose revisions to the credit apprenticeship minimum qualifications and engage in dialog with representatives of the California Apprenticeship Council and the apprenticeship community have revealed the critical need for the Academic Senate to engage in sustained dialog and collaborate with

¹⁰ Local education agencies (LEAs) include school districts, community college districts, and regional occupational programs.

¹¹ The California Apprenticeship Council approved a recommend change to Title 5 section 53413 at its meeting January 25-26, 2017. For more information, go to <https://www.dir.ca.gov/das/DASMeetings.html#1>.

¹² For more information go to <http://asccc.org/apprenticeship-minimum-qualifications>.

apprenticeship faculty, the California Apprenticeship Council, and the Department of Industrial Relations;

Resolved, That the Academic Senate for California Community Colleges, as the representative of all faculty on academic and professional matters, continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California community colleges.

Contact: Executive Committee

13.0 GENERAL CONCERNS

***13.01 F17 Recognition of Course Sections with Low-Cost Course Material Options**

Whereas, The significant rise in costs of textbooks is a barrier to college attendance, student access, and student success, and many colleges are interested in reducing the cost of textbooks to increase student access to necessary course materials;

Whereas, The intent of the College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015) is to reduce costs for college students by encouraging faculty to accelerate the adoption of lower cost, high-quality, open educational resources (OER), and the Zero-Textbook-Cost Degree Grant Program focuses on the development of degrees with no associated text costs;

Whereas, Senate Bill 1359 (Block, 2016) requires all segments of public higher education in California to “Clearly highlight, by means that may include a symbol or logo in a conspicuous place on the online campus course schedule, the courses that exclusively use digital course materials that are free of charge to students and may have a low-cost option for print versions.” (CEC 66406.9.) as of January, 2018; and

Whereas, Efforts to substantially decrease the costs of course materials should be recognized and, in some instances, reducing costs to zero may not be immediately possible;

Resolved, That the Academic Senate for California Community Colleges support efforts to increase student access to high-quality open educational resources and reduce the cost of course materials and supplies for students in course sections for which open educational resources may not be available to accomplish zero cost for students; and

Resolved, That the Academic Senate for California Community Colleges encourage colleges to implement a mechanism for identifying course sections that employ low-cost course materials.

Contact: Michelle Pilati, Rio Hondo College, Open Educational Resources Task Force

14.0 GRADING

***14.01 F17 Effective Practices for Allowing Students to Repeat Courses to Alleviate Substandard Grades**

Whereas, Many California community colleges allow students to repeat courses with substandard grades in order for students to improve their grade point average (GPA) and move closer to completion of their educational goals if the course is deemed equivalent and repeated at another regionally accredited institution;

Whereas, California community colleges apply a wide range of policies regarding course repetition for substandard grades and some have more punitive policies that only allow students to repeat courses with substandard grades if they do so at the college/district in which they earned the substandard grade, which is impractical for students since they may no longer be enrolled at the college, the course has been deleted, or the course is only offered once a year;

Whereas, The California State University (CSU) system announced at the 2017 CSU Counselor Conference their intention to enforce a policy to not consider the grade of a repeated course when reviewing for transfer admission if a course with a substandard grade is not annotated as repeated on the student's community college transcript; and

Whereas, Both the California Community Colleges system and the CSU system have committed to increasing the number of graduating students, moving students more efficiently towards completion of their educational and career goals, and improving overall student success, and the practice of disallowing grade forgiveness for a repeated course that was not repeated at the campus the substandard grade was earned is inconsistent with these commitments and harms students;

Resolved, That the Academic Senate for Community Colleges investigate and disseminate by Spring 2019 effective practices and policies surrounding the repetition of courses where students earned substandard grades.

Contact: Dave DeGroot, Allan Hancock College, Transfer, Articulation, and Student Services Committee

15.0 INTERSEGMENTAL ISSUES

***15.01 F17 Aligning Transfer Pathways for the California State University and University of California Systems**

Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges;

Whereas, The majority of transfer students are transferring to either a California State University (CSU) or University of California (UC) campus, and colleges must develop courses that satisfy the expectations of and articulate to both systems;

Whereas, Associate Degrees for Transfer (ADTs) that guarantee student admission to the CSU system do not always align with the major preparation expected by UC campuses outlined in the UC Transfer Pathways (UCTP) for 21 majors; and

Whereas, The different expectation from the UC and CSU systems for transfer students often force students to choose which system they plan to transfer to, which could limit their options when they are ready to transfer;

Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and

Resolved; That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to transfer into either the California State University or the University of California systems.

