CHAFFEY COLLEGE
CURRICULUM COMMITTEE MEETING
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
TELECONFERNCE #6759
AGENDA
November 29, 2017
1:30pm-3:00pm

1. **Call To Order/New Committee Members:**

2. **Public Comment:**

3. **Review and Approval of November 15, 2017 Expanded Summary Notes:**

4. **Discussion Items:**

    4.1. Fall 2017 Curriculum Regional Report:

        1.   **AP/BP on Hours and Units:**

    4.2. "FLOW"-Proposal for the 115th Community College:

    4.3. COOPED Update:

5. **Guided Pathways- Launchboard and OLAP Cubes Demo:**

6. **Miscellaneous:**

7. **Consent Agenda:**

    7.1. MATH-650's TOP Code has changed from 1702.00-Mathematical Skills to 4930.14-Study Skills since this is a noncredit basic skills course.

8. **NEW BUSINESS:**

    New Courses: First Reading

PHIL-79	Philosophy of Consciousness *This course will be included in the Philosophy A.A.-T. A modification has been launched for the degree to include the course, but the modification cannot be processed until PHIL-79 is approved and submitted to C-ID by the Articulation Officer.*	Approval:

    Course Modifications in Glitch: First Reading *(Five more courses left in glitch)*

ART-63	Introduction to Graphic Design	Approval:

    Course Modifications: First Reading

KINLEC-11	Theory and Analysis of Football	Approval:
KINLEC-14	Lifeguard Training	Approval:

PACKAGE:

Course Deactivations: Final Reading

PHOTO-21	Public Relations Photography	Approval:

Program Modification: Final Reading

Journalism	Certificate of Achievement	Approval:

9. **Adjournment:**

CHAFFEY COLLEGE
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RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204
FONTANA CAMPUS, FNAC 100
CHINO CAMPUS, CHMB 143
TELECONFERNCE #6759
SUMMARY NOTES
November 15, 2017
1:30pm-3:00pm

Members Present:

Angela Burk-Herrick, Mathematics & Science
Annette Henry, Kinesiology, Nutrition, & Athletics
Ardon Alger, Faculty Senate President
Charmaine Phipps, Language Arts
David Schlanger, Catalog/Schedule Coordinator
Elaine Martinez, Kinesiology, Nutrition, & Athletics
Helen Leung, Counseling
Jeffrey Laguna, Health Sciences
John Machado, Visual & Performing Arts
Linda Marcotte, Social & Behavioral Sciences
Lucy Serrano, Counseling
Marie Boyd, Curriculum Chair

MariaIsabel Sandoval, Student Representative
Megan Keebler, Instructional Support
Michael Escobosa, Health Sciences
Naomi McCool, Social and Behavioral Sciences
Rob Kopp, Mathematics & Science
Sean Stratton, Articulation Officer
Sharon Awad, Administrative Assistant II, Curriculum
Shelley Marcus, Library Learning Resources
Stephen Shelton, Vice Chair
Tracy Kocher, Business & Applied Technology
Wanda Baker, Business & Applied Technology

Members Absent:

Daniel Jacobo, Visual and Performing Arts
Jason Chevalier, Dean, Visual & Performing Arts
Mark Ford, Chino Representative
Marlene Soto, Health Sciences
Meridith Randall, Associate Superintendent of Instruction
and Institutional Effectiveness

Kathy Lucero, Admissions and Records
Patricia Bopko, Financial Aid
RuthAnn Garcia, Transfer Center
Stephen Calebotta, Language Arts
Vanessa Thomas, Business and Applied Technology, High
School Articulation

Guests:

Janeth Rodriguez, Director Alumni Relations
Jim Fillpot.Dean, Institutional Research, Policy, and Grants

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:38p.m. The Chair introduced the Director of Alumni Relations, Janeth Rodriguez, and the Dean of Institutional Research, Policy, and Grants, Jim Fillpot.

2. **Public Comment:** No comment.

3. **Review and Approval of November 1, 2017 Expanded Summary Notes:** The summary notes were approved 16/0/0.

