



Academic Senate Meeting Minutes

Date: Friday, December 9, 2016

Time/Location: 1-3 PM / WCC Room 113

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none">1. Curriculum, including establishing prerequisites and placing courses within disciplines.2. Degree and certificate requirements3. Grading policies4. Educational program development5. Standards or policies regarding student preparation and success6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none">7. Faculty roles and involvement in accreditation processes, including self-study and annual reports8. Policies for faculty professional development activities9. Processes for program review10. Processes for institutional planning and budget development11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: **Matt Clark** (President), **Donna McGill-Cameron** (CTE), **Doug Stone** (WCC Adjunct), **Jaya Shah** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (CCC & LCC Part Time), **Christopher Howerton** (VP, At-large), **Jose Vallejo** (Student Services), **Mike Papin** (LCC)

Ex Officio Member: **Juan Bonilla** (ASWCC Rep)

Guests: **Nancy Clavere**

Call to order 1:05 p.m.

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda - Action		Approve agenda of 12/9/16 (MSC Howerton/Geer)
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion</i> 1. Clark reads a resolution in honor of Nancy Clavere, who is retiring this semester. (MSC Howerton/Geer) 2. Clavere thanks the senate and reflects on her wonderful 20 years at WCC.		
III	Approval of Minutes-Action		Review and approve the minutes of 11/18/16 regular meetings.
	<i>Discussion/Decision:</i> Meeting minutes of 11/18/16 approved as amended (MSC Gassman/Howerton)		
IV	President's Report - Information/Discussion	Clark	
	<i>Discussion/Decision:</i> 1. See the attached report. 2. Vallejo reports that there has been some miscommunication at a local high school on dual enrollment classes. The high school counselors were unaware of the classes that are scheduled to be offered next semester. 3. Clark reports that at the board meeting on December 8 at YC, a faculty member asked to strengthen the resolution in support of being a welcome environment for students in the wake of the recent election. The board elected not to do this, stating that current law already protects students. Vallejo states that the fear is very real for our students and that many of them are not aware of current law. Ferns questions why the board would not go along with the recommendations of the State Chancellor's Office, which was simply advocating for students and for following established law. 4. Clark reports that the plenaries and 5 major ASCCC institutes are covered in meetings this summer. We need to look at how to fund attendance at these events, as they are in southern California and could be \$1,500 each.		
V	Vice President's Report 1. Committee Appointments – Action 2. Curriculum Update – Information/Discussion 3. Other – Information/Discussion	Howerton	Objective: 1. Appoint faculty members to committees. 2. Receive update on work of the Curriculum Committees.
	<i>Discussion/Decision:</i> 1. Howerton notes that four faculty members were appointed to the hiring advisory committee for the new English FT position: Ferns, P. Alexander, P. Bordisso, and H. Morgan. 2. Laurie Daly is appointed for curriculum committee CTE representative. 3. The Curriculum Committee met this morning and we would like to fund members to attend the curriculum institute this summer.		
VI	Senate/Committee Reports - Information	Senate	