Contact: Executive Committee

***15.01.01 F17 Amend Resolution 15.01**

Amend the first Whereas:

Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges, and local senates and curriculum committees ensure sufficient rigor in all courses that articulate for transfer;

Strike the first Resolved:

~~Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and~~

Contact: Jeffrey Hernandez, East Los Angeles College, Area C

17.0 LOCAL SENATES

***17.01 F17 Faculty Involvement in Scheduling of Courses**

Whereas, Many California community colleges are in various stages of implementing institution-wide reforms based on the California Community Colleges *Vision for Success* and the Chancellor's emphasis on the Guided Pathways framework, on their campuses;

Whereas, The implementation of local initiatives and reforms based on a guided pathways framework may result in changes in course section scheduling procedures that potentially infringe on areas of faculty purview such as curriculum development, student preparation and success, and educational program development, which are academic and professional matters with academic senate primacy as defined in California Education Code section 70902(b)(7) and Title 5 §53200;

Whereas, Resolution 6.02 S91 stated, “shared governance should include faculty involvement in deciding the scheduling of classes,” and local senates should “develop a procedure whereby faculty are involved in scheduling classes and determining which courses are offered”; and

Whereas, The Academic Senate for California Community Colleges is developing resources to highlight effective practices to assist community colleges that are exploring and implementing pathway models per Resolution 9.03 S16 including resources related to scheduling and curriculum development;

Resolved, That the Academic Senate of California Community Colleges urge local senates to continue to assert their purview in the development of procedures for scheduling classes and the faculty role in determining which courses are offered within programs to support student achievement of their academic goals.

Contact: Executive Committee

***17.02 F17 Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks**

Whereas, The California Community Colleges Chancellor’s Office has stated in the recently approved *Vision for Success* that “Colleges can use the Guided Pathways framework to bring about transformational change” and “the entire system is expected to adopt Guided Pathways over time”;

Whereas, A guided pathways framework calls on colleges to make significant change to processes that support existing curriculum and academic standards that have been agreed upon through governance processes that respect and uphold local districts’ 10+1 agreements;

Whereas, Education Code §70902 (B)(7) states “The governing board shall ... ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards” and Title 5 §53203 requires that a local college governing board shall adopt policies delegating authority and responsibility to its academic senate and those policies are adopted through collegial consultation with the academic senate; and

Whereas, Resolution FA14 17.01 “Consulting Collegially with Local Senates on Participation in Statewide Initiatives” reminds “governing boards and their designees that they must engage in collegial consultation with local senates before and during

participation in any current or future statewide initiatives which encompass academic and professional matters;”

Resolved, That the Academic Senate for California Community Colleges affirm the right of local academic senates and senate leaders to play central roles in the development of all elements of a guided pathways framework at their college that are relevant to academic and professional matters; and

Resolved, That the Academic Senate for California Community Colleges support local senates with information and resources to help faculty understand their role in developing guided pathways frameworks and the reforms that grow from those frameworks.

Contact: Executive Committee

***17.03 F17 Application of Faculty Policies to Apprenticeship Instructors**

Whereas, While apprenticeship programs may be operated by colleges, apprenticeship instructors assigned to teach credit and noncredit Related and Supplemental Instruction courses (RSI) within apprenticeship programs are normally selected, trained, and supervised by trade union apprenticeship training center directors, and typically are not integrated into the professional life of the colleges that have apprenticeship programs;

Whereas, A lack of integration of apprenticeship instructors into the professional life of college faculty may result in policies and procedures on faculty hiring and equivalency not being applied to apprenticeship instructors, and furthermore, apprenticeship instructors may not be required to adhere to faculty policies under local academic senate purview, such as faculty professional development requirements and those aspects of faculty evaluation delegated to senates, nor may they be required to adhere to requirements that are the joint responsibilities of local senates and faculty collective bargaining units; and

Whereas, Recent discussions about allowing colleges to change the funding of apprenticeship instruction to full-time equivalent students (FTES), rather than Related and Supplemental Instruction (RSI) funds (also known as Montoya Money) to encourage the expansion of apprenticeship programs beyond the traditional trade unions, shifting the responsibility to the college to directly pay for the cost of instruction of apprenticeship courses, including instructor salaries, raises concerns that local policies and procedures that apply to faculty may be circumvented as new apprenticeship programs are created and existing apprenticeship programs are expanded;

