Agenda
Mendocino College Academic Senate
Thursday, October 26, 2017
Room 1220 12:30 PM

Approval of Agenda (Action Item)

Approval of Minutes (Action Item): September 28, 2017

Public Comment
Members of the public may address the Senate on any agenda item after being recognized by the Chair. Due to the brevity of the meeting and the length of most agendas, the total amount of time for public comment will be limited to 10 minutes.

Reports
- **President's Report**
- **Senator's Report**
    - **Taylor Cannon**
- **Committee Report**
    - **Curriculum Committee – Tascha Whetzel**

Action Items/Old Business:
1. **SMART Goals** {6, 7, 9, 10, 11} .... (10 Minutes)
   Approve goals for 2016-2017 year as per discussion and handouts

Discussion Items/New Business:
1. **Integrated Plan (BSI, Equity, SSSP) Report** {5, 6, 10} .... (15 Minutes)
   Preliminary review of the Integrated Report for Chancellor's Office
2. **Guided Pathways Self-Assessment** {1, 4, 5} .... (15 Minutes)
   Presentation of the work-in-progress on the Self-Assessment due 12/3
3. **Electronic Voting** {6, 11} .... (10 Minutes)
   Update on Goal to investigate and possibly implement a process for electronic voting for Senate
4. **Distance Education Course Approval Guidelines and Addendum** {1, 5} .... (10 Minutes)
   Review of the proposed changes to the Guidelines and Addendum Form for distance education courses
5. **ASCCC Resolutions for Fall Plenary** {6, 11} .... (10 Minutes)
   Discussion of the proposed resolutions

Open Forum
Members of the public, as well as senators, may address the senate with comments that are within the purview of the Academic Senate. The total amount of time allotted will be determined and announced by the chair based upon the scheduled adjournment time.

Upcoming Meetings:
Next Academic Senate Meeting: November 16
Next Faculty Meeting: November 9

ACADEMIC SENATE PRESIDENT'S REPORT
October 26, 2017
Respectfully submitted by Jason Edington, Academic Senate President

EAP – 9/25/17
EAP had a long meeting on 9/25. We updated our Committee Description, and discussed the progress on our 16-17 goals:

- Set EAP Review Cycle
    - While this was discussed during the year, this cycle should be more clearly established at an early meeting in 17-18
- Training for new members
    - Completed fall 2016 with chair and co-chair available for follow up
- Maintain regular program management process
    - Throughout year multiple PATs assigned, reports given, actions taken on programs
- Revise/Improve Program Review
    - Some suggestions made and implemented; however, this goal was written in anticipation of the implementation of eLumen which did not occur in the 16-17 year. This will continue into 17-18.
- Revise/Review Guidelines for Program Management
    - Revisions made and new version ready to be adopted at 9/25/17 meeting (which was done)
- Agenda and meeting notes to be completed and reviewed at the next meeting and posted on the portal
    - This goal was not accomplished. However, all agendas and notes are now up-to-date and posted on the portal

We also looked at our 17-18 goals:

- Review/Rewrite Education Master Plan. Develop Timeline for Completion
    - Have draft complete by May 2018
- Maintain regular program management process
    - Ongoing
- Revise/Improve Program Review for eLumen implementation
    - Make changes for April 2018 Program Review

In addition, we looked at our current PAT's (Program Assistance Teams), considered a new program proposal for CAM (Culinary Arts - AA degree), approved the PTA (Physical Therapist Assistant) program, and updated our PAT spreadsheet. Finally, we updated our Guidelines for Program Management that we had worked on last year.

The long part of the meeting had us read over the Part 2's from Program Review and write our summaries. This year's Part 2's were from SST, PSY, LRS, EAS/GEL/GEO/NRS, CHM, CDV, BIO, AGR, and COUNS.

Colleague Representatives – 9/26/17
Colleague had account reps on campus all day on 9/26 and half of 9/27, and met with several different groups from our campus, including:

- IT
- Admissions and Records
- Student Success and Advising
- Students
- Curriculum and Scheduling
- Financial Aid
- Continuing Education
- Workforce Development
- Deans and Faculty
- Human Resources and Payroll
- Business Office
- Institutional Research

There are updates coming to the services we use and the intent was to find out what was working and what needs updating. In my meeting with them I suggested radio buttons for grading (as opposed to the letter fields – which tabbing to does not work), or even perhaps integration with Canvas for a 'one button solution' to filling out grades (it's possible, but would be an added cost). I also discussed the need for WebAdvisor to on mobile devices, and was informed that we will be receiving a Mendocino College branded app! The intention is that this will be available for Spring registration – not we are not sure if it will be available this quickly.

