46th SPRING SESSION RESOLUTIONS

Adopted Saturday, April 12, 2014

Resolutions Committee 2013-2014

John Freitas, Los Angeles City College, Chair
Julie Adams, ASCCC, Executive Director
Randy Beach, Southwestern College, Area D
Kenneth Bearden, Butte College, Area A
Dolores Davison, Foothill College, Area B
Michelle Grimes-Hillman, Mt. San Antonio College, Area C
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1.0 ACADEMIC SENATE
1.01 S14 Election Signatures Discrepancies
Whereas, The Academic Senate for California Community Colleges believes in a fair, democratic, and inclusive election process and that disqualification of a ballot and the corresponding representation that is denied should be kept to a minimum;

Whereas, During the Spring 2013 balloting for the Academic Senate for California Community Colleges officers and representatives, a significant number of ballots were disqualified due to signature discrepancies; and

Whereas, The Academic Senate for California Community Colleges recognizes that some individuals can vary the strokes of their signatures slightly based on numerous factors;

Resolved, That the Academic Senate for California Community Colleges Elections Chair announce from the podium the names of delegates whose signatures need to be validated and allow up to five minutes for the individuals to report to the Elections Chair to provide validation prior to discarding the ballot and totaling the votes effective Spring 2014.

MSC Contact: Evelyn Lord, Laney College, Area B

1.02 S14 Adopt the Documents Guidelines for the Periodic Review of the Academic Senate for California Community Colleges and Periodic Review of the Academic Senate for California Community Colleges Review Criteria
Whereas, Academic Senate Resolution 1.02 S131 directed the Academic Senate to “create a task force consisting of equal numbers of Executive Committee representatives and member delegates to develop a process of periodic institutional review for assessing the operations, processes, policies, and programs of the Academic Senate for California Community Colleges including the composition of the review team, what standards of accountability will be used, what components would comprise such a review, the number of years between reviews, and how commendations and recommendations will be offered at the conclusion of the process” and that the task force’s recommendation “be presented to the body for adoption by the Spring 2014 Plenary Session so that the Academic Senate for California Community Colleges can undergo and complete its first periodic review by the Fall 2014 Plenary Session”;

Whereas, In response to resolution 1.02 S13 the Operational Oversight Committee was formed and charged with developing an evaluation process for the Academic Senate, and this committee held a breakout at the Fall 2013 Plenary Session to present progress to and obtain feedback from the body that was used to inform the work of the committee; and

Whereas, The deadline for completion of the first periodic review established as Fall 2014 Plenary Session would place a substantial burden on the organization and the individuals charged with completing the review;

1 The text of this resolution is found at http://asccc.org/resolutions/periodic-evaluation-academic-senate-california-community-colleges.
Resolved, That the Academic Senate for California Community Colleges adopt the documents *Guidelines for the Periodic Review of Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*;

Resolved, That the Academic Senate for California Community Colleges complete the selection process for the Review Task Force in Spring 2015 and undergo and complete its first periodic review by the Spring 2016 Plenary Session; and

Resolved, That the Academic Senate for California Community Colleges assess the efficacy of the Periodic Evaluation of ASCCC process, including the documents *Guidelines for the Periodic Review of the Academic Senate for California Community Colleges* and *Periodic Review of the Academic Senate for California Community Colleges Review Criteria*, after completion of the first periodic review and report back to the body any modifications or adjustments by Spring 2017 Plenary Session.

MSC Contact: Julie Bruno, Executive Committee, Operational Oversight Committee

1.03 S14 Applying the Brown Act to ASCCC Executive Committee Meetings

Whereas, The Academic Senate for California Community Colleges has always been a proponent and champion for ensuring the right of all persons to participate in academic discourse and democracy where the ability to participate in such discourse potentially affects them;

Whereas, Over the course of the last eight years the Academic Senate for California Community Colleges has received ambiguous, inconsistent, conflicting opinions from multiple legal representatives concerning the applicability of the laws requiring open meetings (Brown Act or Bagley-Keene Act); and

Whereas, These open-meeting laws are complex, difficult to interpret with respect to a variety of circumstances, and difficult to self impose without clear guidelines, all of which ultimately means there are no clear guiding parameters provided in law or by the body to its elected representatives that establishes expectations around open meeting requirements for Executive Committee meetings held by the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges work to revise its bylaws at Fall Session 2014 to incorporate the requirements of the Brown Act for all its Executive Committee meetings.

MSC Contact: Wheeler North, San Diego Miramar College, Area D

1.04 S14 Investigate and Analyze Election Rules and Procedures of the Academic Senate for California Community Colleges

Whereas, Election rules and procedures of the Academic Senate for California Community Colleges (ASCCC) have not been evaluated to determine their effectiveness in serving the needs of the ASCCC for at least a decade;
Resolved, That the Academic Senate for California Community Colleges create a task force consisting of equal numbers of elected Executive Committee members and local senate representatives to review the Academic Senate’s elections rules and procedures of other faculty organizations, analyze current Academic Senate election rules and procedures, and report back to the body the pros and cons of various elections options by Spring 2015.

MSC Contact: Phil Smith, American River College

1.05 S14 Evaluate Representative Positions of the Academic Senate for California Community Colleges Executive Committee

Whereas, The number and possibly the geographical distribution of local member senates is different today than when the representative positions (Area A, B, C, D, North, South, and At-large) of the Executive Committee were established;

Resolved, That the Academic Senate for California Community Colleges evaluate whether or not the current representative positions (Area A, B, C, D, North, South, and At-large) of the Executive Committee are adequate and equitable to the number and geographical distribution of local member senates and report the findings to the body by Spring 2015.

MSC Contact: Eric Narveson, Evergreen Valley College

2.0 ACCREDITATION

2.01 S14 Modify Title 5 to Indicate that California Community Colleges Shall Be Accredited By a Federally Recognized Accrediting Agency

Whereas, California Code of Regulations, Title 5 §51016 currently requires that, “Each community college within a district shall be an accredited institution. The Accrediting Commission for Community and Junior Colleges shall determine accreditation;”

Whereas, A basic criterion for participation in federal financial aid programs is that colleges be accredited by a nationally recognized accrediting agency, not one specific agency;

Whereas, Naming a specific accrediting agency in Title 5 is problematic because agencies may change their names, merge with other entities, or cease to be recognized, any one of such circumstances requiring a corresponding change to Title 5; and

Whereas, Naming a specific accrediting agency in Title 5 reduces the options California community colleges have to affiliate with an accrediting agency that fits their mission and circumstances^2;
Resolved, That the Academic Senate for California Community Colleges work with the appropriate bodies to remove references to one specific accrediting agency in Title 5 and to replace the language with a neutral statement that California community colleges shall be accredited by a regional federally-recognized agency.

MSC  Contact: Dolores Davison, Executive Committee

2.02 S14 Submitting Proposed Revisions to the 2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards Through Written and Oral Testimony to the Accrediting Commission for Community and Junior Colleges (ACCJC)

Whereas, On January 24, 2014, the Accrediting Commission for Community and Junior Colleges (ACCJC) released for first reading a revised set of Eligibility Requirements and Accreditation Standards and began soliciting public comment about the draft revisions and will accept public comments until April 30, 2014;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) will hold public hearings about the 2014 First Reading Draft of the Eligibility Requirements and Accreditation Standards at Sylmar, California on April 28, 2014 and Sacramento, California on April 30, 2014;

Whereas, In order to assist the Academic Senate for California Community Colleges in providing public comment to the ACCJC, the Accreditation and Assessment Committee of the Academic Senate collected and compiled a list of recommended proposed revisions based upon research and analysis by the committee, including input from the field, in a single document entitled Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards; and

Whereas, It would be impossible to present oral testimony for all of the items in the Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards document in the available time, and therefore the Academic Senate must prioritize the proposed revisions that are of greatest importance to faculty;

Resolved, That the Academic Senate for California Community Colleges adopt the Suggested Revisions to the Draft 2014 Eligibility Requirements and Accreditation Standards and direct the Executive Committee to submit these proposed revisions on behalf of the Academic Senate through written and oral testimony at the ACCJC’s public hearings, and furthermore devote its oral testimony to the proposed revisions determined to be of highest importance by the Executive Committee; and

Resolved, That the Academic Senate for California Community Colleges encourage local academic senates to provide oral and/or written testimony about the 2014 First Reading
ADOPTED RESOLUTIONS

Draft of the Eligibility Requirements and Accreditation Standards\(^3\) identified to the ACCJC based on their own locally identified concerns.