Resolved, That the Academic Senate for California Community Colleges assert that applicants for faculty positions to teach apprenticeship courses for which full-time equivalent students (FTES) are computed and reported to the California Community Colleges Chancellor’s Office are subject to all local equivalency processes established pursuant to Education Code §87359, and to all faculty hiring processes established pursuant to Education Code §87360;

Resolved, That the Academic Senate for California Community Colleges assert that all policies and procedures within the purview of local academic senates that apply to faculty employed by districts, including, but not limited to, the aspects of faculty evaluation processes for which local academic senates are responsible; and faculty professional development requirements, including any flexible calendar¹³ requirements, apply to all faculty assigned to teach apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor's Office; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with local collective bargaining units to ensure that all policies and procedures that apply to faculty employed by districts for which there may be joint senate/union purview are applied to faculty assigned to teach apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor's Office.

Contact: Executive Committee

***17.04 F17 Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines**

Whereas, Title 5 §53200 recognizes the placement of courses within disciplines as a part of curriculum, which is an academic and professional matter under the purview of local academic senates;

Whereas, The placement of courses within disciplines determines the minimum qualifications required for faculty assigned to teach courses in the California community colleges;

Whereas, The purview of local academic senates over the placement of courses within disciplines applies to all courses, including courses required for completion of apprenticeship degrees and certificates; and

Whereas, The Academic Senate for California Community Colleges approved Resolution 17.03 S17 that asserted "that local academic senate purview over academic and professional matters applies to all academic programs, including apprenticeship";

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates exercise their authority over the placement within disciplines of all courses that are required for completion of apprenticeship degrees and certificates.

Contact: Executive Committee

¹³ http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf

***17.05 F17 Support for Academic Senate Faculty Leadership Training**

Whereas, it is critical for local faculty leaders to attend Plenary and other Academic Senate for California Community College institutes for leadership development and to learn the state landscape;

Whereas, it is necessary to train the next generation of leaders at each college, and recent initiatives, grants, increases in categorical funds, and changes to the curriculum processes all require local senate input and approval; and

Whereas, many local senates may not have sufficient funds to support faculty leadership opportunities;

Resolved, That the Academic Senate for California Community Colleges (ASCCC) strongly encourage local senates to actively work with their local college administration, foundations, grants and other offices to provide funds and other resources specifically for ASCCC-sponsored faculty leadership training opportunities such as the Faculty Leadership Institute, ASCCC Plenaries, and the Curriculum Institute.

Contact: Erik Reese, Moorpark College, Area C

College Planning Council

Self-Evaluation for Integrated Planning Committees, Programs, & Processes

Submit to: Neil Watkins

Committee/Program/Process: Curriculum Committee

Prepared By: Marie Boyd

Date: October 31, 2017

SERVICE:

1. **How does this committee/program/process support the college's mission?**

The Curriculum Committee reviews all curriculum as outlined by Title 5 Regulations. Members of the committee ensure that curriculum leads to foundation, career, and transfer programs by reviewing the rigor of courses and programs and certifying Title 5 compliance. The basis of each discussion begins with, "How does this course/program serve the needs of students?" These discussions must include:

- **Appropriateness to Mission** – The Curriculum Committee and sponsoring faculty must discuss whether the course, program or certificate is directed at the appropriate level for community colleges. These discussions must include appropriate community college goals including a valid transfer, occupational basic skills, civic education or lifelong learning purpose. The courses, programs and certificates must also demonstrate distinct instructional content and specific instructional objectives.
- **Need** – Discussions for the need of Chaffey College curriculum must include a demonstration of need the curriculum in the college service area, and must demonstrate that this curriculum will not have a negative impact on similar curriculum at nearby colleges.
- **Feasibility** - The Curriculum Committee must fulfill the requirements of the local curriculum approval process, which includes careful scrutiny by faculty and administrators as outlined by Board Policies and Administrative Procedures, as well as requirements in the Program and Course Approval Handbook, approval by the Chaffey Governing Board and, for CTE curriculum, recommendation by the Inland Empire/Desert Regional Consortium. These curriculum procedures are compliant with requirements of the College's accrediting body, The Accrediting Commission for Junior and Community Colleges (ACJC), as well as other external, program-specific accrediting agencies including the Board of Registered Nursing, the Accreditation Commission for Education in Nursing, Inc., the Federal Aviation Administration, the State Department of Health, the American Dental Association and the Board of Dental Examiners, the Inland Counties Emergency Medical Agency, the California Department of Public Health Radiologic Health Branch, the Joint Review committee on Education in Radiologic Technology, and the Board of Vocational Nursing and Psychiatric Technicians

- **Compliance** – The Curriculum Committee and the Curriculum Office, along with the Chief Instructional Officer must guarantee that the design of the course is not in conflict with any law, including both state and federal laws, and both statutes and regulations.