4. **Discussion Items:**

    4.1. **Curriculum Committee Goal-Discussion of Prerequisites:** The Chair shared the history of prerequisites by referencing an article by Mark Wade Lieu. There was a lawsuit from the Mexican American Legal Defense and Education (MALDEF) against the practices of a community college that put prerequisites as an equity barrier for students resulting in disproportionate impact. Chaffey College takes great strides to ensure this is not the case for students. Chaffey does Statistical Validation for an English or Math course that is a prerequisite for courses outside the English and Math departments. Prerequisites within the same discipline do not need a statistical validation but will instead have content review listed on the Course Outline of Record.

    The state has asked that community colleges not make drastic changes in regards to prerequisites and AB 705 until Title 5 language provides more guidance. This will eventually lead to a revision of Chaffey's prerequisites based upon the results of statistical validation.

Jim Fillpot shared that in the early 2000s, Chaffey did not have a solid way to engage in statistical analysis of prerequisites; however, Chaffey's current process is an elevated and sophisticated approach to validating prerequisites. There are three methods to evaluating prerequisites taken directly from the "Explanation of Chaffey College Prerequisite Validation Process and the Role of the Institutional Research Office" (pp. 1-2).

- Comparison of Performance in the Target Course of Students Who Did and Did Not Meet the Prerequisite: Completion of the prerequisite is defined as successful completion (grade of "A," "B," "C," or "CR") of the prerequisite course prior to first enrollment in the target course.
- Effect Size and Average Percent Gain: Recognizing that statistically significant differences observed in the first method of analysis might be an artifact of sample size (with larger samples, only minimal differences can sometimes produce statistically significant results; conversely with small samples large outcome differences may not be identified as statistically significantly different) effect size and average percent gain are also examined. In essence, effect size measures the strength of the relationship between two variables, controlling for the influence of sample size.
- Restricted Bivariate Correlation Coefficient and Corrections for Restriction of Range: Correlation coefficients are another commonly used method of examining the strength of the relationship between two variables, in this case the relationship between performance in the prerequisite course and performance in the target course . While correlation coefficients provide 2 an initial measure of the association between two variables, an important consideration is the restricted distribution of prerequisite course grades. In practical terms, only students who successfully complete the prerequisite course will be permitted to enroll in the target course. While both distributions (prerequisite and target course grades) represent continuous data, one – the prerequisite course grades – are restricted to students who were successful in the prerequisite course ("C" grade or higher).

When disproportionate impact is evident, discussion of a plan must occur to correct the disproportionate impact. Disproportionate impact is defined by the Chancellor's Office as "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method or procedure is significantly different than the representation of that group in the population of persons being assessed and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting" (p. 2).

More information of the statistical validation process as described by Jim Fillpot is located at **http://www.chaffey.edu/research/IR_PDF_Files/Planning_Documents/Prerequsite_Explanation.pdf**.

A workgroup was established to continue discussing the statistical validation results of Chaffey's courses. This workgroup will be headed by the Curriculum Vice Chair, Steve Shelton, and include the following Curriculum Committee Members:

1. Angela Burk-Herrick
2. MariaIsabel Sandoval
3. Megan Keebler
4. Jeffrey Laguna
5. Rob Kopp
6. Sean Stratton

4.2. Resolutions from Plenary: The Chair shared the Curriculum Resolutions from the Fall 2017 ASCCC Plenary. Many of the resolutions pertain to Guided Pathways. One resolution stated that the Curriculum Committee should have purview over creating and designing meta-majors. The Chair feels the committee should support the already established guided pathways workgroups and should be available to assist if needed.

Plenary attendees discussed the Governor's plan to create an online-only college known as FLOW (Flex Learning Options for Workers) which may become the 115th Community College. Many colleges expressed various concerns in regards to this and more discussion will take place.

4.3. COOPED Update: No report.

5. **Guided Pathways:** Please see item. 4.2.