There will be a new look and feel to the components of Colleague, including Ed Plans and student plans.

Meet with Superintendent/President Reyes and Interim VPAA Polak – 10/2/17

We discussed the strategic planning session (see information in PBC below). We also discussed the Technical Visit and we all felt that it was good. Hopefully with a better understanding all around we can move forward and learn what other things we need to work on. We had intended discuss Pomo Pathways (the classes being offered onsite for Coyote Valley that VP Velasco spoke about at the last Academic Senate meeting). We had also intended to discuss integrated planning. We ran out of time on these two items.

PBC – 10/3/17
The strategic plan is being facilitated by a group to help us with a robust planning session. There will be many groups that will meet with the facilitators during Thursday, October 19 and Friday, October 20 **(This has now been postponed and will be rescheduled due to the fires)**. These groups include Native Americans, Educational Leaders, Latino Service Providers, Community Leaders, Business Leaders and Employers, Students, and the community at large. There will be a community forum open to community members (which can include college employees if they would like to come and are unable to make other times) on Thursday, October 19 from 6-8pm. Senators are

invited and needed to come on Friday, October 20 from 12-4:30. Lunch will be provided at noon, but it will be a working lunch.

The budget was presented and things are not looking as bad as they were a month ago, but we still have a structural deficit which, over the five-year projection, has our reserves shrinking from 19% projected this year to 8% projected 5 years out. We will be looking for a strong year next year and there is a goal to bring the Coast Center up to 250 next year, which is aspirational. (We're looking to make 3,177 FTES next year for complete restoration.) The 250 at the Coast Center is something that we need to reach by 20-21 in order to maintain the center funding at its current level. (Debra Polak in her presentation on enrollment history pointed out that we should be approaching 200 FTES at Ft. Bragg this year with the addition of the woodworking program. She also pointed out that efficiency is staying the same since we started looking at WSCH/FTEF.)

Director of HR Meyer gave an update of where we are on current recruitments, and PBC discussed staffing/hiring for this year. We did our 'ranking' of the positions and turned them in by Wednesday of last week.

MLACE Curriculum to Career Summit 10/6/17

On Friday, 10/6 I attended this summit at the UVCC. There were approximately 100 individuals from all over our district representing the college, Adult Ed, MCOE, service organizations, and local industry in the form of the actual employers. The stated intention is to help adults in our community find the training and services they need to be prepared for the jobs that are available in our community. The emphasis was to try to focus on jobs where a person could earn an income that will support themselves and one child – about $24.80 per hour, full time.

We started the morning by discussing what brought us to this point, and then we broke out into different groups focusing on the industries that were brought (Business, Construction/Trades, and Healthcare). After a discussion and Q&A from the employers, we worked on an initial mapping of what we currently have in place, and what is needed.

The facilitators, working with Judy Harwood, the AEBG Project Manager and the director of MLACE, stated that this was not 'one stop planning', but that there would be follow up as well as more input and work needed in the future.

Guided Pathways Liaison Appointment

I have appointed Tanja Ramming as the Guided Pathways Liaison. As the appointed liaison, here duties will be to:
1. Sign up for the ASCCC Guided Pathways Listserv;
2. Update and engage the local academic senate on statewide matters related to guided pathways;
3. Communicate with the local senate and campus faculty regarding guided pathways work and the implementation efforts that are relevant to the local college and/or district.

ASCCC also suggested the following Guided Pathways Liaison Expectations:

1. Consult with the senate leaders to create a mechanism for the most effective communication with faculty at the local campus about issues of common concern and/or support for Guided Pathways;
2. Monitor local and regional Guided Pathway discussions and act as a resource for local inquiries;
3. Identify local issues of particular concern around a Guided Pathway approach and convey those to the ASCCC Guided Pathways Task Force;
4. Communicate opportunities for faculty to participate through the ASCCC in statewide workgroups, committees and taskforces in relation to Guided Pathways;
5. Serve as a conduit between the local faculty and the ASCCC Guided Pathways Taskforce representative;
6. As local funding permits, attend statewide events related to Guided Pathways.