EVIDENCE:

2. How is this committee/program/process working towards the college’s institutional goals (as outlined in the strategic plan

Goal #1: Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.

Much of this answer has been covered in the answer to question #1. Quality learning experiences are promoted through a thorough and complete vetting of curriculum proposals to make sure the appropriateness to mission, need, feasibility and compliance of curriculum is discussed and criteria met. A second manner in which the Curriculum Committee helps the College to provide quality learning is through the revised and streamlined local approval process to encourage a richer dimension of dialogue within each department, including Deans, Coordinators, Curriculum Committee Representatives and peers, before the proposals reach the Curriculum Committee.

Goal #2 Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.

- The Curriculum Committee/Office has worked closely with the Distance Education Committee this past year towards the goal of a new and improved DE addendum in accordance with requirements from the Accrediting Commission for Junior and Community Colleges (ACCJC), the College’s accrediting agency.
- The Curriculum Committee also reviews and approves Distance Education modules for courses to enhance student access and success.
- The Curriculum Office has worked with the Financial Aid Office this year in order to streamline reporting necessary for students to receive federal financial aid to enhance student success and completion.
- The Curriculum Committee and Office have worked with the Director of Admissions and Records to streamline and communicate new curriculum processes to enhance student success and completion.
- The curriculum committee supported the new Math Statsway curriculum to enhance student success and completion.

- The Curriculum Committee includes a review of Supplemental Instruction (SI) activities as part of its review of courses in disciplines which employ SI, to enhance student success and completion.
- The Curriculum Committee works closely with the outcomes and Assessment Committee to modify curriculum when the results of SLO assessment indicate a need for change which will enhance student success and completion.

Goal #3 *Chaffey College will provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence.*

- Curriculum AAI serves on the B.L.O.O.M steering committee that provides training on multiculturalism to the campus. This training is included in the hiring committee process.

Goal #4 *Chaffey College will support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.*

- The Curriculum Committee includes representatives from the following areas:
 - Workforce Development
 - High School Partnerships
 - Career Center
 - Articulation
 - Admissions and Records
 - Financial Aid
 - Counseling
 - The Chino and Fontana campuses
- Curriculum Committee members work with the Inland Valley/Desert Regional Consortium, Chancellor's Office and various discipline-specific Advisory Committees to optimize partnerships in our curriculum process.
- The Curriculum Chair and the Curriculum Specialist serve on state-wide panels, pilots and committees to assure that the Curriculum Office receives the most reliable information on which to base practice and procedure.
- Curriculum AAI serves on the B.L.O.O.M steering committee that provides training on multiculturalism to the campus. This training is included in the hiring committee process.

Goal #5 *Chaffey College will decrease the achievement gap.*

- Curriculum Committee reviews the prerequisite, co-requisite, and advisory statistical validation reports that indicate which requisites result in disproportionate impact, according to BP/AP 4260 on Prerequisites and Co-Requisites, which comply with Title 5 regulations.
- In addition, the Curriculum Committee and Office work with faculty in creating streamlined Basic Skills curriculum. During the past 5 years, this curriculum activity has included:
 - The collapse of the Reading curriculum into the English curriculum,
 - Streamlined ESL curriculum sequence
 - Revised English and Math curriculum to remove below-transfer level courses which may have caused obstacles.

Goal #6 *Chaffey College will responsibly manage financial, physical, technological, and environmental resources through effective planning, decision-making, and implementation.*

The Curriculum Committee completes its own Program and Services Review (PSR) where budget requests are weighed against Visionary Improvement Plans.

The Curriculum Office has also participated in revising the College's Program Viability Administrative Procedure (AP 4021) to aid the College in the decision-making process regarding program continuance, and program discontinuance. Additionally, the Curriculum Office is assisting in the creation of the Program Initiation process, which will fold in the Total Cost of Ownership (TCO) of educational programs. This process will review the cost of staffing, facilities and equipment needed to begin a new program of study at the college.