6. **Miscellaneous:**

    6.1. The Chair announced that AP 4023 has been approved by Faculty Senate. She thanked Angela Burk-Herrick, Maryjane Ross, John Machado, and Dave Karp for their work on the AP. Faculty Senate President expressed his happiness with the AP and its reflection of the shared governance process. Angela Burk-Herrick stated that Curriculum Committee members will be asked to serve on a subcommittee of the Program Initiation Process.

    6.2. The Chair shared an article from PBS that commended Chaffey College for their work in CTE programs, specifically the Intech Center.

7. **Consent Agenda:** No report.

8. **NEW BUSINESS:**

    Course Modifications in Glitch: First Reading *(Five more courses left in glitch)*

ART-63	Introduction to Graphic Design	Approval: Tabled *Per faculty request*

9. **Adjournment:** The meeting was adjourned at 2:46p.m.

Name	Attendance	Summary Notes
Angela Burk-Herrick	X	X
Annette Henry	X	X
Ardon Alger	X	X
Charmaine Phipps	X	X
Daniel Jacobo		
David Schlanger	X	X
Elaine Martinez	X	X
Helen Leung	X	
Jason Chevalier		
Jeffrey Laguna	X	X
John Machado	X	
Linda Marcotte	X	X
Lucy Serrano	X	X
Mark Forde		
Marlene Soto		
Megan Keebler	X	X
Michael Escobosa	X	X
Naomi McCool	X	X
Rob Kopp	X	
RuthAnn Garcia		
Sean Stratton	X	X
Shelley Marcus	X	X
Stephen Calebotta		
Tracy Kocher	X	X
Vanessa Thomas		
Wanda Baker	X	X
Total Counts	19	16

Guests:

1. Janeth Rodriguez
2. Jim Fillpot

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

BP 4029 Hours and Units (New)

Reference:
Title 5 Sections 55002, 55002.5, 55256.5
Code of Federal Regulations: 34 CFR 668

Title 5 (§55002 and §55002.5) provides minimum hour to unit ratios and minimum unit increments at California Community Colleges. Specific hour to unit ratios and unit increments are defined locally. At Napa Valley College, 54 total student learning hours is equivalent to 1 unit of credit and the minimum unit increment is 0.5.

Title 5 (§55256,5) provides specific hour to unit ratios for Cooperative Work Experience. The ratios are 75 hours of paid work experience for 1 unit of credit and 60 hours of non-paid work experience for 1 unit of credit.

The Code of Federal Regulations defines clock hour programs (34 CFR 668). Clock hour programs are required to use the formula for calculating units of credit that is contained within the code.

See also Administrative Regulation AR 4029.

Adopted 11/09/17

Council of Presidents review start 8/21/17
Board of Trustees 1st read 09/14/17
Mutual Agreement reached 9/19/17
Board of Trustees 2nd read/approval 11/09/17

AR 4022   Hours and Units

Administrative Regulation to Board Policy BP 4022 – Hours and Units

References:
   Title 5: 55002, 55002.5, 55256.5
   Code of Federal Regulations: 34 CFR 668

This document will define the specific relationship between hours and units at Napa Valley College.

I. Hour Requirements for One and Two Units of Credit

One unit of credit is 54 hours of total student learning hours (lecture, activity, laboratory, and/or outside of class work).

Two units of credit is 108 hours of total student learning hours (lecture, activity, laboratory, and/or outside of class work).

II. Minimum Unit Increment and Thresholds

The minimum unit increment is 0.5 units. As a result, the minimum number of units for a course is a multiple of 0.5 units.

The total student learning hours required to reach a unit value are treated as a threshold. Examples of common thresholds are:

Units	Hour Threshold
0.5	27
1	54
1.5	81
2	108
2.5	135
3	162

If the number of total student learning hours is between thresholds, then the unit value for the course will be the unit value for the maximum crossed hour threshold.   For example, if a course has 120 total student learning hours, then the maximum crossed hour threshold is 108 hours and the unit value would be 2.

