

**CHAFFEY COLLEGE  
CURRICULUM COMMITTEE MEETING  
RANCHO CAMPUS BEB BUILDING, CONFERENCE ROOM 204  
FONTANA CAMPUS, FNAC 100  
CHINO CAMPUS, CHMB 143**

**Teleconference x6759**

**AGENDA**

**November 14, 2018**

**1:30pm-3:00pm**

**Members Present:**

**Members Absent:**

**Guests:**

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

**2. Public Comment:**

**3. Review and Approval of October 31, 2018 Expanded Summary Notes:**

**4. Discussion Items:**

**4.1. Associate Degree Description pertaining to the value of GE courses:**

1. *Example: To become a well-rounded person capable of fully participating in society and the modern economy, the student will need a strong foundation in the major areas of human study and endeavor. This A.S. degree also includes coursework in General Education. Entry-level courses in General Education (arts and humanities, mathematics and natural sciences, and the social sciences) can help you gain a greater understanding of and appreciation for the world and its people. These general education courses will enhance communication skills, improve critical thinking skills and help with a professional career in \_\_\_\_\_.*

**4.2. Fall Plenary 2018:**

**4.3. Catalog and Schedule Report:**

**4.4. Curricunet Update:**

**5. Guided Pathways:**

**6. Miscellaneous:**

**7. Consent Agenda:**

**7.1.** The units for the Nursing: Vocational A.S. and Certificate of Achievement were updated to reflect the correct unit count as Curricunet did not calculate the units correctly. The certificate was 53-65 units, and the A.S. was 47 units. Both are actually 53 units.

**7.2.** DENTAL changes due to scheduling issues within Colleague:

1. DENTAL-415 removed lab units and content
2. DENTAL-415L created to include lab only units and content
3. DENTAL-425 removed lab units and content
4. DENTAL-425L created to include lab only units and content
5. DENTAL-435 removed lab units and content
6. DENTAL-435L created to include lab only units and content
7. DENTAL-445 removed lab units and content
8. DENTAL-445L created to include lab only units and content

9. DENTAL-455 removed lab units and content
10. DENTAL-455L created to include lab only units and content
11. DENTAL-465 removed lab units and content
12. DENTAL-465L created to include lab only units and content
13. DENTAL-475 removed lab units and content
14. DENTAL-475L created to include lab only units and content
15. DENTAL-480 removed lab units and content
16. DENTAL-480L created to include lab only units and content
17. DENTAL-490 removed lab units and content
18. DENTAL-490L created to include lab only units and content

**8. NEW BUSINESS:**

**Course Deactivation: Final Reading**

<b>ENGL-675</b>	Preparation for College Reading and Writing	Approval:
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**Course Modification with DE: First Reading**

<b>BUS-49</b>	Business Decisions Using Basic Quantitative Tools	Modification Approval:	Distance Education Approval Hybrid/Online:
<b>BUSL-409</b>	Family Law	Modification Approval:	Distance Education Approval Hybrid/Online:

**Course Modification: First Reading**

<b>ARABIC-2</b>	Elementary Modern Standard Arabic	Approval:
<b>ARABIC-3</b>	Intermediate Modern Standard Arabic	Approval:
<b>BUS-10</b>	Introduction to Business	Approval:
<b>BUSL-28A</b>	Business Law I	Approval:
<b>BUSL-28B</b>	Business Law II	Approval:

**9. Adjournment:**

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**SUMMARY NOTES**

**October 31, 2018**

**1:30pm-3:00pm**

**Members Present:**

Angela Burk-Herrick, Mathematics & Science  
Charmaine Phipps, Language Arts  
Elaine Martinez, Kinesiology, Nutrition, & Athletics  
John Machado, Visual & Performing Arts  
Kathy Lucero, Admissions and Records  
Linda Marcotte, Social & Behavioral Sciences  
Marie Boyd, Curriculum Chair  
Mark Forde, Chino Representative  
Marlene Soto, Health Sciences  
Megan Keebler, Instructional Support  
Meridith Randall, Associate Superintendent of Instruction  
and Institutional Effectiveness

Misty Burrue, Faculty Senate President  
Naomi McCool, Social and Behavioral Sciences  
Rob Kopp, Mathematics & Science  
Ryan Sipma, Catalog and Schedule Coordinator  
Sean Stratton, Articulation Officer  
Sharon Awad, Administrative Assistant II, Curriculum  
Stephen Calebotta, Language Arts  
Stephen Shelton, Vice Chair  
Tracy Kocher, Business & Applied Technology  
Vanessa Thomas, Business and Applied Technology, High  
School Articulation

**Members Absent:**

Annette Henry, Kinesiology, Nutrition, & Athletics  
Anthony DiSalvo, Dean, Language Arts and Library  
Daniel Jacobo, Visual and Performing Arts  
Helen Leung, Counseling  
Jeffrey Laguna, Health Sciences  
Lucy Serrano, Counseling

Michael Escobosa, Health Sciences  
Patricia Bopko, Financial Aid  
RuthAnn Garcia, Transfer Center  
Shelley Marcus, Library Learning Resources  
Wanda Baker, Business & Applied Technology

**Guests:**

Maria Fitzpatrick

1. **Call To Order/New Committee Members:** The meeting was called to order at 1:33p.m.
2. **Public Comment:** Angela Burk-Herrick congratulated Tracy Kocher on winning first place at Chaffey College's 2018 Halloween Contest.
3. **Review and Approval of October 17, 2018 Expanded Summary Notes:** The summary notes were approved 14/0/1.
4. **Discussion Items:**
  - 4.1. **AP Credit Score:** The conversation continued from the last curriculum meeting. Chaffey College is currently accepting an AP Credit score of four for U.S. History and Psychology course equivalencies. Naomi McCool spoke with both departments and History Faculty have decided to accept a score of three for U.S. History. Kathy Lucero believes the Catalog can provide clearer language on exactly what can be awarded for students in terms of AP Credit. The Catalog and Schedule Coordinator will work on some designs to provide clarity on the AP Credit Score Chart on pages 27-28. The Articulation Officer advocated that the college follow the standards of the CSU protocol for all AP course equivalencies. Maria Fitzpatrick shared that PSYCH-1 articulates to both the UCs and CSUs. She stated that UCs do not grant course equivalency for an AP score of three. The UC gives "unassigned or general credits" for a score of a three meaning students may have to repeat the course at the receiving UC institution. The department wants to align with the rigor of the IGETC pattern and the UCs. Maria shared that accepting a score of a three for equivalency may impact the rest of the course sequence in the program. The Chair suggested that Maria Fitzpatrick get a copy of the AP test, request a statistical validation between PSYCH-1 and PYSCH-80 to disaggregate the grade

effects of PSYCH-1 to PSYCH-80, and return to the Curriculum Committee early spring semester to report the data. The committee voted 16/0/0 that the actions suggested by the Chair take place.

**4.2. Allowable COOPED Course Designs:** The committee revisited the last conversation that took place on COOPED on January 31, 2018. Discussion continued on whether or not faculty should find the employment site for a student, the display of unit ranges, addition of co-requisites/prerequisites to COOPED courses, and if faculty can/should create a one unit lecture companion course to accommodate occupational COOPED courses. The committee decided that due to the many questions surrounding COOPED, the college's COOPED plan needs to be revised. The Faculty Senate President suggested that a policy be created; however, no decision has been made on who would create this policy.

**4.3. AP 4023 Workgroup:** David Karp has joined the group. Angela Burk-Herrick has emailed CPC to gain more attendance from those members. Dr. Randall suggested that the revisions to the AP should include CTE programs needing advisory committee minutes in the packets.

**4.4. Chancellor's Office Curriculum Update:**

1. **Substantial and Nonsubstantial changes for program modifications:** There is no longer a distinction between substantial and nonsubstantial changes in the Curriculum Inventory. This is beneficial as substantial changes used to prompt a new control number, which essentially means a new program to the Chancellor's Office.
2. **New Language for Credit Certificates [Title 5 §55070](#):** Credit Certificates that are 16 or more semester units must now be submitted to the Chancellor's Office. Before, the minimum unit count for a certificate submission was 18 units. Previously, colleges had the option of submitting certificates between 12 to 17.5 units, but colleges may now submit certificates as low as 8 units so that these certificates may be transcribed after Chancellor's Office approval. The new certificate program award types available for submission will now be:
  - 4.4.2.1. Certificate of Achievement: 16 or greater semester (or 24 or greater quarter) units
  - 4.4.2.2. Certificate of Achievement: 8 to fewer than 16 semester (or 12 to fewer than 24 quarter units)

The memo from the Chancellor's Office states that the Curriculum Inventory will be able to accommodate these new changes early next year.

3. **Simplified Process for Submitting IGETC and CSU-GE Certificates:** Curriculum Specialists are no longer required to attach all the CORs for the IGETC and CSU-GE certificates and can just attach a copy of the certificates from the Catalog.
4. **Local Approval of COOPED (Title 5 §55250, 55251, 55256.5):** As of March 2018, COOPED courses have local approval. The courses still need to be submitted to the Chancellor's Office for chaptering, but should the course need a new control number, the college will receive one in 24 to 48 hours. COOPED courses may also award units in 0.5 increments.

**4.5. Articulation Report (GE Pattern for University Studies):** Tabled

**4.6. Guided Pathways/AB-705 Curriculum Webinar:** Tabled

**5. Guided Pathways:** Tabled

**6. Miscellaneous:** Tabled

**7. Consent Agenda:** The consent agenda was approved 16/0/0.

**7.1.** The descriptions for the Industrial Electrical Technology AS Degree, and Industrial Electrical Technology Certificates Level I, II, and III have been revised to include minor language that delineates the certificates as Level I, Level II, and Level III. These programs of study were approved by the Curriculum Committee on October 3, 2018.

**7.2.** The unit range for the Industrial Electrical Technology Level I Certificate of Achievement was fixed to show the proper range of 20-23 units. The original word report did not pull the 1-4 unit range of IET-484ABCD.

- 7.3. The unit range for the Industrial Electrical Technology Level II Certificate of Achievement was fixed to show the proper range of 30-33 units. The original word report did not pull the 1-4 unit range of IET-484ABCD.
- 7.4. The unit range for the Industrial Electrical Technology Level III Certificate of Achievement was fixed to show the proper range of 43-46 units. The original word report did not pull the 1-4 unit range of IET-484ABCD.
- 7.5. The unit range for the Industrial Electrical Technology A.S. Degree was fixed to show the proper range of 43-46 units. The original word report did not pull the 1-4 unit range of IET-484ABCD.
- 7.6. The phrase “This course may also require completion of lab assignments” has been removed from CHIN-1 and CHIN-2 descriptions and was replaced with “This course may also require completion of supplemental assignments.” CHIN-1 and CHIN-2 were approved by the Curriculum Committee on September 19, 2018.