MSC Phil Smith, Executive Committee, Accreditation and Assessment Committee

2.03 S13 Explore Use of Simulated Accreditation Site Visits
Whereas, Preparing for accreditation site visits can be a complex process for most colleges;

Whereas, A possible resource for colleges to prepare for accreditation team visits is the use of simulated evaluation teams, a group of accreditation-knowledgeable faculty, administrators, and staff either from the college, other colleges in the same district, or outside colleges who visit the college and provide a simulated experience of an actual site visit; and

Whereas, Based upon the simulated visit, the college may be better prepared to respond to the actual evaluation team visit;

Resolved, That the Academic Senate for California Community Colleges investigate the use of simulated accreditation team visits and report back to the body by Spring 2015.

MSC Contact: Adrienne Foster, West Los Angeles College, Accreditation and Assessment Committee

2.04 S14 Collaborative Response to Accrediting Commission for Community and Junior Colleges 2014 Draft Revised Standards
Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) has released the draft accrediting standards for first reading in January 2014 and letter from Barbara Beno on March 18, 2014;

Whereas, The new standards propose changes related to the faculty role in various processes such as:

- Governance process for review of mission statement (I.A)
- Reliance on faculty to identify SLOs (II.A.2.b)
- The faculty role in hiring statement removal “as determined by individuals with discipline expertise”

and would benefit from additional faculty evaluation and input; and

Whereas, Faculty have also expressed concerns about the new Institutional Integrity section (IC) and its possible interpretation;

Resolved, That the Academic Senate for California Community Colleges collaborate, where appropriate, with other constituent groups, such as Faculty Association of California Community Colleges (FACCC) and community college faculty unions, before the April 30, 2014 deadline for public comment in order to coordinate verbal and written responses to the Accrediting Commission for Community and Junior Colleges about the draft Accreditation Standards from the faculty perspectives; and

Resolved, That the Academic Senate for California Community Colleges request an extension of the second reading of the proposed revisions to the Standards until January 2015 to allow for further consideration and discussion of public comments.

MSC Contact: Shaaron Vogel, Butte College

3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY
3.01 S14 Infusing Cultural Competence
Whereas, Resolution 1.02 Spring 2010 asks that “the Academic Senate for California Community Colleges create a plan for infusing best practices regarding cultural competence into professional development, work, goals, and other aspects of the work of the Senate and produce the plan as a model for local senates”; and

Whereas, Cultural competence is a skill set that makes one effective in working in diverse environments and teaching diverse students, and faculty who make progress toward becoming culturally competent should positively affect the success of students;

Resolved, That the Academic Senate for California Community Colleges engage in cultural competency and equity training at its annual Executive Committee orientation, and use the information from that training to develop its cultural competency plan as a model for local senates; and

Resolved, That the Academic Senate for California Community Colleges report its cultural competency plan to the body by Spring 2015 and include in that plan a component that will encourage greater diversity in local senates.

MSC Contact: Jeff Burdick, Willow International Community College Center, Student Equity Task Force

5.0 BUDGET AND FINANCE
5.01 S14 Oppose Flexibility Allowances Provided in the Governor's January Budget
Whereas, The 2014 - 2015 budget proposed in January 2014 by Governor Brown contains a proposal to allow for flexible movement of up to 25% of the funds directed to Extended Opportunities Programs and Services (EOPS), California Work Opportunity and Responsibility to Kids (CalWORKs) and the Basic Skills Initiative;

4 The full text of this resolution is found at http://asccc.org/resolutions/plan-infuse-cultural-competence
ADOPTED RESOLUTIONS

Whereas, While these provisions allow for some local accommodating of resources outside of their intended purposes, allowing this flexibility at this time could lead to a continuation of inequities because these needs have never been met, which will exacerbate internal competition for dwindling resources;

Whereas, The Faculty Association of California Community Colleges, the EOPS Association, and the CalWORKs Association have taken an “oppose” position to this proposal; and

Whereas, The Academic Senate for California Community Colleges has previous resolutions that broadly oppose flexible funding for categorical programs (6.02 S10, 5.03 S11);

Resolved, That the Academic Senate for California Community Colleges strongly oppose flexible budget options provided in the January 2014 Governor’s Budget for EOPS, CalWORKs and the Basic Skills Initiative.

MSC Contact: Wheeler North, San Diego Miramar College, Area D

5.02 S14 Endorse Funding for Full-Time Faculty and Addressing Issues with the Faculty Obligation Number (FON)

Whereas, Full-time faculty, both in the classroom and in student services, are essential to delivering a quality educational experience and to promoting student success;

Whereas, Positive budget forecasts indicate the expectation that additional funding will be available for community colleges in the May revision of the California State budget, and this additional funding could best be used to promote the hiring of full-time faculty throughout the system;

Whereas, The full-time Faculty Obligation Number (FON) currently utilized by the California Community College System has not led to a significant increase in the percentage of full-time faculty hires because it was intended to maintain the status quo in faculty hiring rather than to promote progress toward the 75% full-time faculty goal and is based on 1988 faculty hiring data that does not accurately or fairly represent current system hiring needs; and

Whereas, On March 20, 2014, the California Community Colleges Consultation Council agreed to form a task force to explore ways to address inequities in the FON for various districts and to encourage hiring of full-time faculty in districts with lower percentages of full-time faculty;

Resolved, That the Academic Senate for California Community Colleges endorse the inclusion of dedicated funding for the hiring of full-time faculty in the May 2014 revision of the California state budget as well as in future budget years; and
Resolved, That the Academic Senate for California Community Colleges endorse the concept of revising or weighting the faculty obligation number (FON) to address in an equitable way full-time hiring of faculty among colleges throughout the California Community College System and to increase the hiring of full-time faculty statewide.

MSC Contact: David Morse, Long Beach City College, Area D

7.0 CONSULTATION WITH THE CHANCELLOR’S OFFICE
7.01 S14 Explore Participation in State Authorization Reciprocity Agreements (SARA) for Distance Education Offerings

Whereas, Colleges and districts that enroll students living in other states in distance education courses may be required by those states to enter into state authorization agreements in order to enroll those students, which can be burdensome to institutions and can result in thousands of dollars in fees to a state, even for a single student;

Whereas, The proposed 34 CFR §600.9(c) states:

“If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering distance or correspondence education in that State. An institution must be able to document to the Secretary the State’s approval upon request.”

and that if enacted will become an accreditation requirement as colleges are expected to comply with all federal regulations; and

Whereas, Participation by the State of California in the State Authorization Reciprocity Agreement (SARA)5, which provides for “an agreement among member states, districts, and territories that establishes comparable national standards for interstate offerings of postsecondary distance education courses and programs,” could relieve colleges and districts of having to directly negotiate agreements with states and territories, as that would be done by the State of California on behalf of colleges and districts, and could also ensure compliance with the proposed 34 CFR §600.9(c);

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor’s Office and other state entities to analyze without delay the potential benefits

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ADOPTED RESOLUTIONS

and risks of participation in the State Authorization Reciprocity Agreement, and report
the results of the analysis to the field as soon as possible.

MSC  Contact:  John Freitas, Executive Committee

7.02  S14  Allowing “P” Grades for Courses in the Major for the Associate
Degree for Transfer
Whereas, In September 2013, the California Community Colleges Chancellor’s Office
adopted the 5th edition of the Program and Course Approval Handbook and modified the
courses that could be used in the major component of Associate Degrees for Transfer
(ADTs) by inserting the following sentence: "A 'P' (Pass) grade is not an acceptable
grade for courses in the major” (p. 89);

Whereas, Title 5 regulations §55023 define a “P” grade as “at least satisfactory” and a
“C” as “satisfactory,” establishing that a “P” is equal to a “C” or better as required for the
major component of an ADT;

Whereas, Some forms of credit (e.g., AP, IB, and CLEP) are only graded on a pass/no
pass basis and are commonly accepted for the major at many California State
Universities; and

Whereas, Education Code clearly grants the authority to community colleges for the
content of the ADTs, and this authority extends to community colleges the right and
responsibility for granting credit they deem appropriate to these degrees;

Resolved, That the Academic Senate for California Community Colleges work with the
Chancellor’s Office to take whatever measures are needed to reverse the prohibition
against using grades of “P” in the major component of Associate Degrees for Transfer.