The list of duties and expectations are the suggestions of the ASCCC but we should also keep in mind that there may be additional expectations and responsibilities that the liaison positions may have that we may define.

Updates on Goals

- Met with Rachel Donham and Rhea Hollis, and communicated with Catherine Indermill, to create the goals to
    1) Review and suggest updates for BP 7211 and AP 7211.1 (Minimum Qualifications and Equivalency)
    2) Review and suggest updates for BP 7120 and the related Aps (Recruitment and Hiring and the Selection Procedures)
- Set up a meeting with Rachel Donham and Conan McKay to continue working on
- Communicated out to all others for updates on the goals they are working on

Area B Meeting

I was unable to attend the Area B meeting on 10/13.

Meet with Interim VPAA Polak – 10/18/17

I met with Debra to discuss EAP and Guided Pathways. For EAP, I suggested that we look at not only 'orphaned programs', but classes that do not have programs for which there is no full-time faculty oversight as well.

I brought up the concern that the Guided Pathways Self-Assessment was due soon and asked to get going on it right away. Debra set up a working meeting for Friday, 10/20, to include VPSS Velasco, Guided Pathways Liaison Tanja Ramming, and me.

Guided Pathways Self-Assessment Workgroup – 10/20/17

Met with Debra Polak, Ulises Velasco, and Tanja Ramming. I brought up concerns about the timing of the workgroup and the need for broader involvement, as called out from the Chancellor's office, but it was also understood that the work being done on the Integrated Planning report, along with the fires, really put a time crunch on everything. (So much so that later that evening, Debra contacted me to state that the Chancellor's office has given an extension to the deadline, which is great news!)

On Friday the four of us shared our viewpoints on the several questions and discussed where we were on each of them. Mostly, we all agreed on our progress on the different areas, and when we did not, it was usually because of a lack of information that was cleared up through discussion. After we agreed on the rating for each item and shared our ideas for comments, we came back to putting together a broader group for a meeting on Wednesday, 10/25, with an eye towards meeting the deadline as well as the goal of broad inclusion. We all agreed that this was not an optimal situation, but worked together to overcome the timeline and the factors out of our control.

There was also discussion of the work of Guided Pathways being part of the Integrated Planning work group, especially as Guided Pathways are meant to facilitate the goals that Basic Skills, SSSP, and Student Equity are working toward – namely increasing the completion and success rates for students.

Basic Skills Initiative Expenditure Report and Annual Credit Course Certification

Due to the fires and the canceling of our Academic Senate meeting on 10-12, we were unable to see and accept or approve the Basic Skills Initiative Expenditure Report and the Annual Credit Course Certification. Both were presented at the 9-28 Academic Senate meeting, though the Annual Credit Course Certification was presented during Open Forum (whereas the Basic Skills Initiative Expenditure Report was on the Agenda). Both of these documents needed to be signed by me and had a due date of 10-16. I agreed to sign these documents without the input from the Senate due to the extreme circumstances. Further, in the case of the Basic Skills Initiative Expenditure Report, this was a report on the monies spent already, and as was stated by Ginny Buccelli, is accurate to the best of our knowledge. In the case of the Annual Credit Course Certification, Tascha walked me through the process and how the Curriculum Committee is doing the work required by the Certification, and is planning to discuss this at today's meeting as well.

For the reasons given and the extenuating circumstances, I felt it was my duty to sign the documents.

Part Time Faculty, Taylor Cannon: Senator's Report for 10/12/17:

1. I received a possible suggestion to increase enrollment for the college from our Part Time Faculty member Alison Finch. She stated:

   A while back there was talk about brainstorming ideas for increasing enrollment. I wondered whether anyone has looked in to reaching out to the incarcerated. No doubt, there would be many hurdles to overcome but I just thought I'd put it out there. Some 90+% will eventually be released and wouldn't it be great if they had been able to receive some college credits or career training while in jail? Perhaps, the College already partners with Ukiah Adult School?

   http://www.mendocinosheriff.com/corrections/inmateservices.html

   Any thoughts to educational outreach to our surrounding correction agencies?