**8. NEW BUSINESS:**

**Course Modifications with DE: First and Second Reading**

<b>RE-10</b>	Real Estate Principles	Modification Approval: 16/0/0	Distance Education Approval Hybrid/Online: 16/0/0
<b>RE-15</b>	Real Estate Practice	Modification Approval: 16/0/0	Distance Education Approval Hybrid/Online: 16/0/0
<b>RE-475</b>	Real Estate Escrow I	Modification Approval: 16/0/0	Distance Education Approval Online: 16/0/0

**Course Modifications: First and Second Reading**

<b>ARABIC-1</b>	Elementary Modern Standard Arabic	Approval: 16/0/0
<b>ARABIC-4</b>	Intermediate Modern Standard Arabic	Approval: 16/0/0
<b>FIRETEC-11</b>	Legal Aspects of Emergency Services	Approval: 16/0/0
<b>FIRETEC 12</b>	Occupational Safety and Health for Emergency Services	Approval: 16/0/0

**Program Modifications: Final Reading**

<b>Dietetic Service Supervisor</b>	Certificate of Achievement	Approval: 16/0/0
<b>Real Estate</b>	A.S. <i>The description should include possible occupational opportunities students may receive after obtaining this program of study.</i>	Approval: Tabled
<b>Real Estate</b>	Certificate of Achievement <i>The description should include possible occupational opportunities students may receive after obtaining this program of study.</i>	Approval: Tabled
<b>Real Estate Salesperson’s Certificate</b>	Certificate of Career Preparation <i>The description should include possible occupational opportunities students may receive after obtaining this program of study.</i>	Approval: Tabled

**9. Adjournment:** The meeting was adjourned at 2:48p.m.

Name	ATTENDANCE	SUMMARY NOTES	CONSENT AGENDA	AP Credit Score-PSYCH	RE-10 1 <sup>ST</sup> /2 <sup>ND</sup> READING	RE-15 1 <sup>ST</sup> /2 <sup>ND</sup> READING	RE-475 1 <sup>ST</sup> /2 <sup>ND</sup> READING	ARABIC-1 1 <sup>ST</sup> /2 <sup>ND</sup> READING	ARABIC-4 1 <sup>ST</sup> /2 <sup>ND</sup> READING	FIRETEC-11 1 <sup>ST</sup> /2 <sup>ND</sup> READING	FIRETEC-12 1 <sup>ST</sup> /2 <sup>ND</sup> READING	DIETETIC SERVICE SUPERVISOR
Angela Burk-Herrick	X	X	X	X	X	X	X	X	X	X	X	X
Annette Henry												
Anthony DiSalvo												
Charmaine Phipps	X	X	X	X	X	X	X	X	X	X	X	X
Daniel Jacobo												
Elaine Martinez	X	X	X	X	X	X	X	X	X	X	X	X
Helen Leung												
Jeffrey Laguna												
John Machado	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
Lucy Serrano												
Mark Forde	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
Megan Keebler	X	X	X	X	X	X	X	X	X	X	X	X
Michael Escobosa												
Misty Burruel	X	a	X	X	X	X	X	X	X	X	X	X
Naomi McCool	X	X	X	X	X	X	X	X	X	X	X	X
Rob Kopp	X	X	X	X	X	X	X	X	X	X	X	X
RuthAnn Garcia												
Ryan Sipma	X	X	X	X	X	X	X	X	X	X	X	X
Sean Stratton	X	X	X	X	X	X	X	X	X	X	X	X
Shelley Marcus												
Stephen Calebotta	X	X	X	X	X	X	X	X	X	X	X	X
Tracy Kocher	X	X	X	X	X	X	X	X	X	X	X	X
Vanessa Thomas	X	X	X	X	X	X	X	X	X	X	X	X
Wanda Baker												
<b>Total Counts</b>	16	15	16	16	16	16	16	16	16	16	16	16

Quorum= (26/2) +1=14

Guests: Maria Fitzpatrick

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



## **52<sup>nd</sup> FALL SESSION RESOLUTIONS**

### ***FOR DISCUSSION AT AREA MEETINGS ON OCTOBER 12-13, 2018***

*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 3, 2018.*

#### Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)  
Rebecca Eikey, ASCCC Area C Representative  
Sam Foster, ASCCC Area D Representative  
Darcie McClelland, El Camino College, Area C  
Conan McKay, ASCCC Area B Representative  
Eric Narveson, Evergreen Valley College, Area B



## 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 are 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 #.

- \*1.01 F18 Academic Senate for the California Online Community College
- \*1.02 F18 Adopt the Guided Pathways Glossary
- \*5.01 F18 Metrics and Coding Cleanup
- \*7.01 F18 Redefine the Faculty Obligation Number
- \*8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices
- \*9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula
- \*9.02 F18 Equalize Noncredit and Credit Curriculum Processes
- \*9.04 F18 Flexibility in Local Curriculum Submission Deadlines
- \*15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry
- \*17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning
- \*17.02 F18 Establish Local Open Educational Resources Liaisons
- \*18.01 F18 Guided Self-Placement
- \*19.01 F18 Encourage Dialog about Equivalency Practices

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## **1.0 ACADEMIC SENATE**

### **\*1.01 F18 Academic Senate for the California Online Community College**

Whereas, The California 2018-2019 Budget created the California Online Community College, with immediate objectives to “Develop at least three program pathways by July 1, 2019, and enroll students by the last quarter of 2019”;<sup>1</sup>

Whereas, “The California Community Colleges Board of Governors has been designated as the California Online Community College Board of Trustees” and has directed action to exercise jurisdiction over “Policies for and approval of courses of instruction and educational programs” and “Procedures . . . to ensure the right of the college’s academic senate to make recommendations in the areas of curriculum and academic standards”<sup>2</sup> though the California Online Community College has not yet established an academic senate;

Whereas, The California Education Code Section 70901(b)(5)(B) reads “The board of governors may enter into a direct contract with the Academic Senate for California Community Colleges for the purpose of supporting statewide initiatives, projects, and programs within the purview of the Academic Senate for California Community Colleges”;<sup>3</sup> and

Whereas, California Code of Regulations Title 5 §53200 states curriculum and program development are academic and professional matters;<sup>4</sup>

Resolved, That the Academic Senate for California Community Colleges assert to the California Community Colleges Board of Governors and the California Online Community College District Board of Trustees that the Academic Senate for California Community Colleges is the academic senate of the California Online Community College until such a time that faculty of the California Online Community College establish an academic senate.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

### **\*1.02 F18 Adopt the Guided Pathways Glossary**

Whereas, Resolution 13.02 S18 directed the Academic Senate for California Community Colleges (ASCCC) to create a guided pathways handbook, and Resolution 13.03 S18 directed the Academic Senate to conduct research on guided pathways outcomes in California;

<sup>1</sup> <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

<sup>2</sup> [https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018\\_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf)

<sup>3</sup> [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=70901](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=70901).

<sup>4</sup> [https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

Whereas, The development of a common language, vocabulary, and a glossary of terms assists colleges with their local implementation of guided pathways; and

Whereas, A draft version of a Guided Pathways Glossary of Terms has been vetted and edited, which includes input from the ASCCC Executive Committee, ASCCC Guided Pathways Task Force, local colleges' designated Guided Pathways Liaisons, and faculty at various Guided Pathways activities;

Resolved, That the Academic Senate for California Community Colleges adopt the Guided Pathways Glossary of Terms<sup>5</sup> for distribution and to provide guidance on further efforts.

Contact: Carrie Roberson, Executive Committee

## **5.0 BUDGET AND FINANCE**

### **\*5.01 F18 Metrics and Coding Cleanup**

Whereas, The Student Centered Funding Formula determines budget allocations based on student populations and completion, and the California Community College System metrics play a key role in providing colleges data regarding student success;

Whereas, The metrics and cohort definitions are currently lacking in accurate data elements resulting in rates that are not representative of the correct coursework or student populations in many cases;<sup>6</sup>

Whereas, Legislative accountability is reported based on these metrics and additional new metrics that are being designed to track the implementation of AB 705 and other legislative agendas; and

Whereas, These data and accountability reports are now tied to student financial aid funding through the California College Promise, AB 19 (Santiago, 2017);

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to identify any code errors and incorrect cohort construction and develop a process to allow colleges to correct these errors; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise and test current metrics for implications that would negatively impact student success and funding allocations.

Contact: Craig Rutan, Executive Committee

<sup>5</sup> <https://asccc.org/file/asccc-gp-glossary-termsdocx>

<sup>6</sup> <https://www.asccc.org/content/top-code-alignment-project-and-impacts-local-coding>  
<https://www.asccc.org/content/searching-authentic-definition-student-success>  
<https://www.asccc.org/resolutions/datamart-progress-tracking-california-community-college-esl-coding>

## **7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

### **\*7.01 F18 Redefine the Faculty Obligation Number**

Whereas, Title 5 Sections 51025 and 53311 establish the full-time faculty obligation for each California community college, commonly known as the Faculty Obligation Number or FON, and colleges are penalized for failure to meet this obligation;

Whereas, although AB 1725 (Vasconcellos, 1988) noted the importance of establishing a sufficient body of full-time faculty, stating, “If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula,” the FON has at many colleges been treated as a maximum number of full-time faculty to be employed rather than as the minimum that it was intended to be, and as a result the percentage of instruction conducted by full-time faculty in the California Community College System has decreased rather than increased since the creation of the FON, and progress has not been achieved toward reaching the legislative goal of 75% of instruction being conducted by full-time faculty;

Whereas, Work toward a revision of the FON, along with the 50% Law, began in 2014 and involved a collegial workgroup with voices from the Academic Senate, all statewide faculty unions, chief executive officers, chief business officers, and the California Community Colleges Chancellor’s Office, and the members of this workgroup unanimously agreed on a proposal that would have revised the FON and presented that proposal to the California Community Colleges Chancellor’s Office Consultation Council on March 17, 2016 to a positive reception<sup>7</sup>, but although the workgroup has continued to pursue and refine this proposal, no concrete action on the proposal has yet been taken; and

Whereas, With the implementation of AB 705 (Irwin, 2017), many colleges are exploring an expansion of noncredit offerings in order to more effectively serve students in need of additional assistance, but noncredit faculty are not included in the FON, and thus the FON creates a disincentive to hiring or assigning full-time faculty in an area of significant student need;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office, the Community College League of California, faculty union leadership, and other interested parties to redefine the Faculty Obligation Number in a way that includes noncredit faculty and that more effectively encourages and promotes the hiring of full-time faculty in order to make progress toward the legislative goal of 75% full-time faculty instruction.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Noncredit Committee

<sup>7</sup> <https://www.asccc.org/sites/default/files/50-percent-Law-and-FON-Updated-Proposal.pdf>

## **8.0 COUNSELING**

### **\*8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices**

Whereas, The Default Placement Rules in the AB 705 Implementation Memo, July 10, 2018<sup>8</sup> are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)<sup>9</sup> require colleges to use multiple measures for student assessment and placement; and

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 Regulations revisions will require changes within areas that fall under academic and professional matters, and such changes should be made in collegial consultation with local academic senates; and

Whereas, Title 5 §53200 requires the local governing board and its designee(s) to consult collegially with the local academic senate on all academic and professional matters, in particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Executive Committee

## **9.0 CURRICULUM**

### **\*9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula**

Whereas, The Student Centered Funding Formula that was enacted by the Governor's 2018-19 Budget Trailer Bill on June 27, 2018<sup>10</sup> provides monetary incentives for college districts to award the Associate Degree for Transfer over a local associate degree, and when possible multiple degrees or certificates to a single student;

Whereas, The Student Centered Funding Formula may disadvantage smaller colleges that offer fewer local degrees or Associate Degrees for Transfer than larger colleges, as well as colleges that lack robust degree audit programs, as it will be more difficult to auto-award degrees and certificates;

<sup>8</sup> [https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum\\_0\\_0.pdf](https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf)

<sup>9</sup> [https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

<sup>10</sup> [http://dof.ca.gov/Budget/Trailer\\_Bill\\_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula\\_001.pdf](http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula_001.pdf)

Whereas, For students transferring to the University of California, a private institution or an out of state institution, a local associate degree may provide better preparation than an Associate Degree for Transfer; and