III. Standard Formula (Relationship) for Hours and Units of Credit

Courses not classified as cooperative work experience use the following formula for calculating units of credit:

> Divide the total of all student learning hours
> (lecture, laboratory, activity, and/or outside-of-class hours)
> by 54, then round down to the nearest .5 units.

Expressed as an equation:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{54} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment. For example, if a course contains 180 total student learning hours (36 lecture, 72 lab, and 72 outside-of-class hours), then the unit calculation is as follows:

$$\frac{36 + 72 + 72}{54} = \frac{180}{54} = 3.33, \text{ which is rounded down to 3 units of credit}$$

Definitions for terms used above:

- Total Contact Hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050 - 58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, activity, clinical, studio, practica, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g. lecture and laboratory, lecture and activity, lecture and clinical.

- Outside-of-class Hours: Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard practice in higher education, lecture and related course formats require two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, clinical, studio, practica, to-be-arranged, etc. must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category.

Total student learning hours are provided using common ratios of Total Contact Hours to Outside-of-Class hours. The terms that correspond to these ratios are below:

Instructional Category	In-class Hours	Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar, and Similar)	1	2
Activity (Activity, Lab with Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

III. Cooperative Work Experience

Title 5 (§55256.5c) specifies the following relationship between hours of work experience and units of credit:

One unit of credit is 75 hours of paid work experience.

One unit of credit is 60 hours of non-paid work experience.

IV. Clock Hour Courses / Programs

Code of Federal Regulations Title 34 (§668.8k2iA) defines clock hour programs. Programs that meet this definition are required to use a federal formula for determining appropriate units of credit. This formula is outlined in the Code of Federal Regulation Title 34 (§668.8l).

V. Sample Calculation Table for Semester Hours and Units (54 Hours = 1 Unit)

Lecture	0.5 units	1	1.5	2	2.5	3	3.5	4	4.5	5
Contact Hours	9	18	27	36	45	54	63	72	81	90
Outside-of-class Hours	18	36	54	72	90	108	126	144	162	180
Total Hours	27	54	81	108	135	162	189	216	243	270

Activity	0.5 units	1	1.5	2	2.5	3	3.5	4	4.5	5
Contact Hours	18	36	54	72	90	108	126	144	162	180
Outside-of-class Hours	9	18	27	36	45	54	63	72	81	90
Total Hours	27	54	81	108	135	162	189	216	243	270

Lab	0.5 units	1	1.5	2	2.5	3	3.5	4	4.5	5
Contact Hours	27	54	81	108	135	162	189	216	243	270
Outside-of-class Hours	0	0	0	0	0	0	0	0	0	0
Total Hours	27	54	81	108	135	162	189	216	243	270

President
Julie Bruno
Sierra College

Vice President
John Stanskas
San Bernardino Valley College

Secretary
Dolores Davison
Foothill College

Treasurer
John Freitas
Los Angeles City College

Area A Representative
Ginni May
Sacramento City College

Area B Representative
Conan McKay
Mendocino College

Area C Representative
Rebecca Eikey
College of the Canyons

Area D Representative
Craig Rutan
Santiago Canyon College

North Representative
Cheryl Aschenbach
Lassen College

North Representative
Carrie Roberson
Butte College

South Representative
Randy Beach
Southwestern College

South Representative
Lorraine Slattery-Farrell
Mt. San Jacinto College

Representative at Large
Sam Foster
Fullerton College

Representative at Large
LaTonya Parker
Moreno Valley College

Julie Adams, Ph.D.
Executive Director

Date: November 21, 2017

TO: Academic Senate President
Curriculum Chair
Career Technical Education Liaison
Legislative Liaison

SUBJECT: Project Flex Learning Options for Workers (FLOW)

Colleagues,

In May, Governor Brown sent a letter to Chancellor Oakley directing him to create a plan to establish a community college that offers fully online degrees. In response, the Chancellor established Project FLOW (Flex Learning Options for Workers). The Chancellor's Office has generated proposals through Project FLOW in an effort to address the Governor's request. At the fall 2017 plenary session, the delegates adopted four resolutions regarding the Governor's request for the California Community Colleges to consider the creation of a fully online college:

- 7.10 Using System Consultation and Faculty Input to Address Expansion of Online Education,
- 7.12 Endorse Consortium Approach to Expanding Online Educational Opportunities,
- 9.02 Expand System-wide Online Educational Opportunities, and
- 9.03 Online CTE Programs and Competency-Based Instruction.