   With the prisoner easement system in force, more and more folks coming out of these institutions need assistance with their educational aspirations. Additionally, Ukiah is a location of prisoner release for San Quinton Penitentiary, and provides a unique opportunity for outreach.

2. I am currently working on organizing two part time faculty meeting times (including a conference call or video call for part time faculty at our center locations) as a space for part time faculty to discuss committee work and ongoing part time faculty concerns. An initial Doodle poll for scheduling was sent to all part time faculty on 9/25/17. A follow-up email providing an additional week for responses was sent to all part time faculty on 10/2/17. As of 10/5/17 the response rate was 22 people. By the next academic senate meeting (10/26/17), the two top dates will be used to generate a second poll to confirm an exact 1-hour time slot for the part time faculty meetings to occur on two different days. I anticipate our first meeting occurring around early-mid November. Once the time and date is established, I will work on locating a location for the part time faculty meeting to occur. If the senators could please reach out to the part time faculty in their constituencies, and if they have interest in being more involved, urge them to complete the Doodle Poll sent to their Mendocino.edu email address.

3. There were concerns brought up by some part time faculty about the appointment process of part time faculty to committees. MPFA president stated that their Collective Bargaining Agreement (CBA) provides them the right to appoint part time faculty to committees and referenced Ed Code 53203 (f) (see attachment for details), stating that this is in conflict with the current academic senate constitution. Part time faculty would like to have the ability to appoint their own representatives, or have a recommendation process set forth in writing in which the academic senate abides by the recommendations set forth by the part time faculty. Given the ratio of full time faculty senators to part time faculty senators, it is possible to have two part time senators vote "Nay" or "Abstain"

from an appointment, and have the remaining 5 full time faculty senators vote "Aye: on the appointment. This can result in the appointment of a part time faculty member to a committee that is not supported by their representatives for the part time faculty constituency as a whole. This was a concern to some part time faculty and they would like to see a solution that maintain part time faculty's voice and right to choose their own representation within the academic senate.

California Code of Regulations
Title 5

53200

For the purpose of this Subchapter:

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" means the following policy development and implementation matters:

(1) curriculum, including establishing prerequisites and placing courses within disciplines;

(2) degree and certificate requirements;

(3) grading policies;

(4) educational program development;

(5) standards or policies regarding student preparation and success;

(6) district and college governance structures, as related to faculty roles;

(7) faculty roles and involvement in accreditation processes, including self-study and annual reports;

(8) policies for faculty professional development activities;

(9) processes for program review;

(10) processes for institutional planning and budget development; and

(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods according to its own discretion:

(1) relying primarily upon the advice and judgment of the academic senate; or

(2) agreeing that the district governing board, or such representatives as it may designate. and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Authority cited:

Education Code 66700

Education Code 70901

Reference:

Education Code 70901

Education Code 70902

(Amended by Register 94, No. 38).

Ed Code 53203

(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegial with the academic senate when adopting policies and procedures an academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

(b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.

(c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

(2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there

is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).

(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Authority cited:

Education Code 66700

Education Code 70901

Reference:

Education Code 70901

Education Code 70902

(Amended by Register 94, No. 38).

Goal 6: Review and potentially revise/suggest updates for BP 7211 and AP 7211.1, and present the revision to PPAC by March 2018.

Goal 7: Review and potentially revise/ suggest updates for BP 7120 and APs 701.1, 701.2, and 701.3, and present the revision to PPAC by March 2018.

Mendocino College

Curriculum Committee and Distance Education
Standing Committees of the Mendocino College Academic Senate

Distance Education Course Approval Guidelines and Distance Education Addendum to the
Course Outline of Record (COR)
(New and Existing Courses)

Definitions

Online course never requires a meeting on campus but does require instructor initiated regular and substantive interaction with the students, either synchronously or asynchronously. These courses are conducted entirely over the internet where course materials are posted on the course website, housed in the approved Course Management System (CMS).

Hybrid course combines online learning with scheduled face-to-face class sessions on campus with the instructor. The campus sessions meet at the scheduled days, times, and defined location as indicated in the schedule of classes.

Correspondence course provides instructional materials by mail or electronic transmission, including examinations and materials. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. These courses are usually self-paced. Mendocino College does not offer correspondence courses.