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to support colleges to best meet the educational goals of students in both awarding associate degrees and, when appropriate, guiding students through transfer preparation when the University of California or California State University do not require an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to provide guidance to colleges for awarding multiple degrees or certificates to a single student; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to advise local academic senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

### **\*9.02 F18 Equalize Noncredit and Credit Curriculum Processes**

Whereas, The Curriculum Streamlining Processes,<sup>11</sup> announced in October 2016, to allow colleges to approve and offer curriculum more rapidly now permits colleges to self-certify curriculum for all credit courses, modified credit programs with the exception of Associate Degrees for Transfer, and new credit programs with a goal of local program with the exception of new career technical education (CTE) credit programs and apprenticeship;

Whereas, With the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, colleges must be nimble and responsive to an increase in demand for noncredit course offerings; and

Whereas, The question, "Can a college require a noncredit support course?" that had a response of, "Yes, ..." in the *FAQ on AB 705*<sup>12</sup> from the California Community Colleges Chancellor's Office and the Academic Senate for California Community Colleges will lead to an increase in demand for noncredit course offerings;

<sup>11</sup> [http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal\\_April2017.pdf](http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal_April2017.pdf)

<sup>12</sup> [https://asccc.org/sites/default/files/AB705\\_FAQ\\_030218\\_FINAL\\_2.pdf](https://asccc.org/sites/default/files/AB705_FAQ_030218_FINAL_2.pdf)



Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to equalize noncredit and credit curriculum processes.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

### **9.03 F18 Local Adoption of the California Virtual Campus – Online Education Initiative Course Design Rubric**

Whereas, Online courses reviewed with the California Virtual Campus – Online Education Initiative (CVC-OEI) Course Design Rubric and offered through the CVC-OEI Course Exchange have a success rate 4.9 percentage points above the statewide average;<sup>13</sup>

Whereas, California Code of Regulations Title 5 §55206 maintains districts' local authority to determine if courses will “be provided through distance education”;<sup>14</sup>

Whereas, Resolution 9.01 S15 encourages “local senates to establish rubrics for online course standards”; and

Whereas, The CVC-OEI has indicated in its 5-Year Roadmap that local peer online course review is planned as an activity intended to increase course and degree completion;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC-OEI Course Design Rubric for local use and explore the development of local peer online course review.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

### **\*9.04 F18 Flexibility in Local Curriculum Submission Deadlines**

Whereas, Guidelines for AB 705 (Irwin, 2017) implementation were disseminated to the California community colleges July, 10, 2018,<sup>15</sup> and changes to Title 5 Regulations for compliance with AB 705 (Irwin, 2018) are expected no earlier than January 2019;

Whereas, Professional development opportunities regarding AB 705 (Irwin, 2017) are planned throughout fall 2018;

Whereas, Colleges must fully implement AB 705 (Irwin, 2017) by fall 2019, and many colleges have curriculum submission deadlines in September 2018 for courses to be

<sup>13</sup> <http://ccconlineed.org/about-the-oei/governance/consortium-expansion/>

<sup>14</sup> [https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

<sup>15</sup> [https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum\\_0\\_0.pdf](https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf)

offered in fall 2019, and more time may be needed in order for faculty to design innovative curriculum options in response to AB 705 (Irwin, 2017) and to meet the needs of diverse student populations; and

Whereas, The University of California and the California State University recently announced that they have extended the deadline for courses specifically related to the implementation of AB 705 (Irwin, 2017) in the areas of mathematics/quantitative reasoning and English composition/written communication for the University of California Transfer Course Agreement (UCTCA) until November 15, 2018, and for the Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth to March 1, 2019;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to be flexible with catalog and scheduling deadlines.

Contact: Executive Committee

## **15.0 INTERSEGMENTAL ISSUES**

### **\*15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry**

Whereas, The Academic Senate for California Community Colleges has demonstrated through previous positions (Resolutions 4.01 F17, 15.01 F17) the commitment to supporting the academic goals of students who seek a baccalaureate degree by transferring to universities;

Whereas, There have been long standing issues associated with Associate Degrees for Transfer (AD-T) to the California State University system for both chemistry and physics transfer students, including adequate course preparation for junior-level status; and

Whereas, A joint collaboration between the Academic Senate for Community Colleges and the University of California Academic Senate (UCAS) has resulted in proposed University of California (UC) AD-Ts in both chemistry and physics that are aligned with the expectations of undergraduate preparation in those degrees<sup>16</sup> and include guaranteed admission to the UC system with all UC campuses committed to participate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the University of California

<sup>16</sup> [https://asccc.org/sites/default/files/UC%20Pathways\\_Physics\\_Template%20-%20edited%209-4-18.pdf](https://asccc.org/sites/default/files/UC%20Pathways_Physics_Template%20-%20edited%209-4-18.pdf)  
[https://asccc.org/sites/default/files/UC%20Pathways\\_Chemistry\\_Template\\_edited9.4.18.pdf](https://asccc.org/sites/default/files/UC%20Pathways_Chemistry_Template_edited9.4.18.pdf)

Academic Senate (UCAS) to offer by fall 2019 these UC Associate Degrees for Transfer in Physics and Chemistry.

Contact: Rebecca Eikey, Executive Committee

## **17.0 LOCAL SENATES**

### **\*17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning**

Whereas, Previous resolutions and papers from the Academic Senate have encouraged faculty participation in curriculum development, program planning, enrollment management, and scheduling;<sup>17</sup>

Whereas, California Community Colleges Guided Pathways is intended to create a sustainable framework for institutions to develop local implementations that serve the needs of all students in helping them identify and meet their educational goals;

Whereas, Availability of courses and programs in conjunction with the time and place they are offered represents key factors that directly impact the success of students; and

Whereas, Colleges have traditionally developed schedules by disciplines or departments in contrast to considerations across disciplines and across general education;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review the faculty representation on enrollment management committees to include broad representation, program expertise, and general education experts; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, Guided Pathways, and the implementation of AB 705 (Irwin, 2017) and bring the updated paper to the Spring 2020 Plenary Session for adoption.

Contact: Dolores Davison, Executive Committee

### **\*17.02 F18 Establish Local Open Educational Resources Liaisons**

Whereas, The Academic Senate for California Community Colleges will be initiating a five-year open educational resources (OER) initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

<sup>17</sup> <https://www.asccc.org/resolutions/faculty-involvement-scheduling-courses>  
[https://asccc.org/sites/default/files/ClassCapsS12\\_0.pdf](https://asccc.org/sites/default/files/ClassCapsS12_0.pdf)  
[https://www.asccc.org/sites/default/files/publications/Enrollment-Mgtmt-Spring09\\_0.pdf](https://www.asccc.org/sites/default/files/publications/Enrollment-Mgtmt-Spring09_0.pdf)  
<https://www.asccc.org/resolutions/adopt-enrollment-management-revisited>  
<https://www.asccc.org/resolutions/course-development-and-enrollment-management>

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the Academic Senate for California Community Colleges has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16);

Whereas, The OER initiative plan developed by the Academic Senate for California Community Colleges proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges.

Contact: Michelle Pilati, Rio Hondo College, OER Task Force

## **18.0 MATRICULATION**

### **\*18.01 F18 Guided Self-Placement**

Whereas, The implementation of California Community Colleges Guided Pathways depends upon students making important decisions about their own future including students identifying their educational goals, understanding different pathway options, and analyzing different coursework to navigate their education;

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;<sup>18</sup> and

Whereas, Students have a right to select their own educational pathway and deserve adequate information with clear guidance to assist them with making informed decisions;

Resolved, That the Academic Senate for California Community Colleges make available to colleges guided self-placement strategies including a variety of options that support the success of California community college students; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students access to the local guided self-placement process.

Contact: Janet Fulks, Bakersfield College, Guided Pathways Task Force

<sup>18</sup> Duckworth, A (2016), *Grit: The Power of Passion and Perseverance*; Dweck, C and Gavin, M (2009) *Mindset: The New Psychology of Success*

## **19.0 PROFESSIONAL STANDARDS**

### **\*19.01 F18 Encourage Dialog about Equivalency Practices**

Whereas, Use of equivalency is required by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their field without having completed an associate’s degree;

Whereas, equivalency processes at California Community Colleges are locally established, vary widely, and may or may not include a means for evaluating equivalency to the associate’s degree, particularly the general education component; and

Whereas, Resolution 10.05 S17 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation;

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to review proposed equivalency resources, collect feedback, and make revisions as needed to ensure the finished resources meet the needs of local senates; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office in Spring 2019 to facilitate dialog among senates and equivalency committees about equivalency practices and about determining equivalencies to the associate’s degree.

Contact: Cheryl Aschenbach, Executive Committee



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **52<sup>nd</sup> FALL SESSION RESOLUTIONS**

### ***FOR DISCUSSION ON SATURDAY NOVEMBER 3, 2018***

*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 3, 2018.*

#### Resolutions Committee 2018-19

Geoffrey Dyer, ASCCC Area A Representative (Chair)

Rebecca Eikey, ASCCC Area C Representative

Sam Foster, ASCCC Area D Representative

Darcie McClelland, El Camino College, Area C

Conan McKay, ASCCC Area B Representative

Eric Narveson, Evergreen Valley College, Area B

## 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 are 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 (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 #.

- \*+1.03 Academic Freedom: ASCCC and Local Senate Recommendations
- \*#1.03.01 F18 Amend Resolution 1.03
- \*5.01 F18 Metrics and Coding Cleanup
- \*5.03 F18 Develop Resources with Guidance Relevant to the Student Centered Funding Formula
- \*17.02 F18 Establish Local Open Educational Resources Liaisons
- \*19.01 F18 Encourage Dialog about Equivalency Practices
- \*19.01.01 F18 Amend Resolution 19.01



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## **1.0 ACADEMIC SENATE**

### **1.01 F18 Academic Senate for the California Online Community College**

Whereas, The California 2018-2019 Budget created the California Online Community College, with immediate objectives to “Develop at least three program pathways by July 1, 2019, and enroll students by the last quarter of 2019”;<sup>1</sup>

Whereas, “The California Community Colleges Board of Governors has been designated as the California Online Community College Board of Trustees” and has directed action to exercise jurisdiction over “Policies for and approval of courses of instruction and educational programs” and “Procedures . . . to ensure the right of the college’s academic senate to make recommendations in the areas of curriculum and academic standards”<sup>2</sup> though the California Online Community College has not yet established an academic senate;

Whereas, The California Education Code Section 70901(b)(5)(B) reads, “The board of governors may enter into a direct contract with the Academic Senate for California Community Colleges for the purpose of supporting statewide initiatives, projects, and programs within the purview of the Academic Senate for California Community Colleges”;<sup>3</sup> and

Whereas, California Code of Regulations Title 5 §53200 states that curriculum and program development are academic and professional matters;<sup>4</sup>

Resolved, That the Academic Senate for California Community Colleges assert to the California Community Colleges Board of Governors and the California Online Community College District Board of Trustees that the Academic Senate for California Community Colleges is the academic senate of the California Online Community College until such a time that faculty of the California Online Community College establishes an academic senate.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

### **1.02 F18 Adopt the Guided Pathways Glossary of Terms**

Whereas, Resolution 13.02 S18 directed the Academic Senate for California Community Colleges (ASCCC) to create a guided pathways handbook, and Resolution 13.03 S18 directed the Academic Senate to conduct research on guided pathways outcomes in California;

Whereas, The development of a common language, vocabulary, and a glossary of terms assists colleges with their local implementation of guided pathways; and

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<sup>1</sup> <http://www.ebudget.ca.gov/FullBudgetSummary.pdf>

<sup>2</sup> [https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018\\_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf](https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018_agendas/August/Item-7-Attachment-1-Resolution-2018-06-Executive-Committee.pdf)

<sup>3</sup> [https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=70901](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=70901).