MSC  Contact:  Dave DeGroot, Allan Hancock College, Area C

7.03  S14  Mechanism to Ensure That Implementing Transfer Model Curricula
Preserves Faculty Intent
Whereas, Transfer Model Curricula (TMCs) provide a faculty-developed structure to the
major component of Associate Degrees for Transfer (ADTs);

Whereas, The California Community College Chancellor’s Office develops templates for
degree submission derived from the TMC; and

Whereas, Degree templates and their implementation should align with the intent of the
faculty who developed the TMC;

Resolved, That the Academic Senate for California Community Colleges work with the
Chancellor’s Office to establish a mechanism to ensure that template development and
implementation are consistent with the intent of the TMC as developed by the faculty.
MSC  Contact: Dave DeGroot, Allan Hancock College, Area C

7.04 S14  Immediate Supervision in Foreign Language Labs
Whereas, Legal Opinion 08-02 (2008 October 1) established new strictures by which districts can claim apportionment for “TBA” (To Be Arranged) hours, strictures that many community college labs, including foreign language labs, did not or simply cannot meet;

Whereas, The foreign languages discipline universally recognizes labs as necessary, successful delivery modes for improving student learning outcomes;

Whereas, Meeting the new strictures would entail staffing foreign language labs with instructors from all languages at any given time, even though instructors with minimum qualifications in any foreign language possess knowledge of the pedagogy of foreign language teaching and learning, and can thereby assist students with lab materials and activities that have been assigned by and will be assessed by the instructor of record; and

Whereas, The Board of Governors amended Title 5 §58055 (“Immediate Supervision”) to allow exemptions for health science education, for the Firefighter Joint Apprenticeship programs, and for early childhood education programs to allow them to meet the new strictures;

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor’s Office to develop a recommendation to the Board of Governors that Title 5 be amended to allow an exemption for foreign language labs so that immediate supervision can be shared by people who meet the state minimum qualifications for teaching any foreign language taught at the college.

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

7.05 S14 Research Tools for Program Review
Whereas, There are over 6,000 approved certificate and degree programs in the California Community College System (System) inventory of programs and courses and approximately 51% of these need to be reviewed at least every six years while the other 49% (Career Technical Education programs) need to be reviewed every two years, resulting in the need to review 2,000 programs every year system-wide;

Whereas, The California Community Colleges Chancellor’s Office, working in collaboration with CalPASS Plus, WestEd, the California Department of Labor, California Department of Education and a variety of other state and national agencies has developed a host of data gathering and research tools such as the Student Success

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6 “For both of these areas, the requirement for immediate supervision can be met as a responsibility shared by a qualified person in the workplace/clinic and by an academic district employee.” Memo of June 10, 2009, Carole Bogue-Feinour, Vice Chancellor Academic Affairs Division, Second To Be Arranged (TBA) Hours Follow-up Memorandum
ADOPTED RESOLUTIONS

Scorecard, Salary Surfer and the newly emerging Launchboard, which all provide the quantitative data necessary to making sound programmatic decisions;

Whereas, The California Legislature has long provided various funding streams such as the Telecommunication and Technology Information Program funds that are intended to develop and leverage System infrastructure where it will benefit colleges and maximize System purchasing power; and

Whereas, The data, tools, technology, staff, and infrastructure are now available to build a customizable program review system that contains narrative and auto/self populating quantitative data that colleges can choose to adopt, locally develop and adapt, save and reuse, or update prior data that is still relevant, in ways that would simplify the effort of program review, and would improve the utility of program review by making it more coordinated and meaningful both locally and statewide;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office and other appropriate agencies to further develop research tools that offer quantitative, qualitative and meaningful data for local program review processes.

MSC Contact: Wheeler North, San Diego Miramar College, Area D

9.0 CURRICULUM
9.01 S14 Academic Senate Involvement in AB 86 Regional Planning Consortia

Whereas, In 2013 the legislature passed and the governor signed AB 86 (Education Omnibus Trailer Bill, 2013-2014) that amended California Education Code §84830 to create regional consortia to implement a plan to “better serve the educational needs of adults” in areas that include basic skills, ESL, and short-term CTE educational services;

Whereas, AB 86 further requires an evaluation and integration of faculty professional development to achieve greater student achievement;

Whereas, Curricular design, educational planning, student success, and faculty professional development are all part of the 10+1 academic and professional matters under the purview of local academic senates, as stated in Title 5 §53200; and

Whereas, Faculty-defined rubrics for aligning courses before transfer have already been created and would provide useful tools for integrating courses;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to use established faculty-defined rubrics such as CB21 coding to develop a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;
Resolved, That the Academic Senate for California Community Colleges assert that local academic senates actively participate in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter; and

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor’s Office to remind local governing boards that the Title 5 requirements for collegial consultation with academic senates on academic and professional matters extend to interagency legislative bodies, including joint powers authorities established between community college and K-12 governing boards.

MSC  Contact: John Stanskas, Executive Committee, Noncredit Task Force

9.02  S14  Changes to Recent Community College Repeatability Regulations
Whereas, California community colleges have built extensive depth and breadth of educational programs for over 50 years, responding to the educational needs of their respective communities, contributing to a skilled workforce, fostering a more engaged citizenry and creating a diverse, multi-generational component in the social and cultural make-up of our state, and in November 2012 voters passed Proposition 30, signifying state-wide, taxpayer support for maintaining access to this high quality public educational system;

Whereas, During the recent economic downturn, when California community colleges were turning away hundreds of thousands of students due to budget shortfalls, the Board of Governors of the California Community Colleges, in the context of rationing education, passed regulations to limit the repeatability of coursework in order to focus on and prioritize basic skills, career technical education, and transfer preparation;

Whereas, Lack of repeatability in performance, physical education, and skill-building courses has had the unintended consequence of severely limiting the ability of students of the arts (including dance, music, theater, creative writing, and the visual arts), and physical education to transfer as majors into advanced programs which select students based on demonstrated performance and athletic skills, excellent portfolios, and strong resumes, often developed over years of repeating coursework in order to attain the required higher levels of proficiency needed to transfer to selective four-year programs; and

Whereas, The repeatability regulations raise other barriers for community college students, particularly those enrolled in career and technical education programs, to take a more current version of a course they have already completed in order to update skills, adapt to new technologies or maintain professional competency;

Resolved, That the Academic Senate for California Community Colleges continue to support unfettered access to quality community college education for all Californians, including lifelong learners.

MSC  Contact: Michael Mangin, Cabrillo College, Area B
ADOPTED RESOLUTIONS

9.03 S14 Statewide Curriculum Coordination
Whereas, The establishment of infrastructure to support the coordinated development of curriculum (either intra or inter-segmentally) and corresponding efforts to identify comparable curriculum is a valuable mechanism for increasing student pathway efficiency because it permits students to readily transition across and among the public and private segments of education and into viable careers;

Whereas, These efforts are and should remain faculty-driven, including projects such as Statewide Career Pathways and the Course Identification Numbering System (C-ID), the creation of school to college articulation, and the development of Model and Transfer Model Curricula (MC/TMCs);

Whereas, Inter-coordination of these efforts where appropriate is essential to making school-to-colleges-to-careers pathways rigorous, seamless, and flexible for students irrespective of their academic and career trajectory; and

Whereas, California legislation has inadvertently introduced inconsistency into the current inter-coordination efforts by providing regional funding streams that bypass the California Community College System governance processes;

Resolved, That the Academic Senate for California Community Colleges work to ensure that statewide curriculum systems remain funded, faculty driven, and inter-coordinated where appropriate so that institution-to-institution and institution-to-career pathways remain rigorous, seamless, and flexible.