The three options generated from Project FLOW were presented to the Board of Governors at its November meeting. Twelve speakers provided public comment and there was much discussion by the Board. In our comments, we called for greater internal system collaboration and consultation and expressed concern for the options as directed by our members through our resolutions process. The issue has captured significant media attention, including reporting from KPCC and EdSource as well as a discussion on KPCC's Airtalk.

The options generated from Project FLOW continue to move forward and will be submitted to the Governor in November. The Chancellor's Office is holding a public comment period on the three options until Wednesday, November 22. The timeline is short but please review the proposals and submit your comments by the deadline to CAworkgroup@NCHEMS.org. Alternatively, comments may be provided directly to Governor Brown through the Governor's website at https://govapps.gov.ca.gov/gov39mail/. The Academic Senate would also like to hear from you so please send a copy of your comments to info@asccc.org.

It is important to note that the Academic Senate is completely supportive of expanding access to underserved populations, improving outreach efforts, addressing equity gaps, and providing the scaffolding for socio-economic mobility through workforce training and educational attainment. It is also supportive of innovation in online instruction and student support to achieve these goals, as demonstrated through the Academic Senate's involvement in and support of the Online Education Initiative that has developed structures and processes to expand online educational opportunities for Californians. The Academic Senate is also supportive of exploring means of granting credit for prior learning. The Senate believes that it can build on the good work of faculty as we consider future options in the online arena.

The Academic Senate looks forward to working with the Governor, the Legislature, the Board of Governors, the Chancellor and his office, constituent groups and stakeholders as we explore the ability to increase educational opportunities in the online environment for all of our current and future students. Collectively, we can find the solutions needed to increase our system's capacity to provide quality educational opportunities to improve the lives of all Californians in all corners of the state.

Respectfully,

Julie Bruno, President
John Stanskas, Vice President
Academic Senate for California Community Colleges

Cc:
Board of Governors
California Community Colleges Chancellor's Office
Education Committee
Higher Education Committee
Lark Park, Senior Advisor for Policy
President pro tempore Kevin De León
Speaker of the House Toni Atkins

50th FALL SESSION RESOLUTIONS

FOR DISCUSSION ON

SATURDAY, NOVEMBER 4, 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

*#7.09.01   F17   Amend Resolution 7.09
Amend fourth Whereas:

Whereas, Decisions and recommendations involving academic and professional matters and matters of statewide impact, including termination of development of the common assessment test, ~~and~~ proposals for an entirely online college, and development of the *Vision for Success*, are being made with minimal consultative input or only an appearance of consultative input, either by reports to committees with cursory opportunities for feedback or through creating committees and taskforces without representatives appointed by statewide organizations or constituencies;

Contact: Kathleen O'Connor, Santa Barbara City College

+7.10   F17   Using System Consultation and Faculty Input to Address Expansion of Online Education
Whereas, On May 11, 2017 Governor Brown requested that Chancellor Oakley design and deploy a plan to develop a 115th college to solely offer entirely online degrees, and Chancellor Oakley contracted with National Center for Higher Education Management Systems (NCHEMS) to constitute the Flex Learning Options for Workers (FLOW) workgroup to provide three to five options to Governor Brown;

Whereas, California already has 114 community colleges offering both online courses and, in many cases, fully online degree programs to students seeking immediate employment, transfer, or both, and the system has benefitted from the resources made available by the Online Education Initiative, @ONE, and other efforts;

Whereas, Many of the resources necessary to serve the student populations and goals envisioned by the governor and by the FLOW workgroup already exist or could be developed within the existing structure of the community college system, thus more fully ensuring that the system's safeguards regarding academic quality are respected and maintained; and