	<p><i>Discussion/Decision:</i></p> <ol style="list-style-type: none"> 1. Papin reports that the calendar committee will be looking at compressed calendar options for the future. 2. Gassman announces that the planning of the “All People Celebrate Ethnic Studies Today and Tomorrow” event is underway. It will take place on Saturday, March 4, 2017 from 8:30-3 at Pioneer High School in Woodland. This is a collaboration between the Ethnic Studies Department, Yolo County Office of Education, and Woodland Joint Unified School District. He also reports that the Ethnic Studies faculty wonders why Chancellor Houston’s recent statement on the election did not seem to make a commitment to faculty and students if the laws changed to become a safe haven designation school. M. Moreno was invited by the USDA to apply for a fellowship. She seeks a letter of institutional support for this fellowship from the WCC administration. Professor Moreno was asked by former ethnic studies students about the displacement of the Ethnic Studies Garden used for service learning the past four years. Professor Moreno was invited by the UCD Student Farm to meet because the farm wanted to know more about the Seeds and Cultures Conference. Faculty were invited by the Cache Creek Nature Preserve to participate in a discussion on 12/2/16 about expanding native cultural programming. College and high school students and the community will eventually be invited to participate or offer community service as well. 3. McGill-Cameron reports that she attended the IEPI meeting on December 1 and got some good information that will serve students in the division well regarding dual enrollment. 4. Shah reports that the student success committee is working on language and strategies for the BSI report. 5. Stone reports that the January 19 WCC part-time faculty meeting should include senate members. 6. Ferns reports that yesterday, 12/8/16, the 8th issue of <i>Ink, A Literary Arts Magazine</i> had a very successful release party and open mic reading in the ME Center with diverse crowd of more than 50 students, community members, and faculty members. Students continue to thrive off of the creative and festive outlet for their writing and art that our college’s literary arts magazine provides! Thanks to the faculty, students, and staff who donated to the raffle or purchased copies of the magazine. Go to ink.yccd.edu for more information. 7. Geer states that the college president should attend the part time faculty meeting in January. Also, part time faculty need better communication with the campus. Geer notes that the agenda and the minutes continue to use the term “adjunct” when our faculty need the designation of “part time.” Work is progressing on a new part time evaluation form, and the senate and part time faculty leadership should have conversations regarding roles. 		
VII	Ex-officio Reports - Information	Bonilla	
<i>Discussion/Decision: No report.</i>			

	Resolution Regarding Student Service Participation on Committees – Action	Senate	Background: Connected to disagreement regarding the process of scheduling faculty in Student Services, said faculty are either unwilling or unable (according to admin and faculty respectively) to serve on various committees and participate in college activities. Objective: Second read of the resolution supporting participation of Student Services faculty members on committees and in college activities and debate of adoption.
VIII	<p><i>Discussion/Decision:</i></p> <p style="text-align: center;">Counselor Participation on Committees Resolution</p> <p>Whereas governance committees and college-wide activities both benefit from the diversity offered by a wide cross-section of faculty participation;</p> <p>Whereas the perspectives and knowledge of faculty members from Counseling, Learning Resources, and Student Services are essential to the work of various committees (e.g., schedule development, Accreditation, SLOs, Curriculum, hiring and tenure evaluation committees); and</p> <p>Whereas the ability to adequately staff the committees at WCC is adversely affected by the absence of faculty members from Counseling, Learning Resources, and Student Services on committees and at college-wide activities; therefore</p> <p>Resolved that the WCC Academic Senate affirms the importance of the participation of faculty members from Counseling, Learning Resources, and Student Services on WCC/YCCD committees and in WCC activities; and</p> <p>Resolved that the WCC Academic Senate urges WCC faculty members from Counseling, Learning Resources, and Student Services and the WCC administration to work collaboratively to reach agreement that allows the participation of faculty members from Counseling, Learning Resources, and Student Services on committees and in activities.</p> <p>Motion to approve the draft resolution (Howerton/Gassman). Motion fails.</p> <p>Ferns, Geer, Papin, Vallejo recommend slight wording edits.</p> <ul style="list-style-type: none"> ➤ Motion to send out the revised Counselor Participation on Committees resolution to the faculty for further review and approval at the next meeting (MSC Howerton/Geer). <p>Vallejo states that administration has consistently implied student services faculty that they are not trusted and that they are not important. He is hopeful that a meeting will take place where some of these issues are resolved.</p>		
IX	Sabbatical Leave Task Force Recommendations – Action	Senate	Background: DCAS charged a small group of faculty to draft recommendations regarding the YCCD sabbatical leave process. The first draft has been released. Objective: Second review of the draft recommendations and debate endorsing.
	<p><i>Discussion/Decision:</i></p> <ul style="list-style-type: none"> ➤ Motion to endorse the draft recommendations of the Sabbatical Leave Task Force (MSC Howerton/Ferns) 		

