



**Academic Senate**  
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

## **51<sup>st</sup> FALL SESSION RESOLUTIONS**

### ***FOR DISCUSSION AT AREA MEETINGS ON MARCH 23-24, 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 April 14, 2018.*

#### Resolutions Committee 2017-18

Ginni May, ASCCC Area A Representative (Chair)  
Rebecca Eikey, ASCCC Area C Representative  
Carrie Roberson, ASCCC North Representative  
Geoffrey Dyer, Taft College, Area A  
Leigh Anne Shaw, Skyline College, Area B  
Michael Dighera, Rio Hondo College, Area C  
Donna Greene, College of the Desert, Area D

## RESOLUTIONS PROCESS

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

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

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

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

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

## CONSENT CALENDAR

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

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

- \*4.01 S18 Develop a Paper on Effective Transfer Practices
- \*3.01 S18 Adopt the Paper *A Re-examination of Faculty Hiring Processes and Procedures*
- \*7.02 S18 Wrap-Around Services and Online Student Success
- \*7.03 S18 Including Noncredit in All Student Success Statewide Initiatives
- \*9.01 S18 Adopt the Paper *Effective Practices for Educational Program Development*
- \*11.01 S18 Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective*
- \*17.01 S18 Noncredit Instruction in Guided Pathways Efforts

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## **1.0 ACADEMIC SENATE**

### **1.01 S18 Adopt the 2018-2023 ASCCC Strategic Plan**

Whereas, Strategic planning is an important activity for any successful organization, as this activity provides clear direction and stability and ensures that the organization's leadership is responsive to its members;

Whereas, The initial draft of the strategic plan for the Academic Senate for California Community Colleges (ASCCC) was created by the elected representatives of the ASCCC, the Executive Committee, with careful thought regarding the organization's mission and purpose as well as consideration of the ASCCC Executive Committee members' perceptions of the wishes of faculty statewide and with attention to the future health and growth of the ASCCC; and

Whereas, The current Strategic Plan of the ASCCC expires in 2018;

Resolved, That the Academic Senate for California Community Colleges adopt the 2018-2023 ASCCC Strategic Plan<sup>1</sup>.

Contact: Executive Committee

## **3.0 DIVERSITY AND EQUITY**

### **\*3.01 S18 Adopt the Paper A Re-examination of Faculty Hiring Processes and Procedures**

Whereas, Resolution 3.01 S17 directed the Academic Senate for California Community Colleges to "update the paper *A Re-examination of Faculty Hiring Processes and Procedures* and bring it to the Spring 2018 Plenary Session for discussion and possible adoption";

Resolved, That the Academic Senate for California Community Colleges adopt the paper *A Re-examination of Faculty Hiring Processes and Procedures*<sup>2</sup> and disseminate to local senates and curriculum committees upon its adoption.

Contact: Dolores Davison, Equity and Diversity Action Committee

## **4.0 ARTICULATION AND TRANSFER**

### **\*4.01 S18 Develop a Paper on Effective Transfer Practices**

Whereas, California Education Code, Title 5 regulations, local policies and procedures, and restrictions placed on colleges by the California State University (CSU), the University of California (UC), independent institutions and out-of-state institutions result

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<sup>1</sup> <https://asccc.org/sites/default/files/ASCCC%20Strategic%20Plan%202018-2021%20for%20Area%20Meetings%20Discussion.pdf>

<sup>2</sup> <https://asccc.org/sites/default/files/Hiring%20Paper%20Final%203.12.18.pdf>

in a wide variety of transfer practices and standards around the state leading to confusion among colleges as well as the exclusion and inequitable treatment of transfer-bound students across the system; and

Whereas, The Academic Senate for California Community Colleges has numerous resolutions in support of transfer opportunities for students such as Resolution 4.01 F17 “Support Students Transferring to UC, CSU, and Private and Out-of-State Institutions”;

Resolved, That the Academic Senate for California Community Colleges develop a paper identifying effective practices around transfer to assist colleges to create and apply uniform and equitable transfer policies and bring the paper to the Fall 2019 Plenary Session for adoption.

Contact: Executive Committee

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

### **7.01 S18 Support Equity Minded Funding That Relies on Locally Identified Goals**

Whereas, The 2018-2019 Governor’s Budget Trailer Bill Language (February 20, 2018) proposes a new “student centered” college funding formula with metrics on the number of disadvantaged students and number of completions that may result in competition among the 114 California community colleges for funds;

Whereas, The proposed performance-based model funding is in disagreement with Academic Senate for California Community Colleges positions opposing performance-based funding models, including Resolution 5.01 S11 on success-based metrics that asserts “that any such proposed funding modifications should be additive and above base funding;” and

Whereas, The proposed funding formula in the 2018-2019 Governor’s Budget Trailer Bill Language (February 20, 2018) calls for system-wide consultation in developing criteria and standards for making the annual budget requests;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to establish equity-minded funding approaches that rely primarily on progress toward locally identified goals while ensuring access for all students and maintaining instructional quality and rigor.

