

50th FALL SESSION RESOLUTIONS

Adopted, November 4, 2017

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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 California Community Colleges 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

MSC

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

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

Acclamation

3.02 F17 ESL Equity Impact Caused by Termination of Common Assessment Initiative

Whereas, The Seymour-Campbell Student Success Act (2012) directed the Common Assessment Initiative (CAI) to create a common assessment tool for placement, and the statewide faculty efforts to create that tool within the CAI's ambitious one-year mandated timeline resulted in the exodus of several producers of competing placement instruments from the placement assessment market, leaving colleges with few quality options to meet the Title 5 requirement² that all colleges have an assessment, and thus utterly dependent upon the creation of the common assessment;

Whereas, The Multiple Measures Assessment Project (MMA) has been named by the California Community Colleges Chancellor's Office as a means to remove unnecessary barriers to students trying to place into English and Math, and MMA was cited in the Chancellor's decision to terminate work on the CAI, yet effective application of multiple measures to the range of English as a Second Language (ESL) students in college is yet to be validated, and it remains exceedingly difficult to create multiple measures for ESL students since high school transcripts cannot be used effectively in placing students from different countries, across incongruent or incompatible foreign school systems, utilizing different languages, and with gaps in schooling due to immigration factors;

Whereas, AB 705 (Irwin, 2017) permits standardized tests as a multiple measure for placement³ of credit ESL students, and such tests may be critical to the success of work

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

² California Code of Regulations. Title 5 §55518 (c); §55522; §55530; §56234

³ Assembly Bill 705 Section 2.78213 (e)

by the Adult Education Block Grant (2014) consortia to place ESL students into language pathways spanning several programs with multiple entry and exit levels; and

Whereas, The termination of a well-designed standardized placement tool in favor of placement measures which are ineffective for ESL students creates an egregiously inequitable and discriminatory practice of compelling ESL students to either 1) produce

Whereas, Since the adoption of the *Student Equity: Guidelines for Developing a Plan*, changes that affect equity planning have occurred including the establishment of funding mechanisms and priorities intended to promote equity in all areas of our colleges and the increased attention on guided pathways and other strategies for addressing student equity achievement gaps;

Resolved, That the Academic Senate for California Community Colleges revise the 2002 paper *Student Equity: Guidelines for Developing a Plan* and bring the revised paper to the Fall 2018 Plenary Session for discussion and possible adoption.

Contact: Randy Beach, Transfer, Articulation, and Student Services Committee

MSC

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 California Community Colleges Board of Governors adopted the system-wide 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;”

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

MSC

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;⁷

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-

only 29 of those institutions offer noncredit instruction via distance education,⁸ signifying a significant and inequitable difference in access to distance education opportunities for credit and noncredit student populations;

Whereas, The required method for calculating weekly student contact hours (WSCH) for noncredit distance education courses stated in Title 5 §58003.1(f),⁹ which includes accounting for the total hours of outside-of-class work and instructor contact in addition to the total hours of instruction, is confusing because outside-of-class-work is not a required element of noncredit course outlines of record per Title 5 §55002(c)¹⁰ and

difficult to verify the authenticity of transcripts submitted for evaluation from unaccredited home schools;

Whereas, The fiscal and personnel impacts 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 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

7.06 F17 Access to Noncredit Courses for Undocumented Students

Whereas, Title 5 §58003.3¹¹ appears to prohibit districts from collecting apportionment

the ASCCC to “investigate practices and outcomes, intended and unintended, for faculty and students from various pathway programs across the state;”¹⁶

The Academic Senate will be primarily relied upon whenever the policy involves an academic and professional matter” (SO 332);

Whereas, Standing Order 332 directs that “The appointment of faculty to councils, committees, and task forces established in conjunction with Consultation to deal with academic and professional matters on the system-wide level shall be made by the Academic Senate,” and committees formed to develop proposals or make decisions with system-level impact should consist of representatives from appropriate constituencies similarly appointed by the statewide organizations that represent those constituencies; and