Whereas, Program development and curriculum are academic and professional matters, and the Academic Senate and local academic senates should have opportunities for input and implementation, and additional system stakeholders, including Chief Instructional Officers (CIOs), Chief Business Officers (CBOs), Chief Student Service Officers (CSSOs), and Chief Executive Officers (CSSOs) as well as the students being served, as represented by the Student Senate for California Community Colleges, have information and experience critical to the discussion of the best ways to accomplish the goals of the governor and the FLOW workgroup;

Resolved, That the Academic Senate for California Community Colleges work with system partners and the California Community Colleges Chancellor's Office to relay to the governor and other interested parties that the goals of the governor and the FLOW workgroup can be better accomplished using existing resources and structures within the

community college system rather than by creating a separate online college or other entity; and

Resolved, That the Academic Senate for California Community Colleges work with system partners and the California Community Colleges Chancellor's Office to develop a clear and effective plan for addressing the goals of the governor and the FLOW workgroup in a manner that utilizes existing system structures and ensures academic quality for all students.

Contact: Cheryl Aschenbach, Executive Committee

#7.10.01   F17 Amend Resolution 7.10
Amend the Fourth Whereas:

Whereas, Program development and curriculum are academic and professional matters, and the Academic Senate for California Community Colleges and local academic senates should have opportunities for input and implementation, and additional system stakeholders, including *the* Chief Instructional Officers (CIOs), Chief Business Officers (CBOs), Chief Student Service Officers (CSSOs), ~~and~~ Chief Executive Officers (CEOs) ~~as well as the students being served, as represented by the~~ and Student Senate for California Community Colleges, have information and experience critical to the discussion of the best ways to accomplish the goals of governor and the FLOW workgroup;

Contact: Julie Bruno, Executive Committee

+7.11 F17   Commitment to Reliable English as a Second Language (ESL) Success Data via the Scorecard
Whereas, The Academic Senate for California Community Colleges passed Resolution 9.04 S14, *Consistency in Data Mart English as a Second Language Basic Skills Progress Tracker*, to call attention to the need to correct errors in Data Mart that result in inaccurate reporting of progress for credit ESL in the Student Success Scorecard;

Whereas, A preliminary analysis of the data for several ESL departments as reported by the Student Success Scorecard has revealed the continued presence of several errors, including, but not limited to, wrong courses being tracked, courses missing, and incorrect coding of courses, all of which result in an inaccurate picture of success for credit ESL departments per the Scorecard;

Whereas, Colleges may be unaware of the potential for inaccuracy when using such data as mandated for statewide initiatives, and thus unaware of the impact that using such data can cause; and

Whereas, ESL departments at colleges across the state report impact on college program development, program viability, and course offerings as a result of the continued reliance on potentially inaccurate ESL data;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers, local institutional research offices, and ESL faculty to inform colleges of the potential errors in Scorecard reporting for the ESL percentages; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office for California Community Colleges to delay release of the Scorecard percentages for the ESL data until accurate percentages can be reported.

Contact: Leigh Anne Shaw, Skyline College

*#7.11.01   F17   Amend Resolution 7.11
Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers, local institutional research offices, and ESL faculty to inform colleges of ~~the potential~~ any errors in Scorecard reporting for the ESL percentages;

Contact: Steve Cirrone, Sacramento City College

+7.12 F17   Endorse Consortium Approach to Expanding Online Educational Opportunities
Whereas, a May 11, 2017 letter from Governor Brown to Chancellor Oakley directed the chancellor to "act with dispatch and create a plan to design and deploy a fully online college," and the chancellor convened the Flex Options for Workers (FLOW) workgroup to provide "3 – 5 options (with pros and cons for each) that enable the community colleges of California to better deliver on the student success goals outlined on pages 15-16 in the *Vision for Success*[22] recently adopted by the California Community Colleges Board of Governors;"

Whereas, At the October 30, 2017 meeting of the FLOW workgroup the facilitators presented three possible options accompanied by pros and cons of each for consideration, but presentation of the options was unequal and displayed considerable bias on the part of the facilitators; and