Contact: Executive Committee

### **\*7.02 S18 Wrap-Around Services and Online Student Success**

Whereas, The 2018-2019 Governor’s Budget Trailer Bill Language (February 23, 2018) calls for creation of a new California Online Community College District for "working

adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations;"

Whereas, The Accrediting Commission for Community and Junior Colleges requires that student support services comparable to those for face-to-face students exist for students taking courses online;

Whereas, Numerous studies have demonstrated that students taking online courses require significant support services, to the point that the Online Education Initiative (OEI) states on its "Student Success" homepage<sup>3</sup> that "increasing student success involves many aspects of student support beyond that provided by the classroom instructor;" and

Whereas, The California Community Colleges Chancellor's Office, in its most recent online education report<sup>4</sup>, makes it clear that the growth of online courses and programs, "creates new challenges for colleges that must now provide student services and other support in a virtual world";

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to support wraparound student services as an essential component for the success of online students.

Contact: Executive Committee

**\*7.03 S18 Including Noncredit in All Student Success Statewide Initiatives**

Whereas, Career Development and College Preparation noncredit instruction serves as an integral part of current and future student success efforts by providing pathways to college credit programs that lead to completion of degree and certificate programs in transfer and Career and Technical Education programs for students who are unprepared or underprepared for college; and

Whereas, Student success initiatives such as the Guided Pathways Award Program and Student Equity did not explicitly identify noncredit programs as integral components of such student success efforts;

Resolved, That the Academic Senate for California Community Colleges urge the California Community Colleges Chancellor's Office to recognize noncredit programs as an important part of all current and future student success efforts, including the guided pathways frameworks colleges are working to develop and implement; and

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<sup>3</sup> <http://ccconlineed.org/student-success-resources/>

<sup>4</sup> Page 16:

[http://californiacommunitycolleges.cccco.edu/portals/0/reportstb/report\\_distanceeducation2013\\_090313.pdf](http://californiacommunitycolleges.cccco.edu/portals/0/reportstb/report_distanceeducation2013_090313.pdf)

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office and system partners to ensure the inclusion of noncredit allocation in the initial release of statewide initiatives and include provisions allowing colleges and districts to include noncredit programs in their planning and implementation efforts.

Contact: Curtis Martin, Noncredit Committee, Modesto Junior College

## **9.0 CURRICULUM**

### **\*9.01 S18 Adopt the Paper *Effective Practices for Educational Program Development***

Whereas, Resolution 9.02 S16 directed the Academic Senate for California Community Colleges to “develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Effective Practices for Educational Program Development*<sup>5</sup> and disseminate to local senates and curriculum committees upon its adoption.

Contact: Randy Beach, Educational Policies Committee

### **9.02 S18 Pathways to Meet General Education Requirements of Quantitative Reasoning**

Whereas, The California State University (CSU), through CSU Executive Order 1100 no longer requires that a course included in CSU General Education Breadth Area B4, Quantitative Reasoning, has an explicit prerequisite of intermediate algebra;

Whereas, AB 705 (Irwin, 2017) requires that “a community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in... mathematics within a one-year timeframe” and “for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in...mathematics within a one-year timeframe” and mathematics is a required component of all quantitative reasoning courses;

Whereas, Curriculum, including establishing prerequisites, degree and certificate requirements, educational program development, and standards or policies regarding student preparation and success fall under the purview of local academic senates as academic and professional matters as per the “10+1” in Title 5 §53200 and as such administrators should defer to the expertise of the academic senate to develop curricular pathways and placement models that serve the needs of students while complying with all legal requirements; and

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<sup>5</sup> <https://asccc.org/sites/default/files/Effective%20Practices%20Paper%203.12.18.pdf>



Whereas, In fall 2017, the Academic Senate for California Community Colleges (ASCCC), the California Mathematics Council of Community Colleges (CMC<sup>3</sup>) and the California Mathematics Council of Community Colleges-South (CMC<sup>3</sup>-South) joined together and formed a task force to address math and quantitative reasoning education in California community colleges and has provided the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I<sup>6</sup> as options for colleges to consider in moving toward compliance with AB 705 (Irwin, 2017);

Resolved, That the Academic Senate for California Community Colleges recognize multiple pathways for students to achieve transfer-level competency in math and quantitative reasoning; and

Resolved, That the Academic Senate for California Community Colleges endorse the California Community Colleges Math and Quantitative Reasoning Task Force Recommendations – Part I as one option that colleges may consider as they implement changes related to AB 705 (Irwin, 2017).