MSC Contact: Wheeler North, San Diego Miramar College, Area D

9.04 S14 Consistency in Data Mart English as a Second Language Basic Skills Progress Tracker
Whereas, The California Community College Chancellor’s Office tool Data Mart Basic Skills Progress Tracker is used to compile the Basic Skills Report for the State of California, integrating data from all basic skills/English as a Second Language (ESL) courses at all California Community Colleges (CCCs) for the purpose of measuring quality of programs at a college level;

Whereas, The ESL programs of CCCs are unique from other basic skills classes in having complex intricacies such as nonlinear course sequencing, multiple skill strands at the same level, complicated sequencing in the pathway to transfer, and varied coding including noncredit, non-degree applicable credit, degree-applicable credit, and transferable credit in the same department; and

Whereas, An analysis by a subcommittee of the California Teachers of English to Speakers of Other Languages (CATESOL) of several ESL departments’ data in Data Mart Basic Skills Progress Tracker has revealed several errors, including but not limited to wrong courses being tracked, courses missing, and incorrect coding of courses, all resulting in an inaccurate picture of success data of ESL departments;
Resolved, That the Academic Senate for California Community Colleges provide information and guidance to English as a Second Language (ESL) departments throughout the California Community College System to ensure that all ESL courses are accurately and consistently coded in alignment for the purpose of collecting and reporting accurate data in the Data Mart Basic Skills Progress Tracker tool; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chief Instructional Officers to facilitate accurate entry of ESL coding into the Data Mart Basic Skills Progress Tracker tool.

MSC Contact: Leigh Anne Shaw, Skyline College, Area B

10.0 DISCIPLINES LIST
10.01 S14 Adopt the Discipline List Handbook
Whereas, The body adopted resolution 10.07 S137 that directed the Academic Senate for California Community Colleges to consolidate information related to the disciplines list process to ensure that all pertinent information to the process is consistent, housed in one place, and can be used by both the Standards and Practice Committee and the field;

Whereas, Resolution 10.09 S13 and amendment 10.09.01 S13, both of which were referred to the Executive Committee8, addressed concerns about the need to simplify the way discipline list recommendations were brought to the body and to clarify the process; and

Whereas, The Standards and Practice Committee developed a Discipline List Handbook that consolidates the disciplines list process, as directed in resolution 10.07 S13, and addresses the concerns stated in the referred resolution 10.09 S13 and amendment 10.09.01 S13;

Resolved, That the Academic Senate for California Community Colleges adopt the Discipline List Handbook and implement the new discipline list process immediately upon its adoption by the body.

MSC Contact: Michelle Grimes-Hillman, Executive Committee, Standards and Practices Committee

12.0 FACULTY DEVELOPMENT
12.01 S14 Consistent and Sustainable Funding for Professional Development
Whereas, AB 2558 (Williams, 2014) as of February 21, 2014, contains provisions that would implement two of the recommendations of the Chancellor’s Office Professional

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7 The full text of resolution 10.07 S13 is found at http://asccc.org/resolutions/improvements-disciplines-list-process
8 The full texts of resolution 10.09 S13 and 10.09.01 S13 are found at http://asccc.org/resolutions/disciplines-list-motion and http://asccc.org/resolutions/amend-resolution-1009-s13
ADOPTED RESOLUTIONS

Development Committee, including changing the name of the Faculty and Staff Development Fund to the Professional Development Program and making the program inclusive of all college employees, but not does not provide the consistent and sustainable funding for professional development as recommended by the committee;

Whereas, AB 2558 (Williams, 2014) would repeal Education Code §87152, which allocates to districts at a minimum “an amount equivalent to one half of one percent of the fiscal year revenues . . . received by the district, for the 1987-88 fiscal year” for the Faculty and Staff Development Fund; and

Whereas, Ongoing consistent and sustainable funding is essential for the creation and maintenance of meaningful and vital professional development programs in the California community colleges;

Resolved, That the Academic Senate for California Community Colleges support the intent of AB 2558 (Williams, 2014) as of February 21, 2014, regarding its provisions for renaming and making the Professional Development Program inclusive of all college personnel;

Resolved, That the Academic Senate for California Community Colleges advocate that the allocation language in Education Code §87152 remain until such a time as a statute for ongoing and sustainable funding for the professional development program has been established; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office and other constituent groups to establish through statute ongoing consistent and sustainable funding for the Professional Development Program.

MSC Contact: David Morse, Executive Committee

12.02 S14 Faculty Professional Development

Whereas, The primary basis for faculty hiring is subject matter expertise and meeting the minimum qualifications outlined in Title 5 and in Minimum Qualifications for Faculty and Administrators in Community Colleges (January 2012);

Whereas, The California Community College faculty minimum qualifications do not include requirements for andragogical knowledge or teacher preparation;

Whereas, Many colleges do not have a formal faculty professional development program tied to improvement of andragogy; and

9 This handbook is found at http://extranet.cccco.edu/Portals/1/AA/MinQuals/MinimumQualificationsHandbook2012_2014.pdf
ADOPTED RESOLUTIONS

Whereas, Student preparedness and demographics of California community colleges have changed greatly over the last several years and faculty must be responsive to the learning needs of students at all levels and the vast array of diversity among students;

Resolved, That the Academic Senate for California Community Colleges take the position that faculty need ongoing professional development opportunities in andragogy that are driven by the unique and changing needs of students; and

Resolved, That the Academic Senate for California Community Colleges research professional development programs for college faculty linked to teaching and learning preparation for adult students that have shown to increase student learning and success, and report its findings back to the body by Spring 2015.

MSC  Contact: Dianna Chiabotti, Executive Committee

13.0 GENERAL CONCERNS
13.01 S14 Researching the Feasibility of the CCC Bachelor's Degree
Whereas, The California Community Colleges Chancellor's Office recently released a report from the California Community Colleges Baccalaureate Degree Study Group10 on the topic of expanding the mission of community colleges in the state to include the awarding of bachelor's degrees, and the report concludes with a recommendation that the topic "merits serious review and study;"

Whereas, The Academic Senate for California Community Colleges currently is opposed to adding bachelor's degrees to the mission of California community colleges, Resolution 6.01 S1011, but given changes in the labor market and fewer spaces available for transfer students at California State University campuses, faculty may want to reconsider this position; and

Whereas, Any comprehensive change to the mission of the California community colleges should include comment and input from many California State University and the University of California colleagues, and the composition of the California community college study group that produced the report included no faculty representation from these two segments;

Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental scan by independent researchers be conducted and

10 The full report is found at http://californiacommunitycolleges.cccco.edu/portals/0/reportsTB/2014_01_BacDegree_StudyGroup_WE B.pdf
11 The full text of resolution 6.01 S10 is found at http://asccc.org/resolutions/opposition-proposed-modification-community-college-mission
distributed to the colleges for information, deliberation, and further recommendations to the Legislature.

MSC  Contact: Dolores Davison, Executive Committee

13.02  S14  **Add Established At-Risk Student Groups to Exemptions under Board of Governors Fee Waiver Policy**

Whereas, In January 2014, the Board of Governors (BOG) of the California Community Colleges approved new minimum academic and progress standards that a student qualifying for a BOG fee waiver must meet in order to retain eligibility, but allowed an exemption to those standards for foster youth;

Whereas, Based on a California Community Colleges Chancellor’s Office simulation report\(^1\) on a cohort from 2011, as many as 31,342 (4.8% Extended Opportunities Programs and Services (EOPS); 4.7% California Work Opportunity and Responsibility to Kids (CalWORKs); 6% Disabled Student Programs and Services (DSPS) at-risk students could be subject to loss of the fee waiver for failure to meet the new academic and progress standards;

Whereas, Students who participate in EOPS/CARE, CalWorks, and DSPS programs, as well as veterans, qualify as at-risk students and therefore should receive the same exemptions from the new academic and progress standards as foster youth; and

Whereas, Students who participate in EOPS/CARE, CalWorks, and DSPS programs are already held to established academic and progress standards through such instruments as the EOPS Mutual Responsibility Contract;

Resolved, That the Academic Senate for California Community Colleges recommend that the Board of Governors amend §58621 of Title 5 to grant EOPS/CARE, CalWORKs, DSPS students, and veterans the same exemptions to the new academic and progress standards currently granted for foster youth.