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

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

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

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

Contact: Leigh Anne Shaw, Skyline College

MSC

7.12 F17 Endorse Consortium Approach to Expanding Online Educational Opportunities

Whereas, a May 11, 2017 letter from Governor Brown to Chancellor Oakley directed the chancellor to “act with dispatch and create a plan to design and deploy a fully online college,” and the chancellor convened the Flex Options for Workers (FLOW) workgroup to provide “3 – 5 options (with pros and cons for each) that enable the community colleges of California to better deliver on the student success goals outlined on pages 15-16 in the *Vision for Success*²¹ recently adopted by the California Community Colleges Board of Governors;”

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

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

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

²¹ The Vision for Success:
https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf

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

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

Contact: Cheryl Aschenbach, Executive Committee

MSC

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 that is intended to serve as a guide to students, for development of their educational and career goals emphasizing broad and directed exploration first, leading to better informed choices while integrating student support throughout; and

Whereas, Colleges nationwide are determining locally “meta majors” or “areas of focus” to support local programs, community needs, and student interest;²²

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; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in robust collaboration between local student associations and local senates to ensure that these titles and areas apply directly to the students affected by the creation of “meta majors” or “areas of focus.”

²²<http://www.jff.org/publications/meta-majors-essential-first-step-path-college-completion>,

Contact: Executive Committee

MSC

9.02 F17 Expand System-wide Online Educational Opportunities

Whereas, The May 11, 2017 letter from Governor Brown to Chancellor Oakley spoke only of exploring options for a 115th college, an entirely online college; and

Whereas, The target population of “adults with some college and no certification” as well as “working adults with vocational needs” was defined by Chancellor Oakley²³ without input from system partners, including the Academic Senate for California Community Colleges despite the fact that designing programs and developing curriculum is an academic and professional matter; and

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

Whereas, The impact of an entirely online college is likely to have an adverse effect on existing colleges given that “In 2014-2016, 45% of California’s community colleges offered certificates and degrees that could be earned without stepping onto campus for classes”²⁴ and 13% of 2016-2017 FTES system-wide were online²⁵;

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

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

Contact: Cheryl Aschenbach, Executive Committee

MSC

²³ <http://doingwhatmatters.cccco.edu/ForCollegeLeadership/FlexLearningOptionsforWorkers.aspx>

²⁴ <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>

²⁵

9.03 F17 Online CTE Programs and Competency-Based Instruction

Whereas, The California Community Colleges are currently implementing numerous impactful initiatives and in the early stages of the wholesale transformation called for by the guided pathways movement;

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

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

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

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

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

Contact: Cheryl Aschenbach, Executive Committee

MSC

9.04 F17 Inclusion of Information Competency in College Institutional Learning Outcomes

Whereas, The Academic Senate for California Community Colleges adopted the following definition of information competency for California Community Colleges: "Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of

the ethical and legal implications of information and requires the application of both critical thinking and communication skills" (Resolution 16.02 S98);

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

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

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

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

Contact: Dan Crump, American River College

MSC

10.0 DISCIPLINES LIST

10.01 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 a well-rounded and specialized education and who act as models for students by demonstrating a

Whereas, Recent efforts

front and center as the natural technology platform to develop a guided pathways infrastructure; and

Whereas, The Educational Planning Initiative is coming to the close of its initial grant, and questions have been raised regarding the role it will play in the future;

Resolved, That the Academic Senate for California Community Colleges endorse the Educational Planning Initiative's suite of tools (CCC MyPath, Starfish, and other technology resources and supports) as a potential tool for colleges to use in order to design and implement institutional innovations related to guided pathways frameworks; and

Resolved, That the Academic Senate for California Community Colleges communicate our support for the Educational Planning Initiative's suite of tools (CCC MyPath, Starfish, and other technology resources and supports) as a potential tool for colleges to use when discussing guided pathways frameworks to the California Community Colleges Chancellor's Office.