3. How is this committee/program/process working towards the three QFE goals (equity, efficiency, communication)?

Equity – The Curriculum Committee/Office works closely with faculty to assure that unintended consequences of curriculum design (e.g., prerequisites) do not impact any one segment of the student population.

Additionally, the Curriculum Specialist serves on the B.L.O.O.M. steering committee which provides training on multiculturalism to the campus. The influence of this training is observed throughout the Curriculum Office in daily communication with faculty, staff and administrators as well as the weekly Curriculum Committee meetings.

Efficiency – as previously stated, the Curriculum Committee/Office greatly streamlined the local curriculum approval process during the summer. Just before the Fall semester began, a Curriculum

Retreat was held to communicate changes and new requirements of Title 5 regulations. Weekly curriculum reports are shared with Faculty Senate and captured in the minutes which are distributed campus-wide.

Communication – The Curriculum Office realizes accurate and timely communication with the College community is vital is the efficient functioning of the Curriculum Office. Towards this end, the Curriculum Specialist created a series of instructional videos for faculty regarding “how-to” complete various steps of the local curriculum process.

ASSESSMENT AND EVALUATION:

4. How does this committee/program/process evaluate the effectiveness of its activities internally?
The Curriculum Office evaluates its effectiveness by **ensuring adherence to state-mandated curriculum procedures**, and **participation in the college’s shared governance** procedures.

I. Ensuring adherence to State-Mandated Curriculum Procedures

The Curriculum Office evaluates its effectiveness through ensuring adherence to State Education Code and Title 5 Regulation, as well as through mandated curriculum procedures. This is achieved through several approaches: training, locally-implemented streamlined curriculum approval, and professional development for the Curriculum Committee. Procedures and processes within the Curriculum Office are guided by California Education Code and Title 5 regulations. In accordance with these legal requirements, the Curriculum Office and the Curriculum Committee oversee the following:

- The College’s curriculum, in the form of Course Outlines of Record (CORs), are updated on a regular basis: 6 years for transfer courses and 2 years for CTE courses.
- Creation of Associate Degrees for Transfer (ADTs): As of April, 2017, the College has had 26 ADTs approved by the Chancellor’s Office.
- Alignment with State Mandated Course Identification Numbering (C-ID) system: As of Spring 2017, the College has had 182 courses aligned with C-ID descriptors.
- 391 pieces of curriculum approved by the local Governing Board
- 386 pieces of curriculum were approved by the Chancellor’s Office
- Curriculum Office participation in the Strong Workforce mandate: With the State demand for new CTE courses, certificates and programs, the Curriculum Office has produced materials and procedures to streamline review and approval processes. A best-practices handbook for use with Advisory Committees was created so that minutes from these meetings would contain relevant information needed for submissions to both the regional consortium and the Chancellor’s Office Inventory. In addition, the Curriculum Office participated with staff from the regional consortium to create an online curriculum review process for local CTE deans to use when recommending CTE curriculum for Chancellor’s Office approval.

1. Training

The Curriculum Office attends a minimum of eight regional and statewide conferences yearly, i.e. the Curriculum Institute, held by either the Academic Senate for California Community Colleges

(ASCC), Institutional Effectiveness Partnership Initiative (IEPI), and/or the Chancellor's Office. At these conferences, the curriculum process dynamically and lawfully changes as new initiatives, laws, and Program Course and Approval Handbook (PCAH) changes are implemented.

- Fall 2016/Spring 2017 ASCCC Plenary
- Fall 2016/Spring 2017 Regional Curriculum Training
- Summer 2017 Curriculum Institute
- Fall 2016 IEPI Financial Aid and Curriculum Workshop

2. Locally-implemented, streamlined curriculum approval

This past year, the Curriculum Office served as a pilot college for the Chancellor's Office new Curriculum Inventory. While this was somewhat frustrating experience, it positioned the College to create an effective, streamlined local curriculum approval process, which is now required by title 5 language. As a result, Chaffey College curriculum is expected to be approved locally within sixty days as opposed to months. The new process has already moved courses forward to the Curriculum Committee within two weeks of the originator's launch date.