X	Bylaws Revisions: Elections – Information/Discussion	Clark, Ferns, McGill-Cameron, Gassman	Background: There are areas of the Senate Bylaws that the senate has deemed problematic regarding elections, most notably, the timing of the elections and the process for electing the senate Vice President and Secretary. Objective: Review recommended changes regarding election to the Bylaws, with the intent to debate adopting at a future meeting.
	<i>Discussion/Decision: Not addressed.</i>		
XI	Adopted Plenary Resolutions Review – Information/Discussion	Senate	Background: The ASCCC Fall Plenary took place November 3-5 in Costa Mesa. On the last day of Plenary, delegates voted on a slate of resolutions. Objective: Review the adopted resolutions with the intent and discuss which, if any, should inform the immediate work of the WCC Academic Senate.
	<i>Discussion/Decision:</i> 1. The senate will review this and decide how to plan to implement the adopted resolutions.		
XII	AP 4300 Field Trips/Excursions and Student Absences– Information/Discussion	Senate	Background: DCAS has drafted a revision of AP 4300. Objective: First review of the draft revision with the intent to debate approval at our next meeting.
	<i>Discussion/Decision:</i> 1. No comments from senators.		
XIII	Proposed Prioritization Plan for Strong Workforce Funds – Information/Discussion	Clark	Background: The Chancellor’s Executive Team (CHEX) has drafted a proposal for allocating Strong Workforce funds. The proposal was brought to DCAS and vetted through the WCC Budget and Planning Committee (B&P). Objective: Review the proposal with the intent of providing feedback and informing the WCC senate vote in DCAS.
	<i>Discussion/Decision:</i> 1. No comments from senators. Some of the money allocated may go to hiring new faculty for CTE programs. A CTE dean may be hired with the monies.		
XIV	LCC Faculty Members on Committees – Information/Discussion	Senate	Background: The senate made recommendations regarding adding LCC designated slots to college committees. Objective: Review status of LCC faculty integration to college committee structure.
	<i>Discussion/Decision: Not addressed</i>		
XV	Faculty Participation on Committees - Discussion	Senate	Background: There has been a decrease in faculty members stepping forward to fill slots on WCC and District committees Objective: Discussion of situation and possible remedies.
	<i>Discussion/Decision: Not addressed</i>		
XVI	Education Master Plan (EMP) Draft Review – Information/Discussion	Dr. White, Senate	Background: WCC is in the process of updating its EMP. A new draft with College Objectives under a Completion by Design framework has been distributed for feedback. Objective: Review the new draft with focus on the College Objectives.
	<i>Discussion/Decision: Not addressed</i>		
XVII	Accreditation - Information	Clark, Howerton	Background: Under 10+1, the senate and the trustees will mutually agree on faculty roles relating to accreditation. Objective: Provide an update on the current status and timelines for the accreditation process and to report on the work of the Accreditation Steering Committee (ASC).of the changes.
	<i>Discussion/Decision: Not addressed</i>		

XVIII	Bylaws Revisions: Clean-up – Information/Discussion	Clark, Ferns, McGill-Cameron, Gassman	Background: As part of the process of revising the Senate Constitution and Bylaws, a number of typos have been identified. Objective: Review the “typos”, with the intent to debate their corrections at a future meeting.
	<i>Discussion/Decision: Not addressed</i>		
XXI	Future Agenda Items-Discussion		
	<i>Discussion/Decision:</i> 1. The senate will schedule a retreat from 10-2 on January 20, 2017. It will probably be held off campus.		

Meeting adjourned 2:52 p.m.