Contact: Executive Committee

## **10.0 DISCIPLINES LIST**

### **10.01 S18 Revise the Disciplines List Revision Process**

Whereas, The original Disciplines List was approved in 1989, with many of the discipline minimum qualifications having remained unchanged since its original publication;

Whereas, Multiple issues with the clarity of the minimum qualifications for disciplines have arisen over time, including changes to the names of degrees, the order of degree names, punctuation issues, and the lack of consistent clarity provided for the appropriate application of the disciplines not requiring a master's degree; and

Whereas, The process to revise the Disciplines List occurs annually, but requires proposals to revise existing disciplines and add new disciplines to originate from the field through local senates or discipline organizations, which may result in the lack of a consistent and thorough review of the discipline minimum qualifications;

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Revision Process in order that the Disciplines List is updated in such a way that ensures that the minimum qualifications for all disciplines are current and provide clarity to the field; and

Resolved, That the Academic Senate for California Community Colleges convene a task force to initiate a complete and thorough review of the Disciplines List for the purpose of engaging discipline faculty to update and clarify all faculty minimum qualifications.

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<sup>6</sup> <https://asccc.org/events/2018-04-12-150000-2018-04-14-230000/2018-spring-plenary-session-0> or <https://asccc.org/directory/math-and-quantitative-reasoning-task-force>.

Contact: John Freitas, Standards and Practices Committee, Executive Committee

## **10.02 S18 Endorse Proposed Revisions to Apprenticeship Minimum Qualifications**

Whereas, The delegates at the Fall 2017 Plenary Session approved Resolution 10.01 F17 which calls for the Academic Senate for California Community Colleges to “continue efforts to engage in sustained and respectful dialog and collaboration with the Department of Industrial Relations, the California Apprenticeship Council, and the broader apprenticeship community to provide the highest quality educational experiences in all apprenticeship programs offered by the California Community Colleges”;

Whereas, Representatives of the Academic Senate for California Community Colleges and representatives of the California Apprenticeship Council engaged in sustained and respectful dialogue and reached agreement on the following revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413:

*(a) The minimum qualifications for service as an ~~community college faculty member~~ apprenticeship instructor teaching community college credit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be satisfied by meeting one of the following two requirements:*

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

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

*(A) This last requirement may be satisfied concurrently during the first two (2) years of employment as an apprenticeship instructor.*

*(3) Six years of occupational experience in the subject matter to be taught, and having served as an apprenticeship instructor for an apprenticeship program approved by the California Department of Industrial Relations, Division of Apprenticeship Standards for a minimum of ten years;*

*(4) The Board of Trustees of a community college district in consultation with their local academic senate and the California Department of Industrial Relations, Division of Apprenticeship Standards may adopt policies to authorize a person to serve as an apprenticeship instructor to teach credit apprenticeship courses in an urgency condition.*

*(A) “Urgency condition” is defined as: A shortage of qualified instructors that would prevent offering classes to students in accordance with the approved education plan for the apprenticeship program adopted by the California Department of Industrial Relations, Division of Apprenticeship Standards.*

*(B) Each instructor hired under this urgency provision must meet the educational requirements of either subdivision (a)(1) or (a)(2) above within two years provided that the instructor possesses:*

1. Six (6) years of occupational experience in the subject matter to be taught, and a journeyman's certificate in the subject matter area to be taught; or

2. Four (4) years of occupational experience in the subject matter to be taught, and is within one (1) year of completing an associate's degree.

(C) Until the education requirements are completed, each instructor approved under the provisions of this subdivision shall be employed as a temporary instructor.

*(b) The minimum qualifications for service as a ~~community college faculty member~~ apprenticeship instructor teaching Community College noncredit apprenticeship courses that are part of an apprenticeship program approved by the Division of Apprenticeship Standards shall be either of the following:*

*(1) The minimum qualifications for credit apprenticeship instruction as set forth in this section, or*

*(2) A high school diploma; and six years of occupational experience in the occupation to be taught, including at least two years at the journeyman level; and sixty clock hours or four semester units in materials, methods, and evaluation of instruction. This last requirement may be satisfied concurrently during the first year of employment as an apprenticeship instructor; and*

Whereas, At its January 25, 2018 meeting the California Apprenticeship Council approved recommending to the Board of Governors the revised credit apprenticeship minimum qualifications; and

Whereas, The Executive Committee of the Academic Senate for California Community Colleges voted at its February 2-3, 2018 meeting to support the proposed revisions to the credit apprenticeship minimum qualifications prior to the February 2018 Consultation Council meeting;

Resolved, That the Academic Senate for California Community Colleges support the revisions to the minimum qualifications for credit apprenticeship instructors stated in Title 5 §53413 as approved by the California Apprenticeship Council and supported by the Executive Committee of the Academic Senate for California Community Colleges and urge approval of the revisions by the Board of Governors.