3. Professional Development for the Curriculum Committee

The Curriculum Committee meetings include discussion and training related to State Curriculum issues. Discussion also centers around the yearly goals established by the Curriculum Committee at the beginning of each academic year. The Chair and Administrative Assistant share all materials from regional and statewide training. This past year, the Curriculum Committee discussed:

- The impact of curriculum on a student's financial aid
- Program Viability
- Multidisciplinary degrees

II. Participation in the College's Shared Governance Procedures

To better its effectiveness, the Curriculum Office participates in a number of shared governance committees, with the goals of enhanced communication, efficiency, and the effectiveness between the Curriculum Office and the College Community at large. The Curriculum Office played a key role in the production of the Accreditation Self-Study, especially in regards to Standard II. The Curriculum Chair serves on the College Planning Council, the Outcomes and Assessment Committee, the Accreditation Oversight Committee and the Datatel Steering Committee. The Curriculum Office AAI participates in Classified Success Network Advisory Committee, Classified Senate, and BLOOM Steering Committee. Other shared governance opportunities for effectiveness include:

1. **Curriculum Committee and Senate Relationship:** The Curriculum Office oversees the Curriculum Committee which operates under the umbrella of the Faculty Senate. Weekly reports and curriculum reviews are delivered at each Senate meeting. Changes to local curriculum procedures are first approved through the Curriculum Committee and then by discussion and endorsement by the Faculty Senate.

2. **Curriculum and Program Review:** The College’s curriculum is subject to scrutiny as part of the local Program and Services Review process wherein all instructional programs review and discuss enrollment statistics, curriculum, CTE advisory committee suggestions where appropriate) and a visionary improvement plan are created and reviewed by college peers on a three year basis. The Curriculum chair and Administrative Assistant often assist colleagues in the preparation of their PSR at it impacts curriculum and visionary improvement plans. In addition, the Curriculum Office (obviously) produces its own program review.

3. **Curriculum Committee and the Outcomes and Assessment Committee:** The Curriculum Committee, as part of its review process, continued to monitor for the existence of the required Course SLOs and evidence of “closing the loop” as exists in the College’s Curriculum Management system. As the College moves to Taskstream to house SLO materials, the Curriculum Committee will continue its support of the College’s Outcomes and Assessment Committee and processes when appropriate.

4. **Curriculum Office and Accreditation:** The self-study which was produced in advance of the ACCJC Accreditation Team’s campus visit in the Fall, 2016, required extensive input from the Curriculum Office, specifically in standard II and somewhat in Standard I. Curriculum and curriculum processes will always be a central issue for the College’s accreditation.

5. **Compliance with local Board Policies and Administrative Procedures:** The Curriculum Office and the Curriculum Committee take an active role in reviewing, modifying and when needed, proposing new Board policies and Administrative procedures. This past year, the Curriculum Committee participated in the creation of two proposed administrative procedures: Program Viability Procedure (AP4021) which describes the procedure for program continuance, program suspension, and program deactivation; and Program Initiation Procedure (AP 4023) which outlines processes for adding programs to the college’s curriculum.

The two points of evaluation (ensuring adherence to state-mandated curriculum procedures and participation in the college’s shared governance procedures), combined with related data as shared in the previous section, imply the following:

- The number of state -mandated curriculum procedures is increasing
- The need for continued participation in the College’s shared governance procedures is expanding

As student success continues to grow at the College, as state-mandated curriculum procedures increase, and as the need to participate in the College’s shared governance committees (especially Accreditation and the newly formed Guided Pathways project) expands, more space, equipment and staffing will be needed. While the Curriculum Office will not request any materials in this PSR, the case is building for the future.

5. How does this committee/program/process communicate with and respond to its constituents and the college? What external feedback does this entity use, especially for planning?

The Curriculum Committee works with various internal and external constituents, including, but not limited to, all faculty, management, and staff in school offices, the Governing Board, the Chancellor's Office, the Academic Senate for California Community Colleges, and other Curriculum Chairs and Specialists across the 114 Community Colleges. Correspondence is done via email, listservs, monthly and annual reports, and conference attendance. As a Brown Act Committee, agendas are sent to the campus seventy-two hours prior to the Curriculum Committee. Approved summary notes are distributed immediately to the college committee. The feedback provided by the aforementioned constituents allows our entity to revisit and revamp Curriculum procedures, such as the local approval process. Faculty and Management provided feedback on the previous approval process sharing that proposals took longer than expected for approval. With the guidance of the Chancellor's Office and feedback from the other community colleges, the approval process was streamlined resulting in a quicker approval timeline.