MSC  Contact: Fabio R Gonzalez, San Jose City College, Area B

13.03  S14  **Constructive Dialog on the Expectations for Community College Completion**

Whereas, Community colleges are commonly referred to as “two-year colleges,” and students are often expected by external observers and even themselves to complete their studies within time frames and unit limitations that stress greater speed to completion and economy of course scheduling rather than the quality of their experience;

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\(^{1}\) Analysis presented to the Board of Governors by the Chancellor’s Office, March 3-4 2014
http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2014_agendas/March/3_3_BOG_Fee_Waiver.pdf
Whereas, Many students remain at community colleges beyond two years and take more than the minimum units needed to complete their educational goals for legitimate reasons, including the following:

- Family or work circumstances that prevent full-time attendance
- Lack of access to courses that are compatible with other commitments and offered in the student’s preferred mode of instruction
- Employment circumstances that compel students to return for retraining or additional coursework despite having achieved previous goals
- Insufficient preparation for college coursework that creates a need for remediation
- Completion of lower-division coursework not required for an associate’s degree but required or recommended as lower-division preparation for the corresponding bachelor’s degree by a transfer institution
- A simple desire to explore the options available before choosing a career path or major;

Whereas, Students should be provided with proper academic support, counseling and career advisement, financial aid, and other services to help them make appropriate course-taking decisions in order to reach their educational goals in a timely and efficient manner, but no student should be pushed into career-path choices or major programs due to misguided time or unit constraints before he or she is prepared to make such decisions; and

Whereas, Community college programs should be focused on giving students a high quality educational experience, not on pushing students through a model of education that stresses efficiency over true student success;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other interested constituencies to expand the necessary support structure that will enable all community college students to determine and achieve their educational goals in a timely and efficient manner, including but not limited to financial aid, counseling and career advisement, and academic support; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to engage policy makers in a constructive dialog that will expand their understanding of community colleges beyond the narrow view that students are expected to reach institutionally defined goals within two years and with a minimum number of units earned.

MSC Contact: David Morse, Long Beach City College, Area D

13.04 S14 Concern Regarding Chancellor’s Office Staffing
Whereas, The enactment of SB1440 (Padilla 2010)\textsuperscript{13} and SB440 (Padilla 2013)\textsuperscript{14} requires community colleges, within tight deadlines, to create an associate degree for transfer in

\textsuperscript{13} http://www.sb1440.org
\textsuperscript{14} http://www.legtrack.com/bill.html?bill=201320140SB440
ADOPTED RESOLUTIONS

every major and area of emphasis offered by that college for any approved transfer model curriculum, as prescribed, thereby imposing a state-mandated local program;

Whereas, The Governor has supported both pieces of legislation\(^\text{15}\) as efforts to increase California's competitive edge in creating a skilled work force to effectively compete in the global marketplace;

Whereas, Title 5 §51021 requires that credit courses, certificates, and degrees are reviewed and approved by the Chancellor's Office before colleges list these courses and programs in their college's catalog and subsequently offer those courses and programs; and

Whereas, Recent departures in the Division of Academic Affairs in the Chancellor’s Office have resulted in serious understaffing that has compromised the ability of the Chancellor’s Office to handle the volume of course and program submissions from colleges, as well as its ability to provide timely guidance to the field;

Resolved, That the Academic Senate for California Community Colleges strongly urge that the staffing at the Chancellor's Office be immediately restored to the levels necessary to perform the critical work that directly impacts curriculum, especially the timely processing, review and approval of course and program submissions in support of student success.

MSC  Contact: John Stanskas, San Bernardino Valley College

14.0  GRADING

14.01  S14  Adopt the Paper Awarding Credit Where Credit is due: Effective Practices for the Implementation of Credit by Exam

Whereas, Academic Senate Resolution 9.05 F08\(^\text{16}\) called for the Academic Senate for California Community Colleges (ASCCC) to “assert the right of discipline faculty to establish the content of credit by exam processes, . . . .” and “research and share effective practices for credit by exam processes with local senates”;

Whereas, Academic Senate Resolution 9.08 F10\(^\text{17}\) called for the ASCCC to “develop and disseminate information to local academic senates regarding effective practices for using credit by exam to recognize learning gained through alternative mechanism,” to “encourage local academic senates to ensure that students are aware of the existing mechanisms for earning credit through exam processes,” and to “recommend that local academic senates consider the needs of their local communities and strive to ensure that all appropriate exam opportunities are available”; and


\(^{16}\) The full text of resolution 9.05 F08 is found at http://asccc.org/resolutions/ensuring-integrity-credit-exam-processes

\(^{17}\) The full text of resolution 9.08 F10 is found at http://asccc.org/resolutions/credit-exam-processes
ADOPTED RESOLUTIONS

Whereas, The paper *Awarding Credit Where Credit is Due: Effective Practices for the Implementation of Credit by Exam* asserts the right of discipline faculty to establish the content of credit by exam processes, shares effective practices for implementing credit by exam processes with local senates, offers effective practices for using credit by exam, including ways to ensure that students are aware of mechanisms for earning credit by exam, while encouraging local senates to consider the needs of their local communities;

Resolved, That the Academic Senates for California Community Colleges adopt the paper *Awarding Credit Where Credit is Due: Effective Practices for the Implementation of Credit by Exam*.

MSC Contact: Lesley Kawaguchi, Executive Committee, Credit by Exam Paper Task Force

14.02 S14 Local Use of Available Noncredit Progress Indicators
Whereas, The Academic Senate for California Community Colleges adopted resolution 14.01 S12\(^\text{18}\) that requested changes to Title 5 to include a noncredit progress indicator of Satisfactory Progress (SP) at its Spring 2012 session;

Whereas, The Chancellor’s Office Scorecard currently voids all data submitted for noncredit progress, thus indicating zero achievement and success;

Whereas, The Chancellor’s Office currently lacks the staff to facilitate the requested Title 5 change; and

Whereas, The Chancellor’s Office is capable of collecting noncredit progress indicators, and all other progress indicators (A, B, C, D, F, P and NP) are currently defined in Title 5 for credit and noncredit courses (§55021/§55023);

Resolved, That the Academic Senate for California Community Colleges urge local senates to recommend policies that allow their colleges to begin the practice of assigning progress indicators to all noncredit curriculum; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to elevate the priority of the requested Title 5 change to allow for the use of Satisfactory Progress (SP) as a viable noncredit progress indicator.

MSC Contact: Ginni May, Sacramento City College, Noncredit Task Force

15.0 INTERSEGMENTAL ISSUES
15.01 S14 IGETC for High Unit Majors
Whereas, Senate Bill (SB) 1440 (Padilla, 2010) defines the Associate in Arts for Transfer and Associate in Science for Transfer degree as having no more than 60 semester units (or 90 quarter units) eligible for transfer to the California State University (CSU);

\(^{18}\) The full text of resolution 14.01 S12 is found at http://asccc.org/resolutions/progress-indicator-implementation-noncredit-coursework
Whereas, The 60 semester units (or 90 quarter units) include a minimum of 18 semester units (or 27 quarter units) in a major or area of emphasis and an approved general education curriculum, either Intersegmental General Education Transfer Curriculum (IGETC) or CSU General Education Breadth Requirements;

Whereas, IGETC for Science, Technology, Engineering and Mathematics (IGETC for STEM), which allows exclusion of one course from Area 3 and one course from Area 4 for the Associate Degree for Transfer is approved for the chemistry major since it is a high-unit major; and

Whereas, Some non-STEM majors, such as music, theater, nursing, and elementary education are also high unit majors;

Resolved, That the Academic Senate for California Community Colleges work with its intersegmental partners to allow general education exceptions in both the IGETC and CSU General Education patterns similar to IGETC for STEM in all appropriate disciplines.

MSC Contact: Tiffany Tran, Irvine Valley College, Area D

15.02 S14 Model Curriculum and Nursing
Whereas, Senate Bill (SB) 1440 (Padilla, 2010) defines the Associate in Arts for Transfer and Associate in Science for Transfer Degree as having no more than 60 semester units (or 90 quarter units) eligible for transfer to the California State University (CSU) and California community colleges have missions other than just transfer;

Whereas, The Board of Registered Nursing (BRN) delineates the curriculum that must be covered in the nursing component of an Associate Degree in Nursing (ADN) and has established that 36 units is the minimum number of units in which this content can be covered and has established no maximum, allowing community colleges to determine how best to prepare their nursing students for both further study and the workplace demands that call for an increasingly higher level of competency for the new graduate;

Whereas, In the spirit of SB 1440 nursing faculty convened to develop a model curricula for nursing that establishes the BRN’s 36-unit minimum as a maximum and proposes a degree that is well-over the 70 unit limit that can transfer to CSU; and

Whereas, Many California community college nursing programs have a higher number of nursing program units than the proposed model curriculum allows and would have to reduce courses related to the nursing major to allow room for an additional 10 units of general education classes for the CSU baccalaureate degree;

Resolved, That the Academic Senate for California Community Colleges work with its intersegmental partners to increase the number of units that can transfer to a California
State University for students completing an Associate Degree in Nursing (ADN) program and pursuing a Bachelor’s of Science in Nursing; and

Resolved, That the Academic Senate for California Community Colleges work with nursing faculty to modify the maximum number of nursing units in a model curriculum that ensures that students are both prepared for transfer and well prepared for workforce.