Adopted WCC Academic Senate Goals, 2016-2017			
#	Goal	Who	Status
1	Student Success: Work with the Student Success Committee to identify and address barriers to student success (e.g., counseling availability, course offerings...).	Clark, Vallejo	Ongoing
2	Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees).	McGill-Cameron, Howerton	Ongoing
3	Lake County Campus (LCC) Transition: Integrate LCC faculty and staff members into the WCC governance and planning structure. Ensure that LCC students are not negatively impacted by the transition.	Clark, Howerton, Papin	In progress. The senate and College Council have filled newly added LCC seats.
4	Professional Development: Build comprehensive annual (or semester long) professional development plans and increase faculty participation in professional development activities.	McGill-Cameron, Clark, Howerton	Preliminary conversations have taken place.
5	Faculty Evaluation: Improve the faculty evaluation process with an increased focus on professional development.	Howerton	In progress. New assessment tool was piloted last year. Team training started this year.
6	Sabbatical Leave: Define sabbatical leave process in light of the multi-college transition and unclear definitions of roles in the current process.	Clark	The Sabbatical Leave Task Force has drafted recommendations; review underway in the senates.
7	Grading Policies: Review, update, and distribute Faculty Handbook.	Clark	DCAS is awaiting work of CLAS
8	Colusa County Campus (CCC) Planning: Create comprehensive process for CCC scheduling and planning.	Clark, Geer, Vallejo, Papin	Environmental scans (internal and external) have been completed.
9	Revise Senate Constitution and Bylaws.	Clark, McGill-Cameron, Gassman, Ferns	In progress
10	Sustainability and Grant Funding: Define process for seeking grants and sustaining work after grants or categorical funds expire.	Clark	Very preliminary discussions
11	Education Master Plan (EMP): Work with College Council to create the new WCC EMP	Clark, Howerton	In progress; the senate has received and reviewed the second draft of the EMP.
12	Distance Education (DE): Work with the Curriculum Committee and the Dean of Student Success and Planning to strengthen the WCC DE modality. Work should include, but not be limited to, faculty training, student training, student supplemental resources, and ensuring regular, instructor initiated contact.	Clark, McGill-Cameron	DE coordinator established; DE Handbook approved; senate DE Subcommittee established.

President's Report
December 9, 2016

DC3 (11/29) – Highlights:

1. Under Emerging Issues, we discussed DACA (Deferred Action for Childhood Arrivals) and the possibility of sanctuary status for YC, WCC, or YCCD. Chancellor Houston stated that there is a resolution forthcoming from the Board of Trustees and that the League will be issuing a document soon as well. He further opined that DACA is only part of the picture and that there are current laws (both state and federal) that offer high levels of protection for our students, possibly beyond what sanctuary status (which is not completely defined) might provide. There was consensus that a preliminary message to all YCCD employees on the issue would help clarify the situation and provide guidance to all while dealing with understandably concerned students.
2. Regarding the ongoing efforts to correct payroll errors, we were again told that the goal is to have all errors corrected by December 31. We will receive an update of progress at the December DC3 meeting.
3. Draft Board Agenda review:
 - Kemble suggested that language indicating district cost savings could be used to revive dorms at YC was premature since there have been no planning conversations on that topic at YC. Houston said he would remove the language from the agenda.
 - Houston will report to the board that connected to the moving of the district offices from YC to Yuba City, there will be lower one-time costs and a net savings ongoing over original projections.
4. CTO Clague provided a presentation on the efforts to create student ID cards. Before proceeding it is necessary to define the purpose of the cards. The presentation was well received and Clague was given direction regarding the purpose (utility not security is the driving factor)
5. We continued working on the DC3 Charter and officially approved the scale to be used for recording support/dissent.

Meetings with WCC Administration

(11/22) – Highlights:

1. We had an extended conversation regarding the results of the Convocation Survey. Among ideas discussed were: (1) the desire to have a motivational speaker, (2) to have breakout sessions that addressed different interests, (3) making the following day more useful to part-time faculty, (4) more time allocated for LCC and WCC counterparts to interact, (5) selecting a topic that will start at Convocation and extend through the PD days in September and October (accreditation, DE, and CCCSE plans were among possible topics suggested).
2. In a related note, we commented on the fact that although the approved district budget has an additional \$100k for PD, there has been no information on how those monies are to be allocated, nor how they are to be accessed.
3. We continued to discuss concerns with dual enrollment. Some concerns are exacerbated by conflicting information from our high school colleagues. All concerns will be reviewed carefully as we enter the next round of offerings.
4. We received some promising preliminary data regarding the Student Success Center. The need to track use to generate FTES is still unmet. There is also a suggestion to combine the Math IA with the MESA support specialist that will be considered.
5. The closing date for the ESL position, the CBO, and the VCEPS have all been extended.
6. We discussed the possible venues for a report out on the CCCSE report and plan. The Student Success Committee is a likely place to center some of the activities. There is a desire to get collegewide participation in the efforts the plan will/should engender.