<sup>4</sup> [https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6EED7180D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

Whereas, A draft version of a Guided Pathways Glossary of Terms has been vetted and edited and includes input from the ASCCC Executive Committee, the ASCCC Guided Pathways Task Force, local colleges' designated Guided Pathways Liaisons, and faculty at various guided pathways activities;

Resolved, That the Academic Senate for California Community Colleges adopt the Guided Pathways Glossary of Terms<sup>5</sup> for distribution and to provide guidance on further guided pathways efforts.

Contact: Carrie Roberson, Executive Committee

**\*+1.03 F18 Academic Freedom: ASCCC and Local Senate Recommendations**

Whereas, The Academic Senate for California Community Colleges has long supported and defended, in concept and in practice, the principles and tenets of academic freedom and tenure by adopting numerous resolutions, including Resolution 19.05 S96 to adopt the 1940 American Association of University Professors (AAUP) Statement of Principles on Academic Freedom, Resolution 19.01 S98 to adopt the paper *Academic Freedom and Tenure: A Faculty Perspective*, and Resolution 13.03 F10 to adopt additional academic freedom policy recommendations in light of the US Supreme Court decision in *Garcetti v. Caballos*;

Whereas, According to the AAUP 1940 Statement of Principles on Academic Freedom, "Institutions of higher education are conducted for the common good, and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research," and thus academic freedom ensures the institution is worthy of the public trust and is acting in the best interest of the students, the community, and society;

Whereas, Since the publication of *Academic Freedom and Tenure: A Faculty Perspective*, policies by the California Community College Chancellor's Office, legislation, and programs such as California Community Colleges Guided Pathways and the California College Promise have significantly impacted California community colleges by mandating changes to the funding formula and to assessment and placement of students; and

Whereas, The Accrediting Commission for Community and Junior Colleges requires local governing boards to have policies on academic freedom and responsibility, but few faculty leaders have negotiated these policies into their union contracts to provide additional protection for all faculty, both full-time and part-time;

Resolved, That the Academic Senate for California Community Colleges, to provide guidance to local academic senates and faculty on safeguarding academic freedom rights

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<sup>5</sup> <https://asccc.org/file/asccc-gp-glossary-termsdocx>

and responsibilities in the current political environment, update the 1998 paper *Academic Freedom and Tenure: A Faculty Perspective* by spring 2020; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to help ensure the protection of academic freedom for faculty, both full-time and part-time, and for their institutions by working with their union leaders to incorporate academic freedom policies and grievance procedures into their district contracts.

Contact: Julie Bruno, Sierra College

**\*#1.03.01 F18 Amend Resolution 1.03**

Amend the second Whereas:

Whereas, According to the AAUP 1940 Statement of Principles on Academic Freedom, “Institutions of higher education are conducted for the common good, and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.” and thus, academic freedom ensures the institution is worthy of the public trust and is acting in the best interest of the students, the community, and society;

Contact: Christie Trolinger, Butte College

**+1.04 F18 Preventing Duplication of Programs by California Online Community College**

Whereas, Education Code §75001 establishes the California Online Community College, while §75001 (d) (1) states that “the college shall create new programs that are not duplicative of programs offered at other local community colleges” and §75001 (a) (3) states that the college will serve “the vocational and educational needs of Californians who are not currently accessing higher education”;

Whereas, Media coverage of the proposed online content provider has stated that “The college’s first three programs will prepare students for careers in medical coding<sup>6</sup>, information technology and supervisor roles in fields such as retail and government”<sup>7</sup>; and

Whereas, According to the Curriculum Inventory, fourteen California community colleges currently offer medical coding (Taxonomy of Programs [TOP] Code 1223.10) certificates and/or degrees; over 50 programs in information technology (TOP Code

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<sup>6</sup> <https://edsource.org/2018/medical-coding-becomes-first-program-in-proposed-california-online-community-college/596675>

<sup>7</sup> <https://edsource.org/2018/californias-online-community-college-will-break-new-ground-in-higher-ed/600904>

0701.00) exist in the colleges (0701.00); and over 180 programs in computer information systems (TOP Code 0702.00) exist in the colleges;

Resolved, That the Academic Senate for California Community Colleges urge the California Online Community College Board of Trustees to work with the Academic Senate for California Community Colleges or their designee, until a local academic senate is established for the California Online Community College, to follow Education Code to determine the programs that will be offered through the California Online Community College to avoid duplication with existing programs and to ensure that the programs serve the needs of students not currently being served by higher education.

Contact: Michelle Pilati, Rio Hondo College

### **+1.05 F18 Faculty Role in the California Online Community College**

Whereas, The California Online Community College has been established, and Title 5 §51025 established the legislative goal for each California community college to have 75% of instruction by full-time faculty, and California Education Code §75001(b)(5) specifies that the California Online Community College use “flexible hiring processes that emphasize use of part-time and full-time faculty,”;

Whereas, Education Code §70902(b)(7) ensures the “right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards;” and Education Code §75001(a)(3) calls for the California Online Community College to create “an organized system of accessible, flexible, and high quality online content, courses, and programs focused on providing credible industry-valued credentials compatible with the vocational and educational needs of Californians;” and the Foundation for Community Colleges has received a \$2.4 million grant from Walmart Foundation to help achieve this end;<sup>8</sup>

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) defines distance education as supporting “regular and substantive interaction between the students and instructor” and is not correspondence education, which is “typically self-paced;”<sup>9</sup> and California law as well as best practices specify regular interactions or collaborations with peers and instructors as vital to student success;<sup>10</sup> and Education Code §75001(b)(2) calls for the California Online Community College to offer “flexible course scheduling, start and stop-off times” potentially not bound by traditional semesters, in which students drop in and out of classes based on their competency-based

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<sup>8</sup> “Walmart and the Walmart Foundation Announce Nearly \$4 Million in Grants to Create Innovative Pathways for Lifelong Learning and Training,” Walmart.com, Oct. 9, 2018, <https://news.walmart.com/2018/10/09/walmart-and-the-walmart-foundation-announce-nearly-4-million-in-grants-to-create-innovative-pathways-for-lifelong-learning-and-training>

<sup>9</sup> ACCJC. *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*. Novato, CA: ACCJC. September 2018, p. 114.

<sup>10</sup> Kauffman, Heather. “A review of predictive factors of student success in and satisfaction with online learning.” *Research in Learning Technology*, Vol. 23, 2015. Accessed at <https://journal.alt.ac.uk/index.php/rlt/article/view/1648>

evaluations, which may mean that students are at different stages in curriculum at any given time or that they are determining the pace of the course; and

Whereas, Title 5 §53200 directs academic senates to “consult collegially” with their colleges on academic and professional matters; and that the timeline of the California Online Community College is to develop three program pathways and hire the start-up core team within 1 year of implementation (California Education Code §75001[d][1]);

Resolved, That the Academic Senate for California Community Colleges urge the California Online Community College Board of Trustees to assure that the California Online Community College adhere to the legislative goal that 75% of instruction in the college be conducted by full-time faculty;

Resolved, That the Academic Senate for California Community Colleges assert to the California Online Community College Board of Trustees that faculty maintain primary responsibility for curriculum and academic standards for the California Online Community College;

Resolved, That the Academic Senate for California Community Colleges assert to the California Online Community College Board of Trustees that courses offered by the California Online Community College adhere to Title 5 §55204 and reflect best practices in online course delivery and Accrediting Commission for Community and Junior Colleges (ACCJC) standards, which include instructor-set course pace, professor-initiated interaction, and regular and substantive student-student interaction to ensure student success; and

Resolved, That the Academic Senate for California Community Colleges recommend to the California Online Community College Board of Trustees that the California Online Community College include Academic Senate-appointed faculty as part of the planning process.

Contact: Kelly Rivera, Mt. San Antonio College

**#1.05.01 F18 Amend Resolution 1.05**

Amend the third Resolved:

Resolved, That the Academic Senate for California Community Colleges assert to the California Online Community College Board of Trustees that courses offered by the California Online Community College adhere to Title 5 §55204 and reflect best practices in online course delivery and Accrediting Commission for Community and Junior Colleges (ACCJC) standards, which include but are not limited to instructor-set course pace, professor-initiated interaction, and regular and substantive student-student interaction to ensure student success; and

Contact: Carrie Roberson, Butte College

### **3.0 Diversity and Equity**

#### **+3.01 F18 Non-binary Gender Option on CCC Apply**

Whereas, California law (AB 620, Block 2011) requests annual transmittal of summary demographic data reporting to the legislature regarding sexual orientation, gender identity, and gender expression of students, and California Education Code §66271.2 communicates a concern for obstacles faced by our lesbian, gay, bisexual, transgender, queer, intersex, asexual, and other (LGBTQIA+) students;

Whereas, The California Community College Application (CCC Apply) only provides the options for gender as male, female, and decline to state, and some of our LGBTQIA+ students do not identify with a binary gender;

Whereas, It is imperative to student success that our students know that our system affirms their identities, and currently non-binary students are compelled to select a binary gender designation which can create an obstacle for self-identification and produce an environment where students feel alienated at the beginning of the student journey in the California Community College system; and

Whereas, The *Vision for Success* seeks to produce equitable student outcomes for all student populations, including LGBTQIA+ students and others who identify as non-binary;

Resolved, That the Academic Senate of California Community Colleges work with the California Community Colleges Chancellor's Office to revise CCC Apply to include a gender "non-binary" option so that our students are not compelled to misidentify themselves at the very beginning of their California Community College education.

Contact: Nathaniel Donahue, Santa Monica College

#### **3.01.01 F18 Amend Resolution 3.01**

Amend the second Whereas,

Whereas, The California Community College Application (CCC Apply) only provides the options for gender as male, female, and decline to state, and some of our LGBTQIA+ students do not identify with a binary gender;

Contact: Shaun-Adrián Choflá, Butte College

### **4.0 ARTICULATION AND TRANSFER**

#### **4.01 F18 ASSIST Oversight and Implementation**

Whereas, The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) is the official repository of transfer and articulation agreements between California's public colleges and universities and supports a comprehensive statewide advising and information system "to facilitate the transfer of California Community



College students to either the California State University or University of California systems by providing accurate articulation information”;<sup>11</sup>

Whereas, The ASSIST Executive Management Oversight Committee (EMOC) prioritized resources to support a new modernized ASSIST that has been delayed for two years and made the decision to no longer support the old ASSIST version, causing current transfer and articulation agreements to no longer be accessible to the public;

Whereas, The ASSIST EMOC recently announced secured funding to ensure the public release of the new ASSIST site with all articulation agreements up to date no later than May 2019,<sup>12</sup> delaying public access to ASSIST by an additional year; and

Whereas, The continued lack of a publicly accessible and accurate ASSIST repository severely harms students and the efforts of California community colleges to reach the goals established in the California Community Colleges Chancellor’s Office Vision for Success, including increasing the rate of transfer students to California’s public universities by 35% as supported by the California Community Colleges Guided Pathways Program and the California Promise;

Resolved, That the Academic Senate for California Community Colleges, in coordination with the California Intersegmental Articulation Council, appoint California community college faculty representation to participate on the ASSIST Executive Management Oversight Committee (EMOC), including at least one articulation officer and one transfer center director, to ensure ASSIST functionality enables all users to successfully navigate the transfer experience;

Resolved, That the Academic Senate for California Community Colleges urge the University of California, California State University, and Student Senate for California Community Colleges to request appropriate representation on the ASSIST EMOC to ensure ASSIST functionality enables all users to successfully navigate the transfer experience; and

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor’s Office to allocate the required resources to ensure ASSIST is fully functional as the official articulation repository no later than the launch date of May 2019, including a coherent contingency plan to ensure public access to up-to-date intersegmental articulation agreements available through ASSIST for all years no later than May 2019.