CMS: Course Management System. Distance Education courses at Mendocino College must be delivered in the college-approved CMS.

Title 5, Section 55200 defines distance education as "instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. … In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. s 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. s 794d)."

This implies…:
At Mendocino College, the term Distance Education applies to online and hybrid but not to web-enhanced courses or to correspondence courses. Additionally, Section 55200 also specifies that all distance education content and delivery **must** be accessible to all learners.

Title 5, Section 55202 addresses **distance education course quality standards** and expects that"[t]he same standards of course quality shall be applied to any portion of a course conducted through distance education as are applied to traditional classroom courses, in regard to the course quality judgment made pursuant to the requirements of section 55002, and in regard to any local course quality determination or review process."

This implies…:
Online and hybrid courses at Mendocino College are expected to have the same course quality standards as face-to-face instruction. Instructors should develop, teach, modify and reevaluate their courses to ensure that best practices in instructional design and implementation are followed.

Title 5, Section 55204 requires **interaction between the instructor and the student** and specifically states that "any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq."

This implies…:

> Mendocino College faculty should make certain that there are measures for instructor-initiated regular effective contact incorporated into online and hybrid course design and delivery. Per Mendocino College Board of Trustee AP 407.1, regular effective contact means that instructors must keep in contact with students on a consistent and timely basis to both ensure the quality of instruction and verify their performance and participation status.
>
> Examples of regular effective contact may include, but are not limited to, asynchronous office hours conducted via the CMS, scheduled office hours and review sessions, monitoring and responding to a forum for posted student questions, regular course announcements published via the CMS and disseminated to all students enrolled, regular and prompt feedback regarding student work, leading themed discussions regarding the course materials and objectives via the CMS, facilitating student-to-student contact and virtual student groups, etc. Lack of activity in the course such as in the CMS or third-party websites indicates a lack of regular effective contact.

Title 5, Section 55206 requires a **separate approval process for distance education courses** and states that "[i]f any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures."

This implies…:

> At Mendocino College, all online and hybrid courses need to be approved by the Curriculum Committee via a separate approval process that includes the following **prior** steps: 1) submission of a COR update via eLumen; 2) completion of the Distance Education Addendum form attached to the COR; and 3) approval of the DE Addendum by the Distance Education Coordinator.

The attached Distance Education Addendum (DEA) form assures that the student learning outcomes of the course will be achieved in the online delivery mode, makes clear that online instructors will maintain regular, substantive, and effective contact and interaction between themselves and students, and ensures that the online or hybrid course will be accessible to all students.

Resources:

If you need assistance with any aspect of revising a course for online delivery, please contact: Distance

      Education Coordinator, (707) 467-1024.

If you need assistance or clarification with any aspect of accessibility or reasonable accommodations that the college can make, please contact:

      Disability Resource Center, (707) 468-3032.

DISTANCE EDUCATION COURSE OUTLINE ADDENDUM

SUBJECT NAME & COURSE NUMBER:_____   Date: _____

Cross-listed Subject Name & Course Number (if applicable) _____

1. **Student Learning Outcomes.** List each course objective exactly as it appears in the course outline of record and explain how each objective will be adapted in the online delivery format.

Student Learning Outcomes	Online adaptation: activities, enhanced lecture materials, discussions, etc. For each objective, please be specific. Refer to 2A and 2B for suggestions.
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2. **METHODS OF INSTRUCTION: INSTRUCTOR/STUDENT CONTACT.**

    A. INFORMATION DELIVERY

    - ☐ Procedural Announcements
    - ☐ Course Materials/Modules
    - ☐ Personalized Audio/Video Content
    - ☐ Online Video
    - ☐ Internet Resources
    - ☐ Library/Database Resources
    - ☐ Electronic Databases
    - ☐ Webcasts or other video content
    - ☐ Podcasts or other audio content
    - ☐ Webinars
    - ☐ Discussion Forums
    - ☐ Other (please explain):
    - ☐

    B. REGULAR AND SUBSTANTIVE CONTACT

    - ☐ Reactive and Observational Announcements
    - ☐ Chat Rooms
    - ☐ E-mail
    - ☐ Instant messaging
    - ☐ Private Messages
    - ☐ Responding to Bulletin Board/Public Message Forum
    - ☐ Responding to Discussion boards
    - ☐ E-Conferencing/Video Conferencing
    - ☐ Timely Webcasts or other video content
    - ☐ Timely Podcasts or other video content
    - ☐ Other (please explain):

C. HYBRID/IN-PERSON CONTACT (if appropriate)
- ☐ Personal Orientation Sessions
- ☐ In-Person Group Meetings
- ☐ In-Person Review Sessions
- ☐ In-Person Examinations
- ☐ Other (please explain):

If webcasts, podcasts, or any audio/video content boxes are checked, explain how they will be made accessible and section 508 compliant.