Whereas, The consensus of the FLOW workgroup, in spite of the bias of the facilitators, was to support the establishment of a cooperative or consortium of colleges or districts to develop a new online opportunity that would meet the stated goals of the governor and the presumed needs of the target population identified by the chancellor, as this option best meets the governor's stated directive of "building on the system's existing efforts that foster student success;"

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[22] The Vision for Success:
https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf

Whereas, The timeline set by the governor for development of the plan does not allow time for sufficient consultation and deliberation, and thus system constituencies wishing to take a position must act without full opportunity for consideration and review, as must the chancellor and the California Community Colleges Board of Governors;

Resolved, That the Academic Senate for California Community Colleges, given the timeline provided by the governor, endorse the establishment of a cooperative or consortium of colleges or districts to develop a new online opportunity that would meet the stated goals of the governor and the presumed needs of the target population identified by the chancellor; and

Resolved, That the Academic Senate for California Community Colleges urge the chancellor to request of the governor an extended deadline in order that a plan for meeting the governor's goals be developed with greater consultation, deliberation, and effectiveness.

Contact: Cheryl Aschenbach, Executive Committee

#7.12.01   F17   Amend Resolution 7.12
Amend the second Whereas:

Whereas, At the October 30, 2017 meeting of the FLOW workgroup the facilitators presented three possible options accompanied by pros and cons of each for consideration, but presentation of the options was unequal ~~and displayed considerable bias on the part of the facilitators~~;

Amend the third Whereas:

Whereas, The consensus of the FLOW workgroup~~, in spite of the bias of the facilitators,~~ was to support the establishment of a cooperative or consortium of colleges or districts to develop a new online opportunity that would meet the stated goals of the governor and the presumed needs of the target population identified by the chancellor, as this option best meets the governor's stated directive of "building on the system's existing efforts that foster student success;"

Contact: Stacy Millich, Cuesta College

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 interest;[23] and

Whereas, Colleges nationwide are determining locally "meta majors" or "areas of focus" to support local programs, community needs, and student interest;[24]

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

+9.01.01   F17   Amend Resolution 9.01
Add a second Resolved:
Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in robust collaboration between local student associations and local senates to ensure that these titles and areas apply directly to the students affected by the creation of "meta majors" or "areas of focus."

Contact: Leigh Anne Shaw, Skyline College

+9.01.02   F17   Amend Resolution 9.01
Amend the second Whereas:
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 interest~~[25]~~; and~~ that is intended to serve as a guide to students, for development of their educational and career goals emphasizing broad and directed exploration first, leading to better informed choices while integrating student support throughout, and;

Contact: John Freytag, Diablo Valley College

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[23]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
[24]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
[25]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,

+9.02 F17   Expand System-wide Online Educational Opportunities
Whereas, The May 11, 2017 letter from Governor Brown to Chancellor Oakley spoke only of exploring options for a 115th college, an entirely online college; and

Whereas, The target population of "adults with some college and no certification" as well as "working adults with vocational needs" was defined by Chancellor Oakley[26] without input from system partners, including the Academic Senate for California Community Colleges despite the fact that designing programs and developing curriculum is an academic and professional matter; and

Whereas, The Flex Learning Options for Workers (FLOW) workgroup was constituted by the California Community Colleges Chancellor's Office to provide feedback on options identified by the National Center for Higher Education Management Systems (NCHEMS) but did not have an opportunity to recommend other options and will not be asked to officially endorse recommendations made to the chancellor and governor; and

Whereas, The impact of an entirely online college is likely to have an adverse effect on existing colleges given that "In 2014-2016, 45% of California's community colleges offered certificates and degrees that could be earned without stepping onto campus for classes"[27] and 13% of 2016-2017 FTES system-wide were online[28];

Resolved, That the Academic Senate for California Community Colleges not support the creation of an entirely online college;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to explore the feasibility of developing non-traditional online programs, including but not limited to programs with a focus on awarding credit for prior learning, experience, and competencies, programs with more flexible scheduling options, and programs with innovative student service supports that are accessible 24-7; and

Resolved, That the Academic Senate for California Community Colleges advocate for the use of existing system resources, including the Online Education Initiative and C-ID, in development of identified non-traditional online programs.