Contact: Tacey Hosley, Cuyamaca College, Area D

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<sup>11</sup> ASSIST Resource Center Mission Statement, <https://resource.assist.org/About>

<sup>12</sup> <https://resource.assist.org/News/development-updates-for-the-new-assist-system-october-12>

## **5.0 BUDGET AND FINANCE**

### **\*5.01 F18 Metrics and Coding Cleanup**

Whereas, The Student Centered Funding Formula determines budget allocations based on student populations and completion, and the California Community College system metrics play a key role in providing colleges data regarding student success;

Whereas, The metrics and cohort definitions are currently lacking in accurate data elements, resulting in rates that are not representative of the correct coursework or student populations in many cases;<sup>13</sup>

Whereas, Legislative accountability is reported based on these metrics and additional new metrics that are being designed to track the implementation of AB 705 and other legislative agendas; and

Whereas, These data and accountability reports are now tied to student financial aid funding through the California College Promise, AB 19 (Santiago, 2017);<sup>14</sup>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to identify any code errors and incorrect cohort construction and develop a process to allow colleges to correct these errors; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to revise and test current metrics for implications that would negatively impact student success and funding allocations.

Contact: Craig Rutan, Executive Committee

### **5.02 F18 Identify and Report Costs of AB 705 (Irwin, 2017)**

Whereas, AB 705 (Irwin, 2017) language indicates that compensation for costs incurred by this statutory provision must be reimbursed to the community college districts,<sup>15</sup> and the California Legislature was incorrectly informed that AB 705 would be a zero sum statute wherein savings from reducing basic skills courses would equally translate into funds appropriated for the necessary expenses for increase in transfer level courses in mathematics and English;

Whereas, The implementation of AB 705 has not been a zero sum statute, as districts have had to maintain necessary coursework for local awards and part-time students, as well as provide the California Community Colleges Chancellor's Office-proposed corequisite classes in math and English;

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<sup>13</sup> <https://www.asccc.org/content/top-code-alignment-project-and-impacts-local-coding>  
<https://www.asccc.org/content/searching-authentic-definition-student-success>  
<https://www.asccc.org/resolutions/datamart-progress-tracking-california-community-college-esl-coding>

<sup>14</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB19](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB19)

<sup>15</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)

Whereas, The default placement rules<sup>16</sup> support that large numbers of students will fail transfer-level coursework in mathematics and English and will thus need additional support or coursework to get back on track; and

Whereas, The reallocation of funds from certain disciplines and certain courses to meet the mandate of AB 705 may eventually negatively impact hiring and ultimately support for degree completion in other disciplines, eroding colleges' ability to provide a holistic educational environment;

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates work within their colleges to develop a plan to identify and analyze costs as a result of AB 705 (Irwin, 2017) implementation.

Contact: Deborah Rosenthal, Bakersfield College, Area A

**#5.02.01 F18 Amend Resolution 5.02**

Strike the third Whereas:

~~Whereas, The default placement rules support that large numbers of students will fail transfer-level coursework in mathematics and English and will thus need additional support or coursework to get back on track; and~~

Contact: Gayle Pitman, Sacramento City College, Area A

**+5.02.02 F18 Amend Resolution 5.02**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~recommend that local academic senates work within their colleges to develop a plan~~ work with the California Community Colleges Chancellor's Office to recommend guidelines for local academic senates, in concert with their colleges, to identify and analyze costs as a result of AB 705 (Irwin, 2017) implementation.

Contact: Kelly Rivera, Mt. San Antonio College

**#5.02.03 F18 Amend Resolution 5.02**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~recommend that local academic senates work within their colleges to develop a plan~~ work with the California Community Colleges Chancellor's office to recommend guidelines for local

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<sup>16</sup> [https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum\\_.pdf](https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_.pdf)

academic senates, in concert with their colleges, to identify, analyze, and report costs as a result of AB 705 (Irwin, 2017) implementation.

Contact: Kelly Rivera, Mt. San Antonio College

**#5.02.04 F18 Amend Resolution 5.02**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges ~~recommend that local academic senates work within their colleges to develop a plan~~ work with the California Community Colleges Chancellor's Office to develop guidelines for local academic senates, to identify and analyze financial costs and other impacts (e.g. hiring, scheduling, and so on) as a result of AB 705 (Irwin, 2017) implementation and disseminate those guidelines by 2020 Spring Plenary Session.

Contact: Wendell Stephenson, Fresno City College

**\*5.03 F18 Develop Resources with Guidance Relevant to the Student Centered Funding Formula**

Whereas, The Academic Senate for California Community Colleges' paper *Budget Considerations – A Primer for Senate Leaders* (2009)<sup>17</sup> built upon the previous paper *The Faculty Role in Planning and Budgeting* (2001)<sup>18</sup> by providing guidance to local senate leaders monitoring and assessing specific types of budget information;

Whereas, The Academic Senate for California Community Colleges' Paper *Budget Considerations – A Primer for Senate Leaders* (2009) was written long before new considerations in local budgeting processes, including additional sources of information that should be assessed and monitored following the enactment of AB 1809 (Ting, 2018)<sup>19</sup>, which added a new funding formula, the Student Centered Funding Formula, to the California Education Code, allocating funds to community college districts based on enrollment, equity, and student success factors; and

Whereas, The concerns raised in the Academic Senate for California Community Colleges' Paper *Performance Based Funding: A Faculty Critique and Action Agenda* (1998)<sup>20</sup> about pressure on academic integrity and neglect of academic expertise under outcomes-based budgeting are relevant under the Student Centered Funding Formula;

Resolved, That the Academic Senate for California Community Colleges develop resources with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula and ensuring local budgeting processes respect academic integrity and academic expertise; and

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<sup>17</sup> [https://www.asccc.org/sites/default/files/publications/Budget-Fall09\\_0.pdf](https://www.asccc.org/sites/default/files/publications/Budget-Fall09_0.pdf)

<sup>18</sup> [https://www.asccc.org/sites/default/files/publications/budget\\_paper\\_fall01\\_0.pdf](https://www.asccc.org/sites/default/files/publications/budget_paper_fall01_0.pdf)

<sup>19</sup> [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB1809](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB1809)

<sup>20</sup> [https://www.asccc.org/sites/default/files/publications/PBFunding\\_0.pdf](https://www.asccc.org/sites/default/files/publications/PBFunding_0.pdf)

Resolved, That the Academic Senate for California Community Colleges update the paper *Budget Considerations – A Primer for Senate Leaders* (2009) with guidance regarding assessing and monitoring sources of information relevant to the Student Centered Funding Formula, including best practices for local budgeting processes, and bring the updated paper to the Spring 2020 Plenary Session for adoption.

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

## **7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE**

### **7.01 F18 Redefine the Faculty Obligation Number to Include Noncredit Faculty**

Whereas, Title 5 §§51025 and 53311 establish the full-time faculty obligation for each California community college, commonly known as the Faculty Obligation Number or FON, and colleges are penalized for failure to meet this obligation;

Whereas, Although AB 1725 (Vasconcellos, 1988) noted the importance of establishing a sufficient body of full-time faculty, stating, “If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full-time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula,” the FON has at many colleges been treated as a maximum number of full-time faculty to be employed rather than as the minimum that it was intended to be, and as a result the percentage of instruction conducted by full-time faculty in the California Community College System has decreased rather than increased since the creation of the FON, and progress has not been achieved toward reaching the legislative goal of 75% of instruction being conducted by full-time faculty;

Whereas, Work toward a revision of the FON, along with the 50% Law, began in 2014 and involved a collegial workgroup with voices from the Academic Senate, all statewide faculty unions, chief executive officers, chief business officers, and the California Community Colleges Chancellor’s Office, and the members of this workgroup unanimously agreed on a proposal that would have revised the FON and presented that proposal to the California Community Colleges Chancellor’s Office Consultation Council on March 17, 2016 to a positive reception<sup>21</sup>, but although the workgroup has continued to pursue and refine this proposal, no concrete action on the proposal has yet been taken; and

Whereas, With the implementation of AB 705 (Irwin, 2017), many colleges are exploring an expansion of noncredit offerings in order to more effectively serve students in need of additional assistance, but noncredit faculty are not included in the FON, and thus the FON creates a disincentive to hiring or assigning full-time faculty in an area of significant student need;

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<sup>21</sup> <https://www.asccc.org/sites/default/files/50-percent-Law-and-FON-Updated-Proposal.pdf>

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Community College League of California, faculty union leadership, and other interested parties to redefine the Faculty Obligation Number in a way that includes noncredit faculty and that more effectively encourages and promotes the hiring of full-time faculty in order to make progress toward the legislative goal of 75% full-time faculty instruction.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Noncredit Committee

**#7.01.01 F18 Amend Resolution 7.01**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office, the Community College League of California, faculty union leadership, and other interested parties to redefine the Faculty Obligation Number in a way that includes noncredit faculty ~~and that more effectively encourages and promotes the hiring of full-time faculty in order to make progress toward the legislative goal of 75% full-time faculty instruction.~~

Contact: Kim Perigo, San Diego Mesa College

**+7.02 F18 Concerns Regarding the California Online Community College**

Whereas, The 2018 California budget trailer bill created the California Online Community College and named the California Community Colleges Board of Governors as the governing board for this new entity;

Whereas, While Title 5 §53203 mandates that local governing boards “will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters,” including program development and curricular decisions, and Education Code §70902 establishes “the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards,” and Education Code §§87610.1 (a), 87663 (f), and 87743.2 require consultation with a local academic senate regarding the negotiation of contract language regarding faculty evaluation and faculty service areas, the California Online Community College has moved forward with decisions on program development, curriculum, and other matters in the absence of an established faculty body or a local academic senate with which to consult;

Whereas, Education Code §75007 states that the California Online Community College will aim to achieve accreditation candidacy by April 1, 2022 and full accreditation by April 1, 2025, yet Education Code §75009 states that the California Online Community College will “plan to be enrolling students by the last quarter of 2019,” creating a situation in which students will be enrolling in unaccredited coursework with no guarantee of its value in terms of academic credibility, articulation, or financial aid; and

Whereas, The California Community College system, as of November 1, 2018, is comprised of 114 accredited colleges, and the system has never included centers or colleges awaiting accreditation in its numbers, yet the California Community Colleges Chancellor's Office has initiated the practice of referring to the system as consisting of 115 colleges even though the structures and standards for the California Online Community College and its consistency with the 114 existing colleges in the system have yet to be established;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to reconsider its practice of referring to the California Online Community College as the 115<sup>th</sup> college or to the system as having 115 colleges until such time that the California Online Community College receives full accreditation;

Resolved, That the Academic Senate for California Community Colleges remind the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors that the California Online Community College is not and should not be exempted from the standards and requirements that apply to the existing 114 colleges in the system; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors to address and resolve all outstanding issues as well as issues that may arise with the California Online Community College in such ways that ensure the appropriate recognition of academic senate purview and faculty voice and that all established system-wide procedures and requirements are respected.