(11/29, Dr. White unavailable, Dean Chahal joined in his stead) – Highlights:

1. We reviewed in detail and offered edits to a document titled *Area of Focus and Detailed Treatment* for the upcoming first visit of the IEPI -PRT. Since the visit is focused on DE, the document will also be reviewed by DE Coordinator Julie Brown and Curriculum Chair Brandi Asmus. It is anticipated that when

the team visits (Feb. 14-16) they will want to meet with the leadership of the senate, the DE Committee, and the Curriculum Committee.

2. A tangent to the above conversation led to an extensive discussion about planning processes in general and the use and non-use of program review to drive decision making.
3. We set a schedule for interviewing the applicants for the three open coordinator positions.

(12/6 - Cancelled)

Accreditation Steering Committee (11-18) – Highlights:

1. Donna McGill-Cameron, Dena Martin, and Christopher Howerton shared lessons learned from their site visits as part of visiting teams. All three now have worked under the current standards. Primary feedback was: (1) make everything easy for the visiting team, (2) a strong self-study will integrate themes (e.g., DE) throughout, (3) keep the narrative short and sweet, and (4) make sure that evidence is easily accessible, prior to the visit and is both internal and at the end of the self-study.
2. SLOs and DE at LCC were identified as areas that need work as we move forward.
3. The Standard leads gave updates regarding their forming of teams to work on the standards.

DCAS (12/1) – Highlights:

1. CTO Clague gave presented a model for allocating the SWF monies within the district. The model is an attempt to be consistent with the legislative intent for the SWF. If implemented as presented the district allocation of \$881k would be split thusly: District \$176k, WCC \$255k, and YC \$405k. Each college is expected to receive another \$150k from the regional consortiums portion of the state allocation. The model will be shared with both colleges' budget committees and both colleges' senates.
2. I provided information about the senate budgets at WCC and YC, with two intended purposes: (1) begin discussion on what an appropriate budget would be for each senate and (2) also explore if money should be shifted in conjunction with the LCC transition. A satisfactory conclusion to the first purpose would obviate the second. Everyone at the table agreed that funds should be sufficient to allow appropriate attendance at ASCCC leadership events. YC Senate President Kemble and I will draft a proposal of what "appropriate" might mean.
3. We agreed to a strategy for clearing a backlog of Category 1 APs the need revision.

Board of Trustees (12/8) – Highlights:

1. The Board adopted a resolution Reaffirming the Commitment to Serve All Students. In Public comment YC professor Travis Smith encouraged the Board to adopt stronger language. YC Senate President Kemble added an emotional endorsement of Smith's request. Chancellor Houston suggested that the Board approve the resolution as written and task him with articulating to students and employees alike, why the suggested stronger language was essentially redundant with the contents of the resolution as written.
2. The Board recognized Trustee Sandy for his leadership as president over the last two years. Trustee Sandy reflected on myriad positive steps that the district has taken over that period (while denying any credit).
3. The most recent Audit Report cleared the district on all previous audit findings. However, there is a new finding relative to employees receiving pay increases without a process being followed. This will lead to increased scrutiny of pay increases during the next rounds of audits.
4. A resolution commending the efforts of a student veteran in securing a substantial donation of texts from Pearson for the YC vet students was approved. A resolution acknowledging the contributions of recently deceased, former College President Patricia Wirth to both the district, the community, and the state was also approved.
5. The Chancellor provided reports on the various phases of the district safety plan and on savings in the moving of the district offices. Regarding the former, all classrooms can now be locked from the inside and WiFi will be available throughout the district sites early in 2017. Bandwidth will be somewhat limited until infrastructure improvements are completed (scheduled to be done by the end of 2017).
6. My report was brief. I distributed copies of the new edition of INK and the new edition of The SLO Lane. I thanked Trustee Sandy for his exceptional leadership. I thanked Greg Kemble for his impassioned plea regarding the Resolution Reaffirming the Commitment to Serve All Students. Finally, I wished

Chancellor Houston and Presidents White and Javaheripour speedy success in their efforts to articulate to students throughout the district both the intent of the resolution and the reasons that stronger language was not needed.