Contact: Executive Committee

## **11.0 TECHNOLOGY**

### **\*11.01 S18 Adopt the Paper *Ensuring Effective Online Education Programs: A Faculty Perspective***

Whereas, Resolution 11.01 S16 directed the Academic Senate for California Community Colleges to “provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*”;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Online Education Programs: A Faculty Perspective*<sup>7</sup> and disseminate to local senates and curriculum committees upon its adoption.

Contact: Conan McKay, Online Education Committee

### **13.0 GENERAL CONCERNS**

#### **13.01 S18 Expanding Competency-Based Instruction through an Online Consortium**

Whereas, The 2018-2019 Governor’s Budget Trailer Bill Language (February 20, 2018) calls for creation of a new California Online Community College District for “working adults to access high-quality, affordable and flexible opportunities to pursue postsecondary education that does not conflict with their work and familial obligations”;

Whereas, The faculty of the California Community Colleges (CCC) recognize the urgent need for expansion of career technical curriculum offering nontraditional programs focusing on competency-based education that lead to industry recognized credentials and many of the CCC districts already offer skilled-based, stackable certificates in program pathways identified by the California Community College Chancellor’s Office;

Whereas, The student population identified for the new California Online Community College District has a significantly wider success gap in the online learning modality<sup>8</sup> and therefore would benefit from access to local on campus student support services; and

Whereas, The primary focus of competency-based education is skills development and demonstration, and students would benefit from local access to physical laboratory space and equipment to practice skills relevant to their online education;

Resolved, That the Academic Senate for California Community Colleges create a task force that includes participation from system partners to explore the design and implementation of online, competency-based instruction by leveraging local resources and utilizing existing talent through a consortium-based approach; and

Resolved, That the Academic Senate for California Community Colleges engage with system partners to explore the feasibility of leveraging local resources and talent at colleges accessible to online consortium students to provide on campus student support services and physical laboratory space regardless of the location of the teaching college.

Contact: Executive Committee

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<sup>7</sup> <https://asccc.org/sites/default/files/OE%20Paper%20Final%203.12.18.pdf>

<sup>8</sup> Jagers (2011). Online Learning: Does It Help Low-Income and Underprepared Students? Community College Research Center Working Paper No. 26. <https://files.eric.ed.gov/fulltext/ED515135.pdf>

## **17.0 LOCAL SENATES**

### **\*17.01 S18 Noncredit Instruction in Guided Pathways Efforts**

Whereas, Career Development and College Preparation noncredit courses that are part of approved noncredit certificates are eligible for apportionment at the same apportionment rate as credit courses; and

Whereas, Career Development and College Preparation noncredit courses provide valuable opportunities that prepare students who are unprepared or underprepared for college-level coursework for entry into the workforce, or by providing onramps into credit certificate and degree programs;

Resolved, That the Academic Senate for California Community Colleges recognize the importance of Career Development and College Preparation noncredit instruction as a valuable tool for serving unprepared and underprepared students as part of college guided pathway efforts; and

Resolved, That the Academic Senate for California Community Colleges provide guidance to local senates on the effective use of Career Development and College Preparation noncredit instruction in guided pathways planning and implementation efforts.

Contact: Donna Necke, Noncredit Committee, Mt. San Antonio College

## **19.0 PROFESSIONAL STANDARDS**

### **19.01 S18 Faculty Involvement in Responding to Litigation or Student Complaints**

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;

Whereas, Title 5 §53200 includes grading policies and standards or policies regarding student preparation and success as areas in which a college district must rely primarily or reach mutual agreement with the local academic senate based on local policy;

Whereas, Changes in policy or procedures that are initiated in response to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor; and

Whereas, Faculty can respect the confidentiality and sensitive nature of litigation and student complaints while maintaining their purview in areas of academic standards;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to respect their collegial consultation process and involve the academic senate

and discipline faculty in the development or revision of policies and procedures relevant to all areas of academic and professional matters when responding to legal action regarding civil rights claims, disabled student accommodations, student complaints over grading procedures, or other academic or professional matters that may impact the ability of faculty to uphold the academic and professional standards around student preparation and academic rigor.

Contact: Executive Committee