Contact: David Morse, Long Beach City College

### **+7.03 F18 Improving Participatory Governance with the Chancellor of the California Community Colleges**

Whereas, The principle of participatory governance in the California Community Colleges has long been established in practice and codified in law (California Education Code §70901 et seq.) which provides the framework whereby California's community colleges actively practice and teach democracy;

Whereas, Participatory governance functions most effectively when it is practiced at all levels of college governance, as it promotes rapport and buy-in in decision-making, serves to build confidence in the leadership of the chief executive of a campus or system, and is integral to the mission of the California Community Colleges;

Whereas, With the appointment of Eloy Ortiz Oakley as Chancellor of the California Community Colleges, the Academic Senate for California Community Colleges and other representative faculty groups have observed significant changes to the functioning of participatory governance at the state level due to their lack of inclusion in policy discussions concerning academic and professional matters, budget planning and

development, legislative agendas, and other issues that significantly impact the entire California Community College system such as performance-based funding and the creation of the California Online Community College; and

Whereas, Chancellor Eloy Oakley has unnecessarily set an adversarial and defensive tone by limiting collegial consultation and transparency, has actively diminished the role of stakeholder leadership by decreasing access to meetings in which decisions have been made, has exhibited a general disregard of the concerns of the faculty and other stakeholders in a manner that goes against previous practice and the expectations as outlined in the educational code, has commented publicly on the work of the colleges in ways that diminish or demean employees of the colleges, and has appeared to regard the role of the California Community Colleges Chancellor's Office as an agency that should fix the colleges rather than support the colleges and the communities they serve;

Resolved, That the Academic Senate for California Community Colleges express to the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors its urgent and serious concerns regarding failures to engage in participatory governance by Chancellor Eloy Oakley;

Resolved, That the Academic Senate for California Community Colleges provide a report to the Spring 2019 Area Meetings specifying the ways in which the California Community Colleges Chancellor's Office has or has not engaged in substantive participatory governance in terms of ongoing initiatives, new initiatives, and proposed legislation;

Resolved, That the Academic Senate for California Community Colleges explore avenues for addressing failures to engage in participatory governance and recommend as necessary further action or plans with clear and measureable criteria to address these issues at the Spring 2019 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges specifically work with stakeholders, the California Community Colleges Board of Governors, and Chancellor Oakley to improve representation within the California Community Colleges to benefit all colleges, students, and communities.

Contact: Jan Jarrell, San Diego City College

**#7.03.01 F18 Amend Resolution 7.03**

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges express to the California Community Colleges Chancellor's Office and the California Community Colleges Board of Governors its urgent and serious concerns regarding failures to engage in participatory governance ~~by Chancellor Eloy Oakley;~~

Contact: Mayra Cruz, DeAnza College



## **8.0 COUNSELING**

### **8.01 F18 Using Multiple Measures in addition to High School Grade Point Average for Student Assessment and Placement Practices**

Whereas, The default placement rules in the AB 705 Implementation Memo, July 10, 2018<sup>22</sup> are based primarily on high school grade point average, and AB 705 (Irwin, 2017) and Title 5 §55502(i)<sup>23</sup> require colleges to use multiple measures for student assessment and placement;

Whereas, AB 705 (Irwin, 2017) and subsequent Title 5 Regulations revisions will require changes within areas that fall under academic and professional matters, and such changes should be made in collegial consultation with local academic senates; and

Whereas, Title 5 §53200 requires the local governing board and its designee(s) to consult collegially with the local academic senate on all academic and professional matters, in particular curriculum, including establishing prerequisites, degree and certificate requirements, and standards or policies regarding student preparation and success;

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Executive Committee

#### **8.01.01 F18 Amend Resolution 8.01**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline faculty, and ~~counseling faculty, and other appropriate faculty~~ when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Christie Trolinger, Butte College, Area A

#### **8.01.02 F18 Amend Resolution 8.01**

Amend the Resolved:

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<sup>22</sup> [https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum\\_0\\_0.pdf](https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf)

<sup>23</sup> [https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5D3FD35027D811E3A241A8038D8BCC68?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty and with student accessibility services when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Eric Narveson, Evergreen Valley College, Area B

### **#8.01.03 F18 Amend Resolution 8.01**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges urge that local academic senates work with their discipline and counseling faculty and assessment center staff when determining multiple measures and consider that those multiple measures consist of more than high school grade point average for student assessment and placement.

Contact: Kate Williams Browne, Skyline College

## **9.0 CURRICULUM**

### **9.01 F18 Degree and Certificate Awards in Response to the New Funding Formula**

Whereas, The Student Centered Funding Formula that was enacted by the governor's 2018-19 Budget Trailer Bill on June 27, 2018<sup>24</sup> provides monetary incentives for college districts to award the associate degree for transfer over a local associate degree, and when possible multiple degrees or certificates to a single student;

Whereas, The Student Centered Funding Formula may disadvantage smaller colleges that offer fewer local degrees or associate degrees for transfer than larger colleges, as well as colleges that lack robust degree audit programs, as auto-awarding degrees and certificates may be more difficult at such colleges;

Whereas, For students transferring to the University of California, a private institution, or an out of state institution, a local associate degree may provide better preparation than an associate degree for transfer; and

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to support the

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<sup>24</sup> [http://dof.ca.gov/Budget/Trailer\\_Bill\\_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula\\_001.pdf](http://dof.ca.gov/Budget/Trailer_Bill_Language/documents/CommunityCollegeStudent-FocusedApportionmentsFormula_001.pdf)

efforts of colleges to best meet the educational goals of students in both awarding associate degrees and, when appropriate, guiding students through transfer preparation when the University of California or California State University does not require an associate degree;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to provide guidance to colleges for awarding multiple degrees or certificates to a single student; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and other stakeholders to advise local academic senates and curriculum committees about the effects on financial aid when auto-awarding degrees and certificates.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

**+9.01.01 F18 Amend Resolution 9.01**

Amend the fourth Whereas:

Whereas, An increase in the number of degrees or certificates a student is awarded should indicate additional qualifications attained by the student that are above and beyond the qualifications a student would earn from a single degree or certificate, and there are implications, known and unknown, with awarding students degrees and certificates that may impact their short-term and long-term educational opportunities;

Add new third Resolved:

Resolved, That the Academic Senate for California Community Colleges urge local academic senates work with their colleges to establish processes to ensure that no degrees or certificates will be auto-awarded without the expressed and informed affirmative consent of each student; and

Contact: Kelly Rivera, Mount San Antonio College

**9.02 F18 Equalize Noncredit Curriculum Processes to Align with Local Approval of Credit Curriculum Processes**

Whereas, The Curriculum Streamlining Processes,<sup>25</sup> announced in October 2016, to allow colleges to approve and offer curriculum more rapidly now permits colleges to self-certify curriculum for all credit courses, modified credit programs with the exception of associate degrees for transfer, and new credit programs with a goal of local program with the exception of new career technical education credit programs and apprenticeship;<sup>26</sup>

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<sup>25</sup> [http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal\\_April2017.pdf](http://www.ccccurriculum.net/wp-content/uploads/2017/05/WhitePaperFinal_April2017.pdf)

<sup>26</sup> [http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly\\_FINAL.pdf](http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf)

Whereas, With the passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, colleges must be nimble and responsive to an increase in demand for noncredit course offerings; and

Whereas, The question “Can a college require a noncredit support course?” that had a response of “Yes, ...” in the FAQ on AB 705<sup>27</sup> from the California Community Colleges Chancellor’s Office and the Academic Senate for California Community Colleges will lead to an increase in demand for noncredit course offerings;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to equalize noncredit and credit curriculum processes.

Contact: Stephanie Curry, Reedley College, Curriculum Committee

### **9.02.01 F18 Amend Resolution 9.02**

Add new second Whereas:

Whereas, Noncredit course and program proposals require more lengthy review and approval by the California Community Colleges Chancellor’s Office before being offered at a California Community College;

Amend existing second Whereas and reorder as fourth Whereas:

Whereas, The noncredit course approval process must be nimble enough to allow colleges to increase in-demand noncredit course offerings in response to the ~~with the~~ passage of AB 705 (Irwin, 2017) and the California Guided Pathways Award Program, ~~colleges must be nimble and responsive to an increase in demand for noncredit course offerings;~~

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other stakeholders to equalize noncredit curriculum processes to align with local approval of ~~and~~-credit curriculum processes.

Contact: Wendy Brill-Wynkoop, College of the Canyons, Area C

### **9.03 F18 Local Adoption of the California Virtual Campus – Online Education Initiative Course Design Rubric**

Whereas, Online courses reviewed with the California Virtual Campus – Online Education Initiative (CVC – OEI) Course Design Rubric and offered through the CVC –

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<sup>27</sup> [https://asccc.org/sites/default/files/AB705\\_FAQ\\_030218\\_FINAL\\_2.pdf](https://asccc.org/sites/default/files/AB705_FAQ_030218_FINAL_2.pdf)

OEI Course Exchange have a success rate 4.9 percentage points above the statewide average;<sup>28</sup>

Whereas, California Code of Regulations Title 5 §55206 maintains districts' local authority to determine if courses will “be provided through distance education”;<sup>29</sup>

Whereas, ASCCC Resolution 9.01 S15 encourages “local senates to establish rubrics for online course standards”; and

Whereas, The CVC – OEI has indicated in its 5-Year Roadmap that local peer online course review is planned as an activity intended to increase course and degree completion;

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use and explore the development of local peer online course review.

Contact: Julie Oliver, Cosumnes River College, Online Education Committee

**9.03.01 F18 Amend Resolution 9.03**

Amend the Resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates, through their curriculum committees and online education committees, to adopt the CVC – OEI Course Design Rubric for local use ~~and explore the development of local peer online course review.~~; and

Add a second Resolved:

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to explore the development of local peer online course review.

Contact: Carrie Roberson, Butte College, Area A

**+9.03.02 F18 Amend Resolution 9.03**

Add final Resolved

Resolved, That the Academic Senate for California Community Colleges recommend that local academic senates work with their colleges to develop a plan to identify resources so that faculty who wish to participate in local peer online course review may do so.

Contact: Julie Oliver, Cosumnes River College

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<sup>28</sup> <http://ccconlineed.org/about-the-oei/governance/consortium-expansion/>

<sup>29</sup> [https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/ID00A2170D48411DEBC02831C6D6C108E?transitionType=Default&contextData=(sc.Default))

**9.04 F18 Flexibility in Local Curriculum Submission Deadlines as Related to the Implementation of AB 705 (Irwin, 2017)**

Whereas, Guidelines for AB 705 (Irwin, 2017) implementation were disseminated to the California community colleges on July, 10, 2018,<sup>30</sup> and changes to Title 5 regulations for compliance with AB 705 (Irwin, 2018) are expected no earlier than January 2019;

Whereas, Professional development opportunities regarding AB 705 (Irwin, 2017) are planned throughout fall 2018;

Whereas, Colleges must fully implement AB 705 (Irwin, 2017) by fall 2019, while many colleges have curriculum submission deadlines in September 2018 for courses to be offered in fall 2019, and more time may be needed in order for faculty to design innovative curriculum options in response to AB 705 (Irwin, 2017) and to meet the needs of diverse student populations; and

Whereas, The University of California and the California State University recently announced that they have extended the deadline for courses specifically related to the implementation of AB 705 (Irwin, 2017) in the areas of mathematics/quantitative reasoning and English composition/written communication for the University of California Transfer Course Agreement (UCTCA) until November 15, 2018, and for the Intersegmental General Education Transfer Curriculum (IGETC) and CSU General Education Breadth to March 1, 2019;

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to be flexible with catalog and scheduling deadlines.