Contact: Cheryl Aschenbach, Executive Committee

#9.02.01   F17   Amend Resolution 9.02
Strike the first Resolved:

~~Resolved, That the Academic Senate for California Community Colleges not support the creation of an entirely online college;~~

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[26] http://doingwhatmatters.cccco.edu/ForCollegeLeadership/FlexLearningOptionsforWorkers.aspx
[27] http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx
[28] http://datamart.cccco.edu/students/Enrollment_Status.aspx

Contact: Cheryl Aschenbach, Executive Committee

*#9.02.02   F17   Amend Resolution 9.02
Amend the second Resolved:

Resolved, That the Academic Senate for California Community Colleges support the creation of an entirely online college only after working with the California Community Colleges Chancellor's Office and system partners to research the target population to be best served by an entirely online college and explore the feasibility of developing non-traditional online programs, including but not limited to programs with a focus on awarding credit for prior learning, experience, and competencies, programs with more flexible scheduling options, and programs with innovative student service supports that are accessible 24-7;

Contact: Cleavon Smith, Berkeley City College

+9.03   F17   Online CTE Programs and Competency-Based Instruction
Whereas, The California Community Colleges are currently implementing numerous impactful initiatives and in the early stages of the wholesale transformation called for by the guided pathways movement;

Whereas, The system of 114 locally governed colleges ensures that communities are served by colleges that are responsive to the needs of their people and businesses, and all 114 colleges could benefit from assistance with implementing academically appropriate and rigorous alternative mechanisms for the awarding of credit as well as development of alternate means of delivering online education, including varied term lengths and the embedding of student support services;

Whereas, A single online college as called for by Governor Jerry Brown in his May 11, 2017 letter to Chancellor Oakley that builds on existing student success efforts has been defined without any consultative process to focus on serving a unique student population (defined by Chancellor Oakley for Flex Learning Options for Workers (FLOW) workgroup as 2.5 million Californians, most working adults, with a high school degree but no college credentials) that is unlikely to be well-served by an online approach;

Resolved, That the Academic Senate for California Community Colleges recognize the value of making online Career and Technical Education (CTE) programs available across the state, the use of online instruction to compensate for knowledge gaps that might normally impede the awarding of credit for experiential learning, and the role of local, regional, and statewide faculty in implementing and delivering such programs;

Resolved, That the Academic Senate for California Community Colleges encourage the development of structures to award credit through competency-based mechanisms and prior learning; and

Resolved, That the Academic Senate for California Community Colleges support faculty in identifying and implementing innovative online approaches to support students consistent with the guided pathways movement and competency-based instructional programs.

Contact: Cheryl Aschenbach, Executive Committee

*+9.04 F17   Inclusion of Information Competency in College Institutional Learning Outcomes
Whereas, The Academic Senate for California Community Colleges adopted the following definition of information competency for California Community Colleges: "Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills" (Resolution 16.02 S98);

Whereas, Resolution 9.04 S08 directed the Academic Senate for California Community Colleges to urge local senates to ensure that students demonstrate information competency and to provide advice and assistance to local senates that seek to institute new requirements in information competency;

Whereas, Standard II.A.11 of the Accreditation Standards of the Accreditation Commission for Community and Junior Colleges states that "The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes;" and

Whereas, Many, but not all, California community colleges have a statement of information competency fundamental to their institutional learning outcomes;

Resolved, the Academic Senate for California Community Colleges urge local colleges to include information competency in their institutional learning outcomes.

Contact: Dan Crump, American River College

10.0   DISCIPLINES LIST
10.01   F17   Revise the Minimum Qualifications for Credit Apprenticeship Faculty
Whereas, Education Code §87357 states that the California Community Colleges 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;