6. What initiatives, changes, and improvements does this committee/program/process plan to work on in the next year (2017-2018)?

The Curriculum Committee has created a set of goals every year since 2010. These goals are often dictated by State mandates or legislation – information about which is obtained every summer at the statewide Curriculum Institute. The list of goals is brought to the Curriculum Committee where they are vetted. The goals for the 2017-2018 academic year include the following:

- a. Video Conferencing via CCCConfer to ensure guests and faculty members on other campuses may attend the curriculum committee virtually.
- b. Support the work of the Guided Pathways initiative by creating curricular pathways.
- c. Create a rubric for determining General Education Courses.
- d. Review prerequisite, co-requisite, and advisory policies and procedures.
- e. Finalize Low Unit Certificate Policy
- f. Create a Comparable Course Policy
- g. Review Credit by Exam Policy and Process
- h. AP Score Consistency

- i. Determine Military Credit for Prior Learning
- j. Possible Baccalaureate Degrees and Proposals (when the window of opportunity opens again).

Governing Board	Accreditation Oversight Committee
College Planning Council	Program and Services Review
Faculty Senate	Resource Allocation Committee
Classified Senate	Outcomes and Assessment Committee
Assoc. Students of Chaffey College	Curriculum Committee
faculty prioritization and hiring process	Presidents' Equity Council
classified prioritization and hiring process	Professional Development
Enrollment and Success Management	Technology Committee
Institutional Research	Distance Education Committee