Contact: Randy Beach, Southwestern College, Educational Planning Initiative Advisory Committee

MSC

12.0 FACULTY DEVELOPMENT

12.01 F17 Creation of Professional Development College Courses in Effective Teaching Practices

Whereas, Student success depends on excellent teachers, and many faculty, both full-time and part-time, have limited training in the art of teaching, and the Center for Community Colleges reports that more than 58% of community college courses are taught by "contingent" faculty;²⁹

Whereas, All faculty, full-time or part-time, would benefit from a program of online professional development courses designed for community college faculty that present the best, most effective, and innovative ways to help students to learn;

Whereas, The sum of the total always being stronger than the individual parts, a statewide

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

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 California 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

MSC

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 expectations 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

MSC

16.0 LIBRARY AND LEARNING RESOURCES

16.01 F17 Updating of ASCCC Papers on Library Faculty and Libraries in the California Community Colleges

Whereas, The Academic Senate for California Community Colleges has adopted the paper *Library Faculty in California Community College Libraries: Qualifications, Roles, and Responsibilities* (adopted Spring 1996);

Whereas, Specific standards for library services have appeared piecemeal in various regulations and guidelines, but nowhere have these standards been collected, reviewed, and presented systematically with specific application to the roles of librarians in the California community colleges, and, in response to this concern, the Academic Senate for California Community Colleges adopted the paper *Standards of Practice for California Community College Library Faculty and Programs* (adopted Fall 2010);

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

MSC

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

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

Contact: Executive Committee

MSC

17.04 F17

Community College Guided Pathways Award Program submit “a letter to the chancellor’s office signed by, and expressing the commitment of, the president of the governing board of the community college district, the chief executive officer of the college, and the president of the college’s academic senate to adopt a guided pathways model” and that colleges may use the grant funds for “[f]aculty and staff release time to review and redesign guided pathways programs, instruction, and support services;” and

Whereas, Participation in the California Community College Guided Pathways Award Program is not mandated by the legislature, and colleges may apply for grant funds in year two if the timeline established by the California Community Colleges Chancellor’s Office does not allow sufficient time in the first year for colleges and academic senates to engage in meaningful and deliberative decision making;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to engage in thoughtful and considered deliberation in determining if their colleges will participate in the California Community College Guided Pathways Award Program; and

Resolved, That the Academic Senate for California Community Colleges call on its administrative colleagues, including the Chief Executive Officers, Chief Instructional Officers, Chief Student Services Officers, and Chief Business Officers to support local senates by providing the time required to engage in genuine dialogue and deliberation to determine the best course of action in investigating, designing, and implementing a guided pathways framework at their college.

Contact: Julie Bruno, Executive Committee

MSC

17.07 F17 Effective Shared Governance through Communication and Collaboration

Whereas, The Chancellor for the California Community Colleges was recently appointed (December 19th, 2016), and began to initiate and establish the California Community College Guided Pathways Award Program;

Whereas, The California Community College Guided Pathways Award Program requires completion of California Community Colleges Chancellor’s Office mandates for fiscal allocations;

Whereas, The California Community College Guided Pathways Award Program establishes policy development and implementation relating to “Academic and Professional Matters” specified in the California Title 5 Regulations §53200;

Resolved, That the Academic Senate for California Community Colleges establish a system of effective internal communication with the local academic senates in order to communicate, assess, and survey the effects of policy development and implementation coming from the California Community Colleges Chancellor's Office, beginning with the implementation of the Guided Pathways Award Program; and

Resolved, That the Academic Senate for California Community Colleges communicate the information collected from the local academic senates to the California Community Colleges Chancellor's Office in a timely manner.

Contact: Justin Akers, San Diego City College

MSC

17.08 Inclusion of Library Faculty on College Cross-Functional Teams for Guided Pathways and Other Student Success Initiatives

Whereas, California community colleges continue to engage in numerous student success initiatives, including California Community College Guided Pathways Award Program, Student Equity, and Basic Skills Initiative;

Whereas, The importance of libraries for student success has not been fully recognized or explored in the language or implementation of such initiatives, and often library faculty have not been encouraged to participate in developing the corresponding plans;

Whereas, Numerous studies demonstrate that students who use the library are more successful in college; they earn better grades and are more likely to complete their courses and programs of study,³³ and studies show that collaborative academic programs and services involving the library enhance student learning, and information literacy instruction strengthens general education outcomes;³⁴ and

Whereas, The Academic Senate for California Community Colleges has several resolutions (including Resolutions 16.01 S08, 2.02 S12, and 7.01 S12) encouraging the inclusion and involvement of library faculty in the student success initiatives;

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure library faculty are included on cross-functional teams for student success initiatives and guided pathways frameworks.