College Council (12/2) – Highlights:

1. We agreed that Julie Brown would be the faculty co-chair for accreditation through the self-study writing and the site visit.
2. We briefly reviewed the draft EMP and suggested strategies for ensure that everyone is aware of the action plans that it contains (both the plans and the processes that led to the plans). Sending updates twice a semester to all constituents and celebrating progress on various portions were the big takeaways.
3. We reviewed the drafts of the WCC, LCC, and CCC mission statements with a focus on matching their content with the expectations of ACCJC.
4. We discussed the committee structure at WCC. We tentatively agreed to have a joint meeting with the senate on January 20 to look at a draft of an Institutional Effectiveness Committee (IEC) which would merge a number of planning committees. We further discussed working with the Diversity Committee to focus on hiring and retention practices. It was mentioned that we also haven't heard anything about the promise that the District Technology Committee would be reformed, but agreed when it does, CAT should provide a connection and the DE likely should as well.

Miscellany

1. Kemble and I agreed to approach FAYCCD President Robert Mathews about setting regular meetings among senate and bargaining unit leadership. We will explore doing so with YC-AFT leadership as well.

BYLAWS

ARTICLE I - DUTIES OF OFFICERS AND SENATORS

SECTION 1 – Officers of the Academic Senate

There shall be a president, a vice president, and a secretary of the academic senate. Only full-time faculty members are eligible for the office of president and vice president

SECTION 2 – Election of the President

1. The president of the senate shall be elected at-large from the membership of the full-time faculty.
2. The election of the president shall conform to the procedures specified in Bylaws, Article III, Section 2.

SECTION 3 – Election of the Vice President

At the last meeting in February of each year, the senate shall nominate, from its membership, a vice president for a one-year term. The nomination shall be subject to confirmation by a majority of the senate.

SECTION 4 – Election of the Secretary

At the last meeting in February of each year, the senate shall nominate from its membership a secretary for a one year term. The nomination is subject to confirmation by a majority of the senate. In the absence of an elected secretary, the senate may choose to rotate secretarial duties among its members.

SECTION 5 – Terms

1. The president shall serve for a term of two academic years. The president shall serve a maximum of two consecutive terms (of 2 academic years each) but may serve additional terms after an interruption of service of at least one term.
2. The vice-president and the secretary shall serve for one academic year.
3. The past-president (when seated) shall serve for one

academic year

SECTION 6 -- Duties of the President

1. Preside at all regular and special meetings of the senate.
2. Preside at all meetings of the faculty called by the senate president or by the senate.
3. Attend, or have a senate representative attend all regular meetings of the Board of Trustees. The vice president should first be asked to attend in the president's absence; if the vice president is unavailable, then another member of the senate should be asked.

4. Represent the senate in all “major governance” committees if the senate has not already appointed a person to represent the senate at such meetings. The president should regularly attend all “major governance” committees, especially when major academic and professional matters are under discussion. The academic senate shall determine which committees are to be defined as “major governance” committees.
5. The president should be accompanied by the vice president, another senator, or designated faculty representative at all meetings with the administration. The vice president shall first be asked to accompany the president; if the vice president is unavailable, another member of the senate or a faculty representative should be asked.
6. Serve as an ex-officio member of all senate committees.
7. Prepare and distribute an agenda for each senate meeting.
8. Ensure that senate business is carried forward from previous senate meetings in a timely manner.
9. Implement decisions of the senate and supervise administration of senate business.
10. Perform those tasks that the senate or president deems necessary to the responsible discharge of the president’s obligations to the faculty and senate.
11. The president will be the official spokesperson for the academic senate.