Contact: Executive Committee

**9.04.01 F18 Amend Resolution 9.04**

Amend the Resolveds:

Resolved, That the Academic Senate for California Community Colleges encourage local curriculum committees to be flexible with curriculum submission deadlines within the constraints dictated by regulations and accreditation standards in order to comply with AB 705 (Irwin, 2017); and

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<sup>30</sup> [https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum\\_0\\_0.pdf](https://asccc.org/sites/default/files/AA%2018-40%20AB%20705%20Implementation%20Memorandum_0_0.pdf)

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to work with their administrations and governing boards to provide adequate resources to support ~~to be flexible with~~ catalog and scheduling deadlines.

Contact: Fred Teti, City College of San Francisco, Area B

### **13.0 General Concerns**

#### **+13.01 F18 Provide Sufficient Resources and Adequate Support for AB 705 (Irwin, 2017) Implementation**

Whereas, AB 705 (Irwin, 2017) implementation will result in most California community college students placing directly into transfer-level mathematics and English courses starting in the fall of 2019<sup>31</sup>;

Whereas, The California Community Colleges Chancellor's Office has recommended or strongly recommended that students taking mathematics and English courses receive additional academic and concurrent support based on their high school performance<sup>32</sup>;

Whereas, The Student Centered Funding Formula (SCFF) for California Community Colleges will directly fund community college districts based on student success metrics such as completion of transfer-level English and mathematics, certificates, associate degrees, and transfer to a four-year institution<sup>33</sup>; and

Whereas, Funding for tutoring, supplemental instruction, learning centers, and other learning resources at local colleges has often been insufficient, inconsistent, and/or subject to cutbacks;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and all stakeholders to develop guidance on providing sufficient resources to support implementation of AB 705 (Irwin, 2017); and

Resolved, That the Academic Senate for California Community Colleges urge local colleges to develop and implement sound policies and practices to ensure adequate funding for academic and concurrent support services, such as tutoring, supplemental instruction, and learning centers to ensure that all students have the support that they need to be successful after AB 705 (Irwin, 2017) implementation.

Contact: Angela C. Echeverri, Los Angeles Mission College

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<sup>31</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705)

<sup>32</sup> <https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b6ccfc46d2a73e48620d759/1533857732982/07.18+AB+705+Implementation+Memorandum.pdf.pdf>

<sup>33</sup> [https://www.ccleague.org/sites/default/files/pdf/state-advocacy/2018-19\\_budget\\_summary\\_league.pdf](https://www.ccleague.org/sites/default/files/pdf/state-advocacy/2018-19_budget_summary_league.pdf)

**#13.01.01 F18 Amend Resolution 13.01**

Amend fourth Whereas:

Whereas, Funding for tutoring, supplemental instruction, library, learning centers, and other learning resources at local colleges has often been insufficient, inconsistent, and/or subject to cutbacks;

Amend second Resolved:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to develop and implement sound policies and practices to ensure adequate funding for academic, ~~and~~ concurrent, and student support services, such as tutoring, supplemental instruction, library and learning centers to ensure that all students have the support that they need to be successful after AB 705 (Irwin, 2017) implementation.

Contact: Chisato Uyeki, Mt. San Antonio College

**15.0 INTERSEGMENTAL ISSUES**

**15.01 F18 Support for University of California Associate Degrees for Transfer in Physics and Chemistry**

Whereas, The Academic Senate for California Community Colleges has demonstrated through previous positions (Resolutions 4.01 F17, 15.01 F17) a commitment to supporting the academic goals of students who seek a baccalaureate degree by transferring to universities;

Whereas, Long-standing issues continue to exist regarding associate degrees for transfer (AD-T) to the California State University system for both chemistry and physics transfer students, including adequate course preparation for junior-level status; and

Whereas, A joint collaboration between the Academic Senate for Community Colleges and the University of California Academic Senate has resulted in proposed University of California (UC) AD-Ts in both chemistry and physics that are aligned with the expectations of undergraduate preparation for those degrees<sup>34</sup> and include guaranteed admission to the UC system with all UC campuses committed to participate;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and the University of California Academic Senate (UCAS) to offer by fall 2019 UC Associate Degrees for Transfer in Physics and Chemistry.

Contact: Rebecca Eikey, Executive Committee

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<sup>34</sup> [https://asccc.org/sites/default/files/UC%20Pathways\\_Physics\\_Template%20-%20edited%209-4-18.pdf](https://asccc.org/sites/default/files/UC%20Pathways_Physics_Template%20-%20edited%209-4-18.pdf)  
[https://asccc.org/sites/default/files/UC%20Pathways\\_Chemistry\\_Template\\_edited9.4.18.pdf](https://asccc.org/sites/default/files/UC%20Pathways_Chemistry_Template_edited9.4.18.pdf)



**+15.02 F18 Approval and Backdating of CSU Area C2 and IGETC Area 3B Submissions of Advanced ESL Coursework for Fall 2018**

Whereas, Prior to release of the California Community College Chancellor's Office (CCCCO) and Academic Senate for California Community Colleges (ASCCC) joint guidance memo for credit English as a second language (ESL) (AA 18-41)<sup>35</sup>, the California State University Office of the Chancellor (CSUOC) and University of California Office of the President (UCOP) announced that course approvals for California State University General Education (CSU GE) Breadth or Intersegmental General Education Transfer Curriculum (IGETC) would not be backdated;<sup>36</sup>

Whereas, The CCCO and ASCCC joint guidance memo for Credit English as a Second Language (AA 18-41) recommends submission of advanced credit ESL courses for fulfillment of the CSU GE Area C2, which, therefore, also applies to the equivalent IGETC Area 3B Humanities requirement; and

Whereas, Fulfillment of CSU GE Area C2 and IGETC Area 3B will not only allow ESL students to reach their degree or transfer achievements sooner but will save an individual student enrolled in credit ESL courses from taking between 6-15 units for competencies that, according to the *Guiding Notes for General Education Course Reviewers*<sup>37</sup>, can be effectively met through ESL courses, thus fulfilling the intent of AB 705 (Irwin, 2017) to reduce students' time to completion by reducing extraneous units while meeting CSU GE Area C2 or IGETC Area 3B requirements;

Resolved, That the Academic Senate of the California Community Colleges encourage California State University and the University of California partners to approve fulfillment of CSU GE Area C2 and IGETC Area 3B requirements with advanced ESL courses; and

Resolved, That the Academic Senate of the California Community Colleges encourage California State University and University of California partners to allow backdating of the current academic year for CSU GE and IGETC decisions for English, mathematics, and ESL submissions related to AB 705 (Irwin 2017).

Contact: Leigh Anne Shaw, San Mateo County Community College District

**#15.02.01 F18 Amend Resolution 15.02**

Amend the second Resolved:

Resolved, That the Academic Senate of the California Community Colleges encourage California State University and University of California partners to allow backdating of

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<sup>35</sup><https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b68e1ba70a6add62b06a9a9/1533600186421/AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL.pdf>

<sup>36</sup> *Email sent by Wrynn, Alison, October 10, 2017 "Annual submission of CCC outlines for American Institutions, IGETC, and CSU GE Breadth."*

<sup>37</sup> <http://www.calstate.edu/app/geac/documents/ge-reviewers-guiding-notes.pdf>

the current academic year for CSU GE and IGETC decisions for ~~English, mathematics,~~ and ESL submissions related to AB 705 (Irwin 2017).

Contact: Rebecca Snyder, Reedley College

## **17.0 LOCAL SENATES**

### **17.01 F18 Guided Pathways, Strategic Enrollment Management, and Program Planning**

Whereas, Previous resolutions and papers from the Academic Senate have encouraged faculty participation in curriculum development, program planning, enrollment management, and scheduling;<sup>38</sup>

Whereas, California Community Colleges Guided Pathways is intended to create a sustainable framework for institutions to develop local implementations that serve the needs of all students in helping them identify and meet their educational goals;

Whereas, Availability of courses and programs in conjunction with the time and place they are offered represents key factors that directly impact the success of students; and

Whereas, Colleges have traditionally developed schedules by disciplines or departments in contrast to considerations across disciplines and across general education;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to review the faculty representation on enrollment management committees to ensure broad representation, program expertise, and general education expertise; and

Resolved, That the Academic Senate for California Community Colleges update the paper *Enrollment Management Revisited* (2009) in light of the new Student Centered Funding Formula, California Community Colleges Guided Pathways, and the implementation of AB 705 (Irwin, 2017) and bring the updated paper to the Spring 2020 Plenary Session for adoption.

Contact: Dolores Davison, Executive Committee

### **\*17.02 F18 Establish Local Open Educational Resources Liaisons**

Whereas, The Academic Senate for California Community Colleges will be initiating a five-year open educational resources (OER) initiative in spring 2019 that will provide OER-related support and resources to the colleges and gather data from the colleges related to OER use and challenges;

Whereas, Research has shown that access to and use of textbooks and ancillary materials are correlated with successful course completion by students, and students postpone or

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<sup>38</sup> <https://www.asccc.org/resolutions/faculty-involvement-scheduling-courses>  
[https://asccc.org/sites/default/files/ClassCapsS12\\_0.pdf](https://asccc.org/sites/default/files/ClassCapsS12_0.pdf)  
[https://www.asccc.org/sites/default/files/publications/Enrollment-Mgmt-Spring09\\_0.pdf](https://www.asccc.org/sites/default/files/publications/Enrollment-Mgmt-Spring09_0.pdf)  
<https://www.asccc.org/resolutions/adopt-enrollment-management-revisited>  
<https://www.asccc.org/resolutions/course-development-and-enrollment-management>

fail to purchase textbooks due to escalating textbook prices and other educational costs, which could impact their success and course completion;

Whereas, Various college-level OER funding opportunities have required the establishment of a local point-person to coordinate such efforts, and the Academic Senate for California Community Colleges has urged local senates to be involved in the process for appointing individuals to such positions (Resolution 19.10 S16); and

Whereas, The OER initiative plan developed by the Academic Senate for California Community Colleges proposes to further OER use by providing centralized support for local OER efforts, and that support must be informed by local needs and effectively disseminated at the colleges;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to identify a local OER point-person to act as a liaison to facilitate OER-related communication between the college and the Academic Senate for California Community Colleges.

Contact: Michelle Pilati, Rio Hondo College, OER Task Force

#### **+17.03 F18 Maintaining Academic Rigor in Support of Student Success**

Whereas, The new Student Centered Funding Formula (SCFF) provides financial incentives to local districts for degree and certificate completion as well as completion of college-level English and mathematics within the first year that could lead to pressure on faculty to increase success and completion rates to maximize college funding;

Whereas, Additional emphasis of completion of college-level English and mathematics is not only incentivized in the SCFF but also in AB 705 (Irwin, 2017), which mandates that California community colleges maximize the probability of completion of college-level English and mathematics courses within one year through their curricular pathways; and

Whereas, Faculty are dedicated to providing support for students to reach both their short-term and long-term academic, professional, and personal goals;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to facilitate robust discussions between discipline faculty on appropriate levels of academic rigor for all disciplines and work with administration and staff to find ways to support students in attaining these levels; and

Resolved, That the Academic Senate for California Community Colleges urge discipline faculty engaging in conversations regarding academic rigor to consider both the definition of student success and the importance of short-term and long-term student goals within the college and beyond.