³³ Association of College and Research Libraries. *Academic Library Impact on Student Learning and Success*

Contact: Dan Crump, American River College

MSC

22.0 FINANCIAL AID

22.01 F17 Ensure Equal Access for All Qualified California Community College Students to College Promise Funds

Whereas, AB 19 (Santiago, 2017), The California College Promise, requires that colleges participate in the California Community College Guided Pathways Award Program³⁵ in

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

MSR: Referred to the Executive Committee to explore the content, assumptions and implications in the Whereas statements and report the findings to the Area Meetings in Spring 2018.

FAILED RESOLUTIONS

7.06.01 F17 Amend Resolution 7.06 F17

Amend the first Resolve:

Resolved, That the Academic Senate for California Community Colleges strongly support access to noncredit instruction for undocumented students and urge that Title 5 §58003.3 be ~~repealed~~ revised to delete the phrase: “who have been lawfully admitted to the United States in accordance with all applicable laws of the United States”; and

Amend the second Resolve:

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and system partners to ~~repeal~~ revise Title 5 §58003.3 to delete the phrase: “who have been lawfully admitted to the United States in accordance with all applicable laws of the United States” as soon as practicable.

Contact: Rebecca Eikey, Executive Committee

MSF

7.08.01 F17 Amend Resolution 7.08 F17

Strike the second Whereas:

~~Whereas, The ASCCC president, in a Rostrum Article (February 2017) called for “faculty voice and leadership” in developing guided pathways;~~

Contact: Kathy O’Connor, Santa Barbara City College

MSF

9.02.01 F17 Amend Resolution 9.02 F17

Amend the second Resolved:

Resolved, That the Academic Senate for California Community Colleges support the creation of an entirely online college only after (t) 0.2 (hw) -0.2(a) 0.2 (y.38)q 0. Tj 4457cm BT 50 0 0 50 (

WITHDRAWN RESOLUTIONS

10.02 F17 Revise the Minimum Qualifications for Credit Apprenticeship Faculty

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

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 process³⁸ in which 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

(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 (ASCCC) has deemed that the process for working with apprenticeship instructors was followed and has 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

³⁸ For more information, go to <http://asccc.org/apprenticeship-minimum-qualifications>.

adopting the proposed revision to the minimum qualifications for teaching credit apprenticeship courses.

Contact: Executive Committee

MSW

DELEGATES

DELEGATE	COLLEGE/DISTRICT
Rochelle Olive	Alameda, College of
Marla Allegre	Allan Hancock College
Gary Aguilar	American River College
Van Rider	Antelope Valley College
Deborah Rosenthal	Bakersfield College
Nance Nunes Gill	Barstow College

DELEGATE	COLLEGE/DISTRICT
Mary Lofgren	Imperial Valley College

DELEGATE	COLLEGE/DISTRICT
Joel Beutel	San Joaquin Delta College
Jesus Covarrubias	San Jose City College
Phil Crawford	San Jose -Evergreen CCD
Leigh Ann Shaw	San Mateo CCD
Jeramy Wallace	San Mateo, College of
Monica Zarske	Santa Ana College
Kathy O'Connor	Santa Barbara City College
Nathaniel Donahue	Santa Monica College
Eric Thompson	Santa Rosa Junior College
Michael DeCarbo	Santiago Canyon College
Alli Stanojkovic	N. Orange School of Continuing Education
Sondra Bergen	Sequoias, College of the
Ray Nicolas	Shasta College
Andrea Neptune	Sierra College
Chris Vancil	Siskiyou, College of the
Kathryn Williams Browne	Skyline College
Michael Wyly	Solano College
Carre Lesh	Southwestern College
Geoffrey Dyer	Taft College
Lydia Morales	Ventura College
Jessica Gibbs	Victor Valley College
Holly Bailey-Hofmann	West Los Angeles College
Gretchen Ehlers	West Valley College
Matt Clark	Woodland College
Greg Kemble	Yuba College

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Sam Foster	At Large Rep
LaTonya Parker	At Large Rep