SECTION 7 – Duties of the Vice President

1. If the president is absent or incapacitated, the vice president shall assume the duties of the president until such time as determined by the senate.
2. The vice president shall regularly attend “major governance” committees as assigned.
3. The vice president or a designee from the senate shall attend all curriculum committee meetings.
4. The vice president shall accompany the president when possible in meetings with the administration.
5. The vice president shall perform other duties as assigned by the president or the senate.

SECTION 8 – Duties of the Secretary

1. Keep minutes of all meetings and distribute them to all faculty members.
2. Keep the official record of the senate business.
3. Assume the duties of the president if both the president and vice president are absent or incapacitated.
4. Keep and report the official attendance record of the senate.

SECTION 9 – Duties of Senators

1. Attend senate meetings regularly.
2. Report senate deliberations to constituents and carry constituent concerns to the senate.
3. Represent the senate only when authorized to do so.

SECTION 10 – Ineligibility or Resignation

1. If the president resigns or becomes permanently incapacitated, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president's term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.
2. A senator shall become ineligible for a position on the senate when he or she no longer meets the definition of "faculty" as set forth in Constitution, Article III, Section 1, and shall be required to resign immediately from the academic senate. The vacancy thus created shall be filled as herein provided (See Bylaws, Article III).

ARTICLE II- MEETINGS

SECTION 1 – Regular Meetings

1. Regular Calendar Meetings – The academic senate shall hold regular meetings at least once every month during the academic year (August through May). The senate shall, by resolution, set forth the calendar of meetings (to include date, time and place) for the succeeding academic year during the final May regular meeting (Sec. 54954, California Government Code [Brown Act]).
2. Regular Agenda Meetings – An agenda for each regular meeting shall be posted at least 72 hours before the meeting containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall also specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public (Sec. 54954.2, California Government Code [Brown Act]).

SECTION 2 – Special Meetings

Special meetings of the academic senate may be held for regular or special business matters, but 24-hour notice, per Brown Act requirements, must be given to all senators, full-time and adjunct faculty, and the general public setting forth the date, time, and place.

A special meeting of the academic senate shall be called by the president upon the written petition of at least three members of the senate or ten percent of the members of the faculty, or at the discretion of the president.

SECTION 3 – Compliance with Brown Act

All regular and special meetings of the senate and its committees shall be open to all parties, with the exception of those portions of the meetings closed by the consent of the senate or president such as sessions to discuss personnel matters. (See Section 54956.7—Closed Session, California Government Code [Brown Act], for guidelines for closed session requirements.)

SECTION 5 – Tenure Hearings

Tenure hearings are closed personnel sessions of the academic senate and are to be held prior to February 15.

SECTION 6 – Compliance with *Robert's Rules of Order*

All academic senate meetings shall be conducted in accordance with generally accepted parliamentary procedures, as described in *Robert's Rules of Order*.

ARTICLE III - ELECTIONS

SECTION 1 – Formation and Duties of Election Committee

Election Committee – During the first week of May, the president of the senate shall solicit volunteers from the faculty to serve on an “Election Committee” for the following academic year. The senate shall then select at least three of these faculty members to form the Election Committee. It shall be the duty of this committee to actively seek out qualified candidates to be nominated for all elections. The Election Committee shall follow the procedures below in conducting the election:

1. Set and advertise the dates for nominations and elections.
2. Issue secret ballots.
3. Ensure that each faculty member casts only one vote and ensure that all faculty members in the representative group are given the opportunity to vote.
4. Secure the ballot box and tally ballots in the presence of all members of the committee.
5. Report the results of the election in writing to the president of the senate.

SECTION 2 – Election of the President

1. The full time faculty shall elect the president of the academic senate by the end of the first week of February. The new president will assume the duties of president of the academic senate at the **first senate meeting** of the following academic year.
2. Nominations – The vice president at the time of nominations will automatically be a nominee for president if she/he agrees to run. Other nominations for president may also be made by submitting to the Election Committee a petition of nomination signed by not less than ten percent of the full time faculty members including the nominee.