Contact: Erik Reese, Moorpark College

## **18.0 MATRICULATION**

### **18.01 F18 Guided Self-Placement**

Whereas, The implementation of California Community Colleges Guided Pathways depends on students making important decisions about their own futures, including students identifying their educational goals, understanding different pathway options, and analyzing different coursework to navigate their education;

Whereas, Research indicates that students who engage metacognitively with their learning are more likely to persist, succeed in coursework, and complete;<sup>39</sup> and

Whereas, Students have a right to select their own educational pathways and deserve adequate information with clear guidance to assist them with making informed decisions;

Resolved, That the Academic Senate for California Community Colleges make available to colleges guided self-placement strategies, including a variety of options that support the success of California community college students; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students access to the local guided self-placement process.

Contact: Janet Fulks, Bakersfield College, Guided Pathways Task Force

#### **+18.01.01 F18 Amend Resolution 18.01.**

Amend the second Resolved:

Resolved, That the Academic Senate for California Community Colleges urge local senates to implement policies that give all students access to the local guided self-placement process for English and mathematics as well as the appropriate assessment tools for credit English as a second language.

Contact: Leigh Anne Shaw, San Mateo County Community College District

## **19.0 PROFESSIONAL STANDARDS**

### **\*19.01 F18 Encourage Dialog about Equivalency Practices**

Whereas, Use of equivalency is required by California Education Code §87359, and the “agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications”;

Whereas, The subjective nature of evaluating a candidate’s experience and training against the degrees and professional experience required to meet minimum qualifications

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<sup>39</sup> Duckworth, A (2016), *Grit: The Power of Passion and Perseverance*; Dweck, C and Gavin, M (2009) *Mindset: The New Psychology of Success*

makes it difficult for colleges to confidently apply the equivalency process to candidates with little to no formal academic education, especially in career technical education disciplines where industry professionals may be experts in their fields without having completed an associate degree;

Whereas, Equivalency processes at California Community Colleges are locally established, vary widely, and may or may not include a means for evaluating equivalency to the associate degree, particularly the general education component; and

Whereas, Resolution 10.05 S17 called for the Academic Senate for California Community Colleges “to develop and disseminate resources that empower local senates to evaluate and assess” the qualifications of faculty with significant professional experience but not necessarily sufficient academic preparation;

Resolved, That the Academic Senate for California Community Colleges work with faculty, equivalency committees, and other stakeholders to review proposed equivalency resources, collect feedback, and make revisions as needed to ensure the finished resources meet the needs of local senates; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office in Spring 2019 to facilitate dialog among local senates and equivalency committees about equivalency practices and about determining equivalencies to the associate degree.

Contact: Cheryl Aschenbach, Executive Committee

**\*19.01.01 F18 Amend Resolution 19.01**

Amend the first Resolved:

Resolved, That the Academic Senate for California Community Colleges work with faculty, to disseminate proposed equivalency resources for feedback and ensure equivalency committees, and other stakeholders ~~to~~ review proposed equivalency resources, ~~collect feedback,~~ and make revisions as needed to ensure the finished resources meet the needs of local senates; and

Contact: Jeff Burdick, Clovis Community College, Area A

## ADVANCED PLACEMENT (AP) EXAMS: COURSE EQUIVALENCIES AND GENERAL EDUCATION CREDIT

Students may earn credit for College Board Advanced Placement (AP) Exams with scores of 3, 4, or 5 (unless otherwise noted below). AP credit can be used to meet institutional requirements for Chaffey College (general education and/or major requirements), and transfer requirements for the CSUs, UCs, CSU GE-Breadth, and IGETC. Course credit and units granted at Chaffey College may differ from course credit and units granted by a transfer institution. The actual AP transfer credit awarded is determined by the CSU and UC\*.

AP EXAM	Chaffey College Credit			Chaffey College General Education Pattern (AP Scores of 3, 4, or 5)	
	AP Score	Course Equivalency	Unit Credit (Semester)	Subject Area	Minimum GE Credits (Semester)
Art History	3, 4, 5	No equivalent course	6 units	C1: Art <u>or</u> C2: Humanities	3 units
Biology	3, 4, 5	BIOL-1	4 units	B: Natural Sciences	4 units
Calculus AB or AB Subscore <sup>1</sup>	3, 4, 5	MATH-65A	4 units	A2: Communication and Analytical Thinking <u>and</u> Math Competency	3 units
Calculus BC <sup>1</sup>	3, 4, 5	MATH-65A <u>and</u> MATH-65B	4 units + 4 units	A2: Communication and Analytical Thinking <u>and</u> Math Competency	3 units
Chemistry	3, 4, 5	CHEM-24A	5 units	B: Natural Sciences	4 units
Chinese Language and Culture	3, 4, 5	CHIN-1 <u>and</u> CHIN-2	4 units + 4 units	C2: Humanities	3 units
Comparative Government and Politics	3, 4, 5	No equivalent course	3 units	D1: American Institutions	3 units
Computer Science A <sup>2</sup>	3, 4, 5	COMPSCI-1	3 units	N/A	3 units
Computer Science AB <sup>2</sup>	3, 4, 5	No equivalent course	3 units	N/A	3 units
Computer Science Principles	3, 4, 5	No equivalent course	3 units	N/A	3 units
English – Language and Composition	3, 4, 5	ENGL-1A	3 units	A1: English Composition	3 units
English – Literature and Composition	3, 4, 5	ENGL-1A <u>and</u> ENGL-1C	3 units + 3 units	A1: English Composition <u>or</u> C2: Humanities	3 units
Environmental Science	3, 4, 5	No equivalent course	4 units	B: Natural Sciences	4 units
European History	3, 4, 5	No equivalent course	3 units	C2: Humanities <u>or</u> D2: Behavioral Sciences	3 units
French Language and Culture	3, 4, 5	FR-1 <u>and</u> FR-2	4 units + 4 units	C2: Humanities	3 units
French Literature	3, 4, 5	No equivalent course	4 units	C2: Humanities	3 units
German Language and Culture	3, 4, 5	No equivalent course	8 units	C2: Humanities	3 units
Human Geography	3, 4, 5	No equivalent course	3 units	D2: Behavioral Sciences	3 units
Italian Language and Culture	3, 4, 5	No equivalent course	8 units	C2: Humanities	3 units
Japanese Language and Culture	3, 4, 5	No equivalent course	8 units	C2: Humanities	3 units
Latin <sup>3</sup>	3, 4, 5	No equivalent course	8 units	C2: Humanities	3 units
Latin – Literature <sup>3</sup>	3, 4, 5	No equivalent course	8 units	C2: Humanities	3 units

<sup>1</sup>AP Calculus Exam Limitations: Only one exam may be used for unit credit.

<sup>2</sup>AP Computer Science Exam Limitations: Only one exam may be used for unit credit.

<sup>3</sup>AP Latin Exam Limitations: Maximum 8 semester units toward Chaffey College credit.

\*Credit for external exams at CSUs and UCs varies by campus, but minimum acceptance standards are updated and published periodically. For CSUs and CSU GE-Breadth applicability, see “Systemwide Credit for External Examinations” [Memo ASA-2018-06](http://www.calstate.edu/AcadAff/CodedMemos) at [www.calstate.edu/AcadAff/CodedMemos](http://www.calstate.edu/AcadAff/CodedMemos). For UCs, see “Exam Credit” at <http://admission.universityofcalifornia.edu/counselors/exam-credit>. For IGETC, see the most recent “IGETC Standards” document at <http://icas-ca.org/standards-policies-and-procedures-manual>.

## ADVANCED PLACEMENT (AP) EXAMS: COURSE EQUIVALENCIES AND GENERAL EDUCATION CREDIT

Students may earn credit for College Board Advanced Placement (AP) Exams with scores of 3, 4, or 5 (unless otherwise noted below). AP credit can be used to meet institutional requirements for Chaffey College (general education and/or major requirements), and transfer requirements for the CSUs, UCs, CSU GE-Breadth, and IGETC. Course credit and units granted at Chaffey College may differ from course credit and units granted by a transfer institution. The actual AP transfer credit awarded is determined by the CSU and UC\*.

AP EXAM	Chaffey College Credit			Chaffey College General Education Pattern (AP Scores of 3, 4, or 5)	
	AP Score	Course Equivalency	Unit Credit (Semester)	Subject Area	Minimum GE Credits (Semester)
Latin – Vergil	3, 4, 5	No equivalent course	3 units	C2: Humanities	3 units
Macroeconomics	3, 4, 5	ECON-2	3 units	D1: American Institutions	3 units
Microeconomics	3, 4, 5	ECON-4	3 units	D1: American Institutions	3 units
Music Theory	3, 4, 5	MUSIC-5	4 units	C1: Arts	3 units
Physics 1: Algebra-based <sup>4</sup>	3, 4, 5	PHYS-5 <u>and</u> PHYS-6	3 units + 1 unit	B: Natural Sciences	4 units
Physics 2: Algebra-based <sup>4</sup>	3, 4, 5	PHYS-5 <u>and</u> PHYS-6	3 units + 1 unit	B: Natural Sciences	4 units
Physics B <sup>4</sup>	3, 4, 5	PHYS-5 <u>and</u> PHYS-6	3 units + 1 unit	B: Natural Sciences	4 units
Physics C – Electricity/Magnetism	3, 4, 5	PHYS-46	5 units	B: Natural Sciences	4 units
Physics C – Mechanics	3, 4, 5	PHYS-45	5 units	B: Natural Sciences	4 units
Psychology	3 4, 5	No equivalent course PSYCH-1	0 units 3 units	D2: Behavioral Sciences	3 units
Research	N/A	No equivalent course	0 units	N/A	0 units
Seminar	N/A	No equivalent course	0 units	N/A	0 units
Spanish Language and Culture	3, 4, 5	SPAN-1 <u>and</u> SPAN-2	4 units + 4 units	C2: Humanities	3 units
Spanish Literature and Culture	3, 4, 5	SPAN-3	4 units	C2: Humanities	3 units
Statistics	3, 4, 5	STAT-10	4 units	A2: Communication and Analytical Thinking <u>and</u> Math Competency	3 units
Studio Art – 2D	3, 4, 5	No equivalent course	3 units	C1: Arts	3 units
Studio Art – 3D	3, 4, 5	ART-12	4 units	C1: Arts	3 units
Studio Art – Drawing	3, 4, 5	ART-14	3 units	C1: Arts	3 units
U.S. Government and Politics	3, 4, 5	PS-1	3 units	D1: American Institutions	3 units
U.S. History	3, 4, 5	HIST-17 <u>and</u> HIST-18	3 units + 3 units	C2: Humanities <u>or</u> D1: American Institutions	3 units
World History	3, 4, 5	No equivalent course	3 units	C2: Humanities <u>or</u> D1: American Institutions	3 units

<sup>4</sup>AP Physics Exam Limitations (for Physics 1, 2, and B): Maximum 4 semester units toward Chaffey College credit.

\*Credit for external exams at CSUs and UCs varies by campus, but minimum acceptance standards are updated and published periodically. For CSUs and CSU GE-Breadth applicability, see “Systemwide Credit for External Examinations” [Memo ASA-2018-06](http://www.calstate.edu/AcadAff/CodedMemos) at [www.calstate.edu/AcadAff/CodedMemos](http://www.calstate.edu/AcadAff/CodedMemos). For UCs, see “Exam Credit” at <http://admission.universityofcalifornia.edu/counselors/exam-credit>. For IGETC, see the most recent “IGETC Standards” document at <http://icas-ca.org/standards-policies-and-procedures-manual>.