Comments:

Online courses must have regular and substantive instructor/student contact and interaction initiated by the instructor. This includes but is not limited to examples that are listed under 3.B. above and/or (a) themed discussions/interactions between instructor and students, (b) interactive assignments between instructor and student, and (c) instructor feedback and communication of course progress to students.

After reading the statement above, is there any reason that regular and substantive contact cannot be maintained? Yes ☐ No ☐

If yes, briefly explain the problem and how that problem is resolved in the regular face-to-face class.

Note: It is the instructor's responsibility to ensure that all course materials including, but not limited to, webcasts, podcasts, audio, and video, are made accessible and section 508 compliant.

3. **HOURS FOR CONTENT DELIVERY AND INTERACTION.**

Please show the approximate hours anticipated for student activities that take place to fulfill the requirements of "in-class" time as indicated on the course outline of record. For example, a 3 unit/3 hour lecture course has 51 hours of "in-class" time. Activities can include reading lesson module, quizzes and exams, participation and discussion forums, or mandatory face-to-face meetings (hybrid only). Activities DO NOT include activities which would normally be expected as homework such as reading the text and preparing and studying for exams.

Activity	Online hours	Face-to-Face hours (for hybrid only)	Total Hours per Semester
		Total Hours	

4. **ACCESSIBILITY.** The Americans with Disabilities Act of 1990, section 508 of the Rehabilitation Act of 1973, and California Government Code section 11135 all require that accessibility for persons with disabilities be provided. Title 5, section 55200 explicitly makes these requirements applicable to all distance education offerings. One of the primary concepts of Distance Education (DE) is to offer students "Learning anytime, anywhere." Therefore, all DE courses and resources must be designed to afford students with disabilities maximum opportunity to access distance education resources "anytime, anywhere" without the need for outside assistance (i.e. sign language interpreters, aides, etc.). Distance education courses and resources must generally be designed to provide "built-in" accommodation (i.e. closed or open captioning, descriptive narration) and/or interface design/content layout, which is accessible to "industry standard" assistive computer technology in common use by persons with disabilities.

   After reading the statement above, is there any aspect of the course that cannot be made accessible to students with disabilities?   Yes ☐   No ☐

   If yes, briefly explain the problem and how that problem is resolved in the regular face-to-face class.

   Note: It is the instructor's responsibility to ensure that all course materials including, but not limited to, webcasts, podcasts, audio, and video, are made accessible and section 508 compliant. For more information, contact DE Coordinator or Disability Resource Center.

5. **SUBSTANTIVE CHANGE.**
   Accreditation requirements stipulate that before 50% or more of the required units that make up a certificate or program are offered via distance education, a substantive change report must be filed and approved. Please review your department's distance education offerings and determine whether offering this class online would trigger a substantive change requirement*. **If so, although the course may be tentatively approved by the Curriculum Committee, it cannot be offered online until the report is filed and accepted.** Your signature below indicates you are aware of this requirement.

   This DE Request will result in a Substantive Change Report that needs to be filed:

   Yes ☐   No ☐   Not sure ☐ (Please contact the Distance Education Coordinator for more information regarding the substantive change report.)

   Signature

50th FALL SESSION RESOLUTIONS

FOR DISCUSSION ON

THURSDAY, NOVEMBER 2, 2017

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at the Plenary Session on November 4, 2017.