SECTION 3 – Election of Senators Representing Academic Groups

Academic Group 1 shall consist of one representative from each representative area (full-time faculty):

- a. Mathematics and Science (mathematics, statistics, life sciences, nutrition, computer science, physical sciences)

2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, philosophy, library)
3. Business and Vocational Education (accounting, economics, agriculture, administration of justice [AJ], business, early childhood education [ECE], mass communications)
4. Social Sciences (history, sociology, psychology, anthropology, , political science, ethnic studies)
5. Student Services (Disabled Students Programs and Services [DSPS], counseling)

Academic Group 2 (full-time faculty)

- a. One at-large senator

Academic Group 3 (adjunct faculty)

1. One at-large faculty member from the Woodland campus
2. One at-large faculty member from the Colusa outreach

Group members shall nominate from their own group. If a representative area from Academic Group 1 chooses not to elect a representative, that position will become an at-large position and the person elected to this at-large position will represent all full-time faculty members. If the Colusa outreach chooses not to elect a representative, that position will become an at-large position to be filled by an adjunct faculty member at the Woodland campus, and this senator will represent all adjunct faculty. Only area senators elected by the means set forth in Bylaws will be seated.

1. By the end of the first week of February, the Election Committee shall notify those academic groups that are eligible to elect a member from within their unit to serve on the

senate. Only those individuals who meet the criteria for "faculty" as set forth in Senate Constitution, Article III, Section 1, may be elected.

2. The nomination from an academic group may be made by self-nomination or by another member of the representative group, with the consent of the nominee. All nominations shall be submitted to the Election Committee by the end of the second week of February. The Election Committee will hold elections as specified in Bylaws, Article III, Section 1.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.
4. If a representative area or academic group does not submit a nominee, that position shall be declared an at-large position and the person elected to that position will represent all faculty members.

SECTION 4 – Election of At-Large Senators

1. By the end of the third week of February, the election committee will notify the faculty of open at-large seats and will begin accepting nominations. These include:
 1. The seat(s) reserved for full time faculty.
 2. The seats reserved for adjunct faculty.
 3. Any seats that may result from a division not nominating a senator to represent it.
2. Nominations for at-large senators will close on February 28 or the first working day afterwards.
3. Faculty shall have 5 working days after the close of nominations to cast their ballots.

SECTION 5 – Nomination and Confirmation of Vice President

As soon as the new senate has been elected, it shall nominate one of its members to the office of vice president. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected.

SECTION 6 – Nomination and Confirmation of Secretary

Following the election of the vice president, the senate shall nominate one of its members to the office of secretary. The senate shall vote by secret ballot to confirm the nominee. Confirmation requires a majority of the votes cast. If the nominee is not confirmed, the senate shall submit another nomination. This process will continue until a vice president is elected or the senate decides not to seat a secretary.

Section 7 Ties

In the event that an election results in a tie, the elections committee will conduct a coin flip to determine the winner.

SECTION 8 – Senate Term Limits

The senate president shall serve a two-year term. The past president shall serve a one-year term, immediately following his or her term as president. All other senators shall serve three-year terms with elections staggered in years as follows:

1. Language Arts/Art –2017, 2020, 2023...
2. Math/Science –2017, 2020, 2023...
3. Social Science –2018, 2021, 2024...
4. Business/Vocational Education –2018, 2021, 2024...
5. Student Services –2016, 2019, 2022...
6. Adjunct for Woodland –2016, 2019, 2022...
7. Adjunct for Colusa –2018, 2021, 2024...

8. At Large –2016, 2019, 2022...

ARTICLE IV - RECALL AND

DISMISSAL SECTION 1 – Recall of Senators

Any member of the academic senate is subject to being recalled by two-thirds of the faculty that elected them, as defined in Constitution, Article III, Section 1. The academic senate governs the recall procedures. Further, any member of the academic senate is subject to being expelled by a vote of two-thirds or more of the membership of the senate.

SECTION 2 – Recall of Officers

If the president is recalled, the senate shall determine whether to hold a new election or have the vice president serve the remainder of the president's term. Upon the election of a new president by special election or as outlined in Bylaws, Article III, Section 1, the new president will immediately assume the role of president of the academic senate.

SECTION 3 – Petition of Recall

If an academic group wishes to recall the individual they elected to be