MSC  Contact: Shaaron Vogel, Butte College

18.0  MATRICULATION

18.01  S14  Adopt the paper Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges

Whereas, The Board of Governors held a study session on basic skills in March 2007, and passed a motion directing the Chancellor to “begin the process of evaluating the implementation of a system-wide uniform, common assessment with multiple measures of all community college students…”;

Whereas, The Academic Senate for California Community Colleges adopted the paper Student Success: The Case for Establishing Prerequisites through Content Review (Spring 2010) and its recommendations included the need for a paper on multiple measures; and

Whereas, The Academic Senate for California Community Colleges through Resolution 18.01 F13 adopted the position that any common assessment system developed for use by the California community colleges should allow local control both in the selection of multiple measures for use in placement processes and in the manner in which those multiple measures are applied;

Resolved, That the Academic Senate for California Community Colleges adopt the paper Multiple Measures in Assessment: The Requirements and Challenges of Multiple Measures in the California Community Colleges; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to continue to engage in discussions at their colleges regarding the determination of appropriate multiple measures and placement processes that improve the success of their students.

MSC  Contact: Michelle Grimes-Hillman, Executive Committee, Multiple Measures Task Force

19  This paper is available at http://asccc.org/sites/default/files/Prerequisite-review-fall2010.pdf

20  The full text of this resolution is found at http://www.asccc.org/resolutions/use-multiple-measures-common-statewide-assessment-exams
18.02 S14 Research the Impact of Offering Priority Registration to Student-Athletes

Whereas, The *SMART Tool Companion Report for the California Community College Athletic Association* (Institute for Evidence-Based Change, July 2011)\(^{21}\) demonstrated participation in intercollegiate athletics programs closes the achievement gap for minority students, results in higher grade point averages (GPAs), and increases the rate and percentage of transfer to four-year institutions in comparison to a full-time, nonathletic cohort;

Whereas, Student-athletes must maintain full-time status (12 semester units or more, 9 semester units academic) during their season of competition and complete 24 semester units (18 semester units academic) between their first season of competition and their second season of competition for eligibility, and due to the fact that the California State University system requires 60 *transferrable* units for community college transfers, these student-athletes must take more than the minimum number of units;

Whereas, Intercollegiate athletic practices and competition times are typically scheduled between 2 pm and 7 pm daily, limiting course selections and creating challenges to the athletes’ opportunities to enroll in the proper courses to maintain athletic eligibility, graduate, and transfer in four semesters; and

Whereas, The *SMART Tool Companion Report* indicates that student-athletes comprise a small percentage (8%) of the population of all full-time students statewide;

Resolved, That the Academic Senate for California Community Colleges convene a taskforce of representative statewide faculty in the California community colleges to research: 1) the local impact of the lack of priority registration policies for student-athletes on their ability to achieve and maintain athletic eligibility, and 2) the local impact of offering priority registration for student-athletes on enrollment for the student body as a whole; and

Resolved, That the Academic Senate for California Community Colleges report its findings to the body by the Spring 2015 plenary session.

MSC Contact: Tony Thompson, Taft College

\(^{21}\) [www.iebc.org](http://www.iebc.org)
1.06  S14  Insert the Phrase “Promotes Academic Excellence” in the Academic Senate for California Community Colleges Mission Statement

Whereas, The Academic Senate for California Community Colleges is the official representative of all California community college faculty on academic and professional matters, and as that representative is responsible for promoting academic excellence in policy, initiative, consultative situations, to the legislature and Board of Governors, and to the media;

Whereas, The Academic Senate mission currently states22:

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges;

Whereas, While the current mission implies that the Academic Senate actively promotes academic excellence, an explicit statement to that effect will strengthen the understanding of the work and mission of the Academic Senate given the competing state and national organizations that attempt to claim that they ensure academic quality in the state; and

Whereas, The Academic Senate often helps to develop and act on policies created in the state but does not always promote all policies in the state because some policies are contrary to positions of the Academic Senate;

Resolved, That the Academic Senate for California Community Colleges amend its mission statement to read:

The Academic Senate for California Community Colleges promotes academic excellence and fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, advocates for, and acts upon policies of responding to statewide concerns; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Contact: Dianna Chiabotti, Executive Committee
MSR: Referred to the Executive Committee with 1.06.01 to clarify intent and return to the body by Fall 2014.

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22 The current Academic Senate mission statement is found at http://asc.cc.org/about/mission
1.06.01 S14  Amend Resolution 1.06 S14
Amend the title to read:

"Promotes Academic Excellence and Student Success" in the Academic Senate for California Community Colleges Mission Statement

Delete fourth whereas:
Whereas, The Academic Senate often helps to develop and act on policies created in the state but does not always promote all policies in the state because some policies are contrary to positions of the Academic Senate;

Amend the resolved:
Resolved, That the Academic Senate for California Community Colleges amend its mission statement to read:

The Academic Senate for California Community Colleges promotes academic excellence and student success; and fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, advocates for, and acts upon policies of responding to statewide concerns concern to the Academic Senate; and serves as the official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

Contact: Don Gauthier, Los Angeles Community College District, Area C
MSR: Referred to the Executive Committee with resolution 1.06 to clarify intent and return to the body by Fall 2014.

1.07 S14  Professional Development College
Whereas, The Academic Senate for California Community Colleges’ proposed Professional Development College (PDC) is a project of the ASCCC for faculty at California community colleges;

Whereas, The draft of the recommendations presented at the April 9, 2014, ASCCC Executive Committee Meeting regarding the Professional Development College indicated that the oversight would be a “shared responsibility of the Executive Committee but should be specifically included in the formal assignment of at least one Executive Committee member;” and

Whereas, The ASCCC Professional Development College’s focus is on building community college leaders and that their experiences as community college faculty are unique and impact their leadership style and success;

Resolved, That the Academic Senate for California Community Colleges ensure that the formal oversight of its Professional Development College be either a current elected Executive Committee member, a current tenured faculty member of a California
community college or a retired tenured faculty member of a California community college.

Contact: Dianna Chiabotti, Napa Valley College
MSR: Referred to the Executive Committee with 1.07.01 to clarify and return to the body by Fall 2014.

1.07.01 S14 Amend Resolution 1.07 S14
Amend third whereas:
Whereas, The ASCCC Professional Development College’s focus is current proposed pilot program focuses on building community college leaders and that their experiences as community college faculty are unique and impact their leadership style and success;

Contact: Don Gauthier, Los Angeles Community College District
MSR: Referred to the Executive Committee with resolution 1.07 to clarify and return to the body by Fall 2014

1.08 S14 Academic Senate for California Community College Bylaws
Whereas, At an Academic Senate for California Community Colleges Executive Committee meeting on April 9, 2014, during a conversation about an agenda item, when an Executive Committee member referred to the Bylaws for guidance on a topic, the Executive Director replied that the Bylaws were written in the 1960s, and they do not indicate our practice and therefore do not need to be followed;

Whereas, There have been other instances of the Bylaws being superseded or attempts to supersede the Bylaws with other written ASCCC documents;

Whereas, The Bylaws were ratified on March 7, 1969, were updated and reviewed by the body as recently as Spring session 2013 making them current; and

Whereas, The Bylaws and Constitution are the ASCCC’s articles of incorporation and thus we are legally obligated to follow them;

Resolved, That the Academic Senate for California Community Colleges adhere to its Bylaws.

Contact: Dianna Chiabotti, Napa Valley College
MSR: Referred to the Executive Committee with 1.08.01 and 1.08.02 to review the Bylaws and revise as needed, and bring back to the body by Fall 2014.