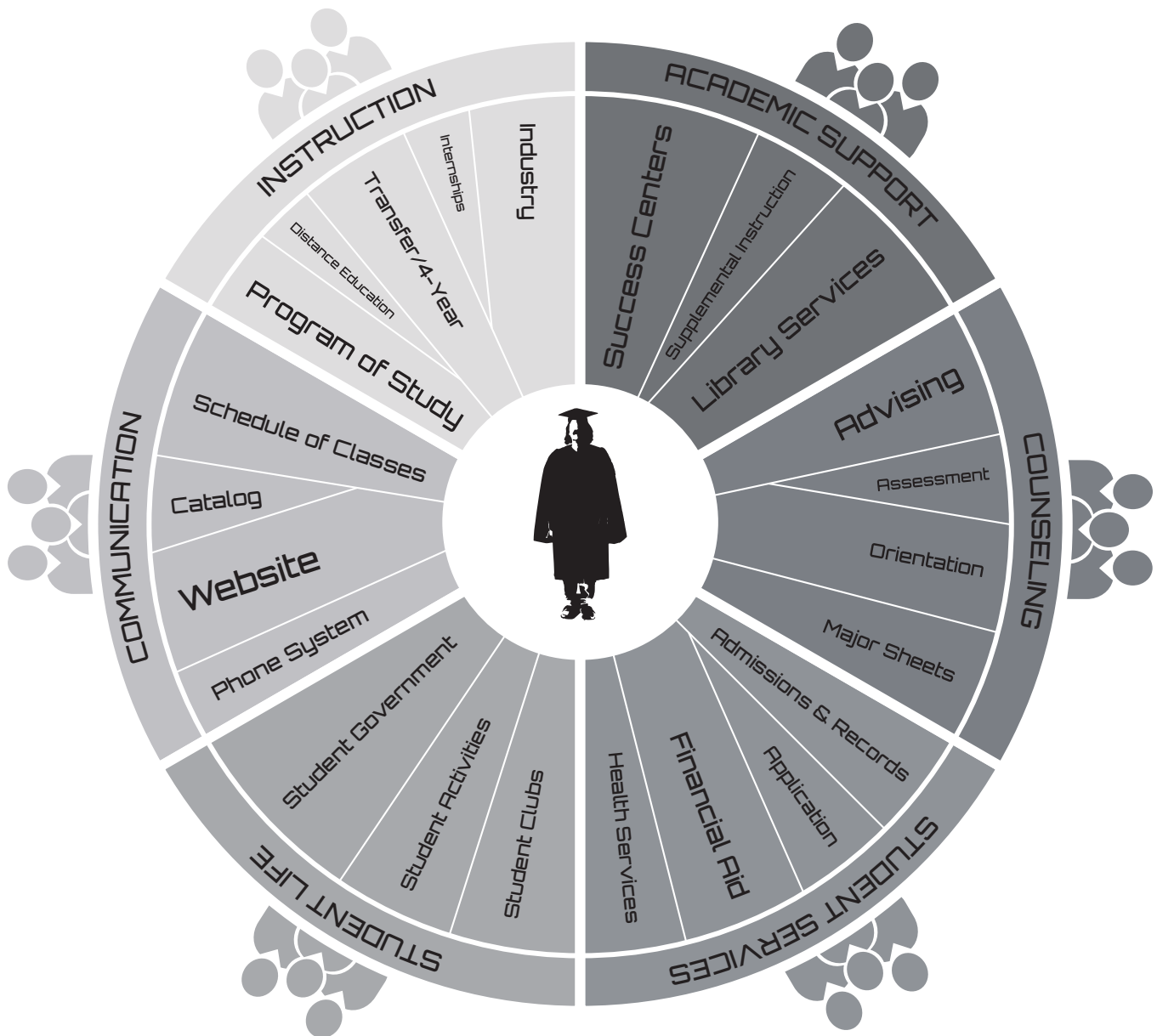
FALL CURRICULUM REGIONAL-SOUTH

Deadline to Register/Application Deadline: Monday, November 13, 2017 - 9:00am

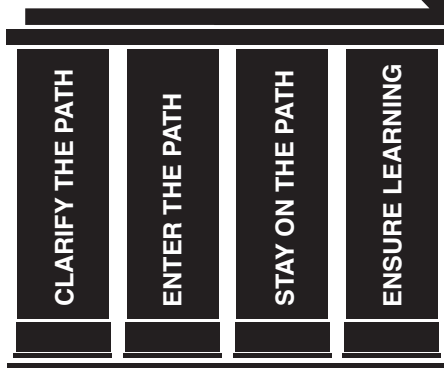
The Curriculum Committee is pleased to announce that the Academic Senate for California Community Colleges, in conjunction with the Academic Affairs division of the Chancellor's Office, is once again holding a Curriculum Regional meeting on November 18, 2017 at [Long Beach City College - Pacific Coast Campus](#) (Building QQ) 1305 East Pacific Coast Hwy, Long Beach, CA 90806. The morning will consist of two general sessions. The first general session will include an update on curriculum streamlining, the UCTP pilot program in physics and chemistry, and updates on the current work of the California Community College's Curriculum Committee (5C). The second session will focus on updating colleges about the Chancellor's Office Curriculum Inventory (COCI). Additionally, the afternoon will include two sets of breakout sessions that include information about noncredit curriculum, the impacts of AB 705, ADTs and double counting, and information for new curriculum chairs. We encourage you to bring a team of curriculum chairs, senate presidents, articulation officers, curriculum specialists, and administrators so that your college curriculum team can gather as much information as possible. The programs will run 9:45 AM until 3:00 PM. Registration is required prior to the event and must be completed by November 8, 2017

9:00 AM – 9:45 AM	Registration and Continental Breakfast
9:45 AM – 10:00 AM	Welcome and Introductions - Craig Rutan, ASCCC Curriculum Committee Chair
10:00 AM – 11:00 AM	Update from Chancellor's Office and 5C Craig Rutan, ASCCC Jackie Escajeda, CCCCC Raul Arambula, CCCCC
11:00 AM – 11:15 AM	Break
11:15 AM – 11:45 AM	Update on COCI David Shippen, CCC Technology Center Mark Cohen, CCC Technology Center
11:45 AM – 12:30 PM	Lunch
12:30 PM – 1:40 PM	First Breakout Sessions Follow Up Q & A - Chancellor's Office and 5C Updates COCI Updates and Training Noncredit Curriculum
1:50 PM – 3:00 PM	Second Breakout Sessions Curriculum Impacts of AB 705 Q & A for Newer Curriculum Chairs and Administrators ADT Issues including Double Counting
3:00 PM	Regional Ends

Exploring Student Voices Through Guided Pathways



Four Pillars
Of Guided Pathways



“The vision of Chaffey College is to ”improve lives through education.” The moral imperatives of equity, social mobility, and economic stability for all Chaffey students compel Chaffey College to implement Guided Pathways at scale. The urgency of these moral imperatives is embedded in nothing less than the day-to-day well being of our students, their families, and our community.” - Institutional Case Statement for Guided Pathways at Scale, 2017