Resolutions Committee 2017-18
Ginni May, ASCCC Area A Representative (Chair)
Rebecca Eikey, ASCCC Area C Representative
Carrie Roberson, ASCCC North Representative
Geoffrey Dyer, Taft College, Area A
Leigh Anne Shaw, Skyline College, Area B
Michael Dighera, Rio Hondo College, Area C
Donna Greene, College of the Desert, Area D

RESOLUTIONS PROCESS

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

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

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

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

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

CONSENT CALENDAR

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

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

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

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1.0   ACADEMIC SENATE

1.01   F17   Emeritus Status for Paul Setziol

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

Whereas, Paul Setziol has satisfied those requirements as a retired faculty member of the California Community College System who has completed the required five (5) years of significant service to the Academic Senate:
*   Service on committees including Standards and Practices and Educational Policies
*   Participant on ASCCC papers including *Tenure: Towards a Model Four Year Process*
*   Author of numerous resolutions and *Rostrum* articles, dating from the 1980s forward
*   Participant in numerous presentations at ASCCC institutes, events, and plenary sessions

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

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

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

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

Contact: Area B

2.0   ACCREDITATION

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

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

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

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

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

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

Contact: Isaac Escoto, Foothill College, Area B

3.0   DIVERSITY AND EQUITY
*3.01 F17   Support for DACA Students
Whereas, On September 5, 2017, the United States' Attorney General announced the intent of the federal government to eliminate the Deferred Action on Childhood Arrivals (DACA) program, effective six months from the day of announcement;

Whereas, More than 222,000 DACA recipients currently reside in California, making California the single largest DACA state, and an estimated 60,000 of those students are currently enrolled in a California community college[1];

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

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

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[1] https://edsource.org/2017/california-colleges-undaunted-by-trumps-threat-to-end-daca/586746

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

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

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

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

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

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

Whereas, Local community colleges establish transfer agreements with private and out-of-state institutions to serve students in attaining their educational goals, and the California Community Colleges Chancellor's Office has established transfer agreements with institutions such as Historically Black Colleges and Universities[2];

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

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

Contact: Executive Committee

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[2] http://extranet.cccco.edu/HBCUTransfer.aspx

7.0   CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01   F17   Creating Guidelines for Veteran Resource Centers

Whereas, Approximately 89,000 veterans and their dependents attended a California community college during the 2015-16 academic year[3];

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

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

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

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

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

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

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

Whereas, A recent survey conducted by the San Diego Continuing Education Office of Institutional Effectiveness on noncredit offerings in the California community colleges revealed that while 104 colleges offer distance education courses (credit or noncredit), only 29 of those institutions offer noncredit instruction via distance education[4], signifying a significant and inequitable difference in access to distance education opportunities for credit and noncredit student populations;

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[3] http://extranet.cccco.edu/Divisions/StudentServices/VETS.aspx

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

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

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

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

Contact: Curtis Martin, Modesto Junior College, Noncredit Committee

*7.03   F17   Evaluation and Certification of Coursework from Home Schools
Whereas, A California community college was recently ordered by a superior court judge to certify and accept a high school language course from an unaccredited home school for Intersegemental General Education Transfer Curriculum (IGETC) purposes;

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

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

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

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[5] Title 5 §58003.1(f) can be accessed at
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IAFF40F80D48511DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)
[6] Title 5 §55002(c) can be accessed at
https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=IA71E3580D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)

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

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

Contact: John Freytag, Diablo Valley College, Area B

*7.04   F17   Internship Opportunities for Students Enrolled in Noncredit Courses and Programs
Whereas, Student internships offered through mechanisms such as cooperative work experience provide valuable opportunities for students to gain on-site work experience directly related to their programs of study;

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

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

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

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

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

*7.05   F17   Student Accountability Model Codes - CB09 Revision
Whereas, The California Community Colleges Chancellor's Office Course Basic Element (CB) 09 is designed to indicate the career technical education (CTE) status of courses and serves to meet the CTE Student Accountability Model (SAM) requirements for various forms of CTE funding that seek to ensure student progress through CTE programs;

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

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

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

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

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

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

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

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

Whereas, A "meta major" or an "area of focus", a recommended element of any guided pathways framework, is a grouping of majors in a broad field of interest for students who have not decided upon a specific major, but are looking to sample some courses in an area of interest[7]; and

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

Whereas, Colleges nation-wide are determining locally "meta majors" or "areas of focus" to support local programs, community needs, and student interest[8];

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

Contact: Executive Committee

10.0 DISCIPLINES LIST

10.01 F17 Revise the Minimum Qualifications for Credit Apprenticeship Faculty

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

Whereas, The California Community Colleges Chancellor's Office recognizes the Academic Senate for California Community Colleges as the appropriate representative of apprenticeship teaching faculty and agreed to a process[9] where representatives of the Academic Senate for California Community Colleges would collaborate with apprenticeship instructors to draft a recommendation for revisions to the credit apprenticeship faculty minimum qualifications outlined in Title 5 §53413(a);

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

(a) The minimum qualifications for service as a community college faculty member teaching credit apprenticeship courses shall be satisfied by meeting one of the following requirements:
(1) Possession of an associate degree, plus four years of occupational experience in the subject matter area to be taught; or
(2) Six years of occupational experience in the subject matter to be taught, a journeyman's certificate where available in the subject matter area to be taught, and completion of at least eighteen (18) twelve (12) semester units of degree applicable college level course work, in addition to apprenticeship credits.
(A) The 12 units may be completed within two years of the date of hire; or

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[8] http://www.jff.org/publications/meta-majors-essential-first-step-path-college-completion, http://valenciacollege.edu/academic-affairs/new-student-experience/meta-majors.cfm, http://www.mtsac.edu/instruction/guided_pathways_of_study.html
[9] For more information, go to http://asccc.org/apprenticeship-minimum-qualifications.

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

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

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

Contact: Executive Committee

*10.02 F17   Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications

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

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

Whereas, Recent efforts[11] by the California Apprenticeship Council to recommend significant revisions to the credit apprenticeship faculty minimum qualifications that were in conflict with the Academic Senate's principles, and the subsequent efforts by the Academic Senate[12] to work with apprenticeship faculty to propose revisions to the credit apprenticeship minimum qualifications and engage in dialog with representatives of the California Apprenticeship Council and the apprenticeship community have revealed the critical need for the Academic Senate to engage in sustained dialog and collaborate with

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

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

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

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

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

Contact: Executive Committee

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

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

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

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

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

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

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

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

14.0 GRADING

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

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

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

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

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

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

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

15.0 INTERSEGMENTAL ISSUES

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

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

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

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

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

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

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

Contact: Executive Committee

*15.01.01   F17   Amend Resolution 15.01
Amend the first Whereas:

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

Strike the first Resolved:

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

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

17.0   LOCAL SENATES
*17.01 F17   Faculty Involvement in Scheduling of Courses
Whereas, Many California community colleges are in various stages of implementing institution-wide reforms based on the California Community Colleges *Vision for Success* and the Chancellor's emphasis on the Guided Pathways framework, on their campuses;

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

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

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

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

Contact: Executive Committee

*17.02 F17   Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks
Whereas, The California Community Colleges Chancellor's Office has stated in the recently approved *Vision for Success* that "Colleges can use the Guided Pathways framework to bring about transformational change" and "the entire system is expected to adopt Guided Pathways over time";

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

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

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

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

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

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

Contact: Executive Committee

*17.03 F17   Application of Faculty Policies to Apprenticeship Instructors
Whereas, While apprenticeship programs may be operated by colleges, apprenticeship instructors assigned to teach credit and noncredit Related and Supplemental Instruction courses (RSI) within apprenticeship programs are normally selected, trained, and supervised by trade union apprenticeship training center directors, and typically are not integrated into the professional life of the colleges that have apprenticeship programs;

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

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

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

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Resolved, That the Academic Senate for California Community Colleges assert that all policies and procedures within the purview of local academic senates that apply to faculty employed by districts, including, but not limited to, the aspects of faculty evaluation processes for which local academic senates are responsible, and faculty professional development requirements, including any flexible calendar[13] requirements, apply to all faculty assigned to teach apprenticeship courses for which FTES is computed and reported to the California Community Colleges Chancellor's Office; and

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

Contact: Executive Committee

*17.04 F17   Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines
Whereas, Title 5 §53200 recognizes the placement of courses within disciplines as a part of curriculum, which is an academic and professional matter under the purview of local academic senates;

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

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

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

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

Contact: Executive Committee

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

*17.05 F17   Support for Academic Senate Faculty Leadership Training
Whereas, it is critical for local faculty leaders to attend Plenary and other Academic
Senate for California Community College institutes for leadership development and to
learn the state landscape;

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

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

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

Contact: Erik Reese, Moorpark College, Area C