1.08.01 S14 Amend Resolution 1.08 S14
Strike the first whereas:
Whereas, At an Academic Senate for California Community Colleges Executive Committee meeting on April 9, 2014, during a conversation about an agenda item, when an Executive Committee member referred to the Bylaws for guidance on a topic, the
Executive Director replied that the Bylaws were written in the 1960s, and they do not indicate our practice and therefore do not need to be followed;

Strike the second whereas:
Whereas, There have been other instances of the Bylaws being superseded or attempts to supersede the Bylaws with other written ASCCC documents;

Strike the resolved:
Resolved, That the Academic Senate for California Community Colleges adhere to its Bylaws.

Add a new resolved:
Resolved, that the Academic Senate for California Community Colleges continue to update its bylaws and include review of them by the body on a regular basis.

Contact: James Todd, Modesto Junior College
MSR: Referred to the Executive Committee with resolution 1.08 and 1.08.02 to review the Bylaws and revise as needed, and bring back to the body by Fall 2014.

1.08.02 S14 Amend Resolution 1.08 S14
Amended resolved:
Resolved, That the Academic Senate for California Community Colleges adhere to its review the Bylaws and bring recommendations for update and revision to the body by the Spring 2015 Plenary.

Contact: Katherine Schmeidler, Irvine Valley College
MSR: Referred to the Executive Committee with resolution 1.08 and 1.08.01 to review the Bylaws and revise as needed, and bring back to the body by Fall 2014.

13.05 S14 College Position Announcements
Whereas, Education Code §87100(2) states “Academic excellence can best be sustained in a climate of acceptance and with the inclusion of persons from a wide variety of backgrounds and preparations to provide service to an increasingly diverse student population”;

Whereas, The recent changes to Title 5 §53001(b) states diversity “means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of all individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds” and further states that “Equal employment opportunity also involves “identifying and eliminating barriers to employment that are not job related”;

Whereas, The recent changes to Title 5 §53003 (4) indicate that the required training for selection (hiring) committee members should now also include training on “the
education benefits of workplace diversity, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee”; and

Whereas, At the Community College League of California’s Equity 2014: A Conference, a recommendation was proposed that colleges ask that applicants for positions have demonstrated success in working with diverse populations, demonstrated interest/experience in developing and implementing curricula to serve diverse populations, and worked directly on programs or issues that promoted diversity;

Resolved, That the Academic Senate for California Community Colleges encourage colleges to include as a desirable qualification on position announcements that all applicants have demonstrated success in working with diverse populations, demonstrated interest and/or experience in developing and implementing curricula to serve diverse populations, and worked directly on programs or issues that promoted diversity.

Contact: Dianna Chiabotti, Napa Valley College
MSR: Referred to the Executive Committee to review and clarify, and to return to the body by Fall 2014.
1.09  S14  Academic Senate for California Community College Personnel
Whereas, In recent months there has been much discussion about the non-profit status of the
Academic Senate for California Community College and the legal requirements to which the
Executive Committee members must abide;

Whereas, The Academic Senate for California Community Colleges has several employees
including an executive director and other professional staff and, as such, has a supervisory role
as the legal employer;

Whereas, Currently the Executive Committee does not have an active role in the hiring,
evaluating, and termination of the employees of the Academic Senate; and

Whereas, The executive director has the sole responsibility of hiring, firing, and terminating the
other office professional staff, as well as orienting them to the work and role of the ASCCC, that
is completed without oversight or monitoring by the Executive Committee, which has legal
oversight and liability;

Resolved, That the Academic Senate for California Community Colleges immediately develop
policies regarding the oversight of the hiring, evaluating, and terminating of ASCCC employees,
and that these activities involve at least two (2) Executive Committee members, one of whom is
not an officer; and

Resolved, That the Academic Senate for California Community Colleges include in the
processes for hiring, evaluating, and terminating of ASCCC employees that all those involved in
the hiring, evaluation, and terminating of ASCCC employees complete Equal Employment
Opportunity trainings at least equivalent to those required by colleges.

Contact: Dianna Chiabotti, Napa Valley College
MSF

2.01.01 S14  Amend Resolution 2.01 S14
Amend the resolved:
Resolved, That the Academic Senate for California Community Colleges work with the
appropriate bodies to remove references to one specific accrediting agency in Title 5 and to
replace the language with a neutral statement requiring only that colleges the California
community colleges be accredited by a common federally-recognized agency.

Contact:  Don Gauthier, Los Angeles Community College District, Area C
MSF

3.01.04 S14  Amend Resolution 3.01 S14
Amend resolved:
Resolved, That the Academic Senate for California Community Colleges engage in cultural
competency training beginning at its Spring 2014 annual Executive Committee orientation, and
use the information from that training to develop its plan.
Contact: Dianna Chiabotti, Napa Valley College
MSF

5.02.01 S14 Amend Resolution 5.02 S14
Amend second resolved:
Resolved, That the Academic Senate for California Community Colleges endorse the concept of revising or weighting increasing the faculty obligation number (FON) at each district to address in an equitable way full-time hiring of faculty among colleges throughout the California Community College System and to increase the hiring of full-time faculty statewide.

Contact: Robb Lightfoot, Shasta College
MSF

9.01.01 S14 Amend Resolution 9.01 S14
Add fourth whereas:
Whereas, Faculty-defined rubrics for aligning courses before transfer have already been created and would provide useful tools for integrating courses;

Amend first resolved:
Resolved, That the Academic Senate for California Community Colleges urge local academic senates to use established CB21 coding faculty-defined rubrics to develop a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;

Amend second resolved:
Resolved, That the Academic Senate for California Community Colleges assert that local academic senates should be active participants actively participate in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter; and

Contact: Don Gauthier, Los Angeles Community College District, Area C
MSF

12.01.03 S14 Amend Resolution 12.01 S14
Add fourth resolved:
Resolved, That the Academic Senate for California Community Colleges advocate that at least 80% of the Professional Development Program monies be utilized primarily for faculty professional development activities.

Contact: Kevin Bontenbal, Cuesta College
MSF

13.01.01 S14 Amend Resolution 13.01 S14
Amend the resolved:
Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental
scan by independent, unbiased researchers be conducted and distributed to the colleges for information, deliberation, and further recommendations to the legislature.

Contact: Beta Meyer, Mt. San Antonio College, Area C

MSF

13.01.02 S14 Amend Resolution 13.01 S14
Amend the second whereas:
Whereas, The Academic Senate for California Community Colleges currently is opposed to adding bachelor's degrees to the mission of California community colleges, Resolution 6.01 S10, and does not seek to alter that position until such time as the research proposed by the Baccalaureate Degree Study Group has been conducted and the body is provided with a comprehensive opportunity to consider these data before any efforts are made to revise its current position but given changes in the labor market and fewer spaces available for transfer students at California State University campuses, faculty may want to reconsider this position; and

Amend the resolved:
Resolved, That the Academic Senate for California Community Colleges strongly recommend that, before any action is taken to change the mission of the California community colleges to include the awarding of bachelor's degrees, a comprehensive feasibility study and environmental scan by independent, unbiased researchers be conducted and distributed to the colleges for information, the body for deliberation and possible reconsideration of existing positions, and further recommendations to the legislature.

Contact: Wheeler North, San Diego Miramar College, Area D

MSF

13.01.03 S14 Amend Resolution 13.01 S14
Add a second resolve:
Resolved, That the Academic Senate for California Community Colleges remain opposed to adding bachelor's degrees to the mission of California community colleges, and do not seek to alter that position until such time as the research proposed by the Baccalaureate Degree Study Group has been conducted and the body is provided with a comprehensive opportunity to consider these data.

Contact: Wheeler North, San Diego Miramar College

MSF

13.06 S14 Applied Baccalaureate Degrees Offered by the California Community Colleges and Cooperation with the California State University System
Whereas, There are 21 states in which community colleges are offering baccalaureate degrees and the State of California has passed and is contemplating additional legislation enabling community colleges to offer baccalaureate degrees at the same time the demand for applied baccalaureates in technical fields is increasing, with projections for the demand for all
baccalaureates to exceed the capacity of the public and private universities to provide these, with a projected shortfall of 60,000 degrees by 2025\(^\text{23}\);

Whereas, Authorizing California community colleges to offer degrees not offered by the University of California and the California State University systems would increase access for underserved areas and populations, benefit the State’s economy, and remove barriers to completion;

Whereas, There are numerous issues such as funding, funding mechanisms, student fees, and the California community college mission that would need to be explored; and

Whereas, The California State University System neither offers nor is projected to offer these degrees;

Resolved, That the Academic Senate for California Community Colleges support the concept of applied baccalaureates in technical fields being offered at the California community colleges that are neither offered nor projected to be offered in the University of California or California State University systems;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office, the Board of Governors, California State University faculty and system representatives, advisory boards and industry partners, and legislators to draft or support legislation enabling the offering of applied baccalaureate degrees by California community colleges in areas agreed to in collaboration with the California State University System; and

Resolved, That Academic Senate for California Community Colleges support colleges that proceed towards implementation of applied baccalaureate degrees as acceptable answers to issues involved in areas such as funding, funding mechanisms, student fees, and community college mission are found.

Contact:  Karen Chow, Foothill-De Anza Community College District, Area B MSF

13.07 S14  Endorse Concept of Nursing Baccalaureate Degree at California Community Colleges

Whereas, There are 88 Associate Degree in Nursing (ADN) programs and only 37 Universities which offer a Bachelors of Science in Nursing in California which are approved by the California Board of Registered Nurses;

Whereas, There are 4655 qualified applicants on waiting lists for the ADN programs compared with 17 to 143 on the wait list for Entry Level Masters (ELM), (Licensed Vocational Nursing

\(^{23}\)For more information, go to http://extranet.cccco.edu/Portals/1/AA/Miscellaneous/BaccalaureateDegreeStudyGroup/CaliforniaDemandfor4YearDegrees.pdf

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(LVN) to AND, or Bachelor’s of Science in Nursing (BSN), for which there is at least a 3.3 semester/quarter wait, and only 42.3% of the 35,041 qualified applicants are admitted to pre-licensure programs;

Whereas, Although there were 46% of the ADN programs displaced from clinical sites by other pre-licensure programs, 32% of which lost clinical sites due to the clinical site no longer accepting ADN students, 55% of students completing a pre-licensure program are still graduates of an Associate Degree Nursing program; and

Whereas, There were 57% of RN graduates working in hospitals in 2012-2013, while only 50% of ADN graduates were working in hospitals compared to 66% of BSN and EML graduates;

Resolved, That the Academic Senate for California Community College endorse the concept of California community colleges awarding a Baccalaureate Degree in Nursing.

Contact: Maria Biddenback, Napa Valley College
MSF
13.06.01  Amend Resolution 13.06 S14
Amend the second resolved:
Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor’s Office, the Board of Governors, California State University faculty and system representatives, and legislators to draft or support legislation enabling the offering of applied baccalaureate degrees by California community colleges in areas agreed to by in collaboration with the California State University System; and

Contact: Beta Meyer, Mt. San Antonio College
MOOT
DELEGATES

Alameda, College of, Trulie Thompson
Allan Hancock College, Glenn Owen
American River College, Anthony Giusti
Antelope Valley College, Ed Beyer
Bakersfield College, Mark Staller
Barstow College, Sally Vandenberg
Berkeley City College, Cleavon Smith
Butte College, Stacey Bartlett
Cabrillo College, Michael Mangin
Canada College, Doug Hirzel
Canyons, College of the, Edel Alonso
Cerritos College, Scott O'neil
Cerro Coso College, Laura Vasquez
Chabot College, Kathy Kelley
Chaffey College, Ardon Alger
Cerritos College, Scott O'neil
Cerritos College, Scott O'neil
Chico State, Michelle Jorgensen
Citrus College, Lisa Villa
Coastline College, Pedro Gutierrez
Columbia College, John Leamy
Compton College, Michael Odanaka
Copper Mountain College, David Norton
Cosumnes River College, BJ Snowden
Crafton Hills College, Denise Allen Hoyt
Cuesta College, Kevin Bontenbal
Cuyamaca College, Alicia Munoz
De Anza College, Mayra Cruz
Diablo Valley College, Laurie Lema
East Los Angeles College, Alex Immerblum
El Camino College, Christina Gold
Evergreen Valley College, Eric Narveson
Folsom Lake College, Brian Robinson
Foothill DeAnza CCD, Karen Chow
Fresno City College, Mary Ann Valentino
Fullerton College, Sam Foster
Gavilan College, Bea Lawn
Glendale College, Andrew Young
Golden West College, Greg Carr
Grossmont College, Sue Gonda
Hartnell College, Carol Kimbrough
Imperial Valley College, Eric Lehtonen
Irvine Valley College, Diana Hurlbut
Lake Tahoe College, Michelle Risdon
Laney College, Evelyn Lord
Las Positas College, Thomas Orf
Lassen College, Cheryl Aschenbach
Long Beach City College, Diana Van Sinden
Los Angeles CCD, Don Gauthier
Los Angeles City College, Kalynda Weber McLean
Los Angeles Harbor College, Susan McMuray
Los Angeles Mission College, Leslie Milke
Los Angeles Pierce College, Kathy Oborn
Los Angeles Southwest College, Sandra Lee
Los Angeles Trade Tech College, Thomas McFall
Los Angeles Valley College, Deanna Heikinnen
Los Medanos College, Silvester Henderson
Los Rios CCD, Kale Braden
Marin, College of, Sara McKinnon
Mendocino College, Conran Mckay
Merced College, Dee Sigismond
Merritt College, Tae-Soon Park
MiraCosta College, Mark Yeager
Mission College, Wael Abdeljabbar
Modesto Junior College, James Todd
Monterey Peninsula College, Paola Gilbert
Moorpark College, Mary Rees
 Moreno Valley College, LaTonya Parker
Mt. San Antonio College, Beta Meyer
Mt. San Jacinto College, Stacey Searl-Chapin
Napa Valley College, Maria del Rosario Biddenback
Norco College, Jason Parks
Ohlone College, Susan Myers
Orange Coast College, Denise Cabanel-Bleuer
Oxnard College, Robert Cabral
Palo Verde College, Bijju Raman
Palomar College, Greg Larson
Pasadena City College, Eduardo Cairo
Peralta CCD, Karolyn Van Putten
Porterville College, Buzz Persol
Rancho Santiago CCD, Raymond Hicks
Redwoods, College of the, Mark Renner
Redwood College, Loretta Dobusch
Rio Hondo College, Dianna Reyes
Riverside CCD, Richard Mahon
Riverside College, Mary Legner
Sacramento City College, Virginia May
Saddleback College, Blake Stephens
San Bernardino Valley College, Algie Au
San Diego City College, Berta Harris
San Diego Continuing Ed, Timothy Pawlak
San Diego Mesa College, Terry Kohlenberg
San Diego Miramar College, Buran Haidar
San Francisco, City College of, Fred Tieti
San Joaquin Delta College, Diane Oren
San Jose City College, Philip Crawford
San Mateo CCD, Kate Williams Brown
San Mateo, College of, David Laderman
Santa Ana College, John Zarske
Santa Barbara City College, Kathleen O'Connor
Santa Monica College, Eve Adler
Santa Rosa Junior College, Robin Fautley
Santiago Canyon College, Craig Rutan
School of Continuing Education, Candace Lynch-Thompson
Sequoias College of the, Sondra Bergen
Shasta College, Jennifer McCandless
Sierra College, Jane Haproff
Siskiyou's, College of the, Sean Kenny
Skyline College, Leigh Anne Shaw
Solano College, Susanna Gunther
Southwestern College, Patricia Flores-Charter
Taft College, Anthony Thompson
Ventura College, Peter Sezzi
Victor Valley College, Stephen Toner
West Los Angeles College, Adrienne Foster
West Valley College, Eric Pape
West Valley/Mission CCD, Cathy Cox
Willow International, Jeff Burdick
Woodland College, Matt Clark
Yuba College, Greg Kemble
President, Beth Smith
Vice President, David Morse
Secretary, Julie Bruno
Treasurer, Wheeler North
Area A, Vacant
Area B, Dolores Davison
Area C, Lesley Kawaguchi
Area D, Cynthia Rico
North Rep, Dianna Chiabotti
North Rep, Phil Smith
South Rep, John Freitas
South Rep, John Stanskas
At Large Rep, Dan Crump
At Large Rep, Michelle Grimes-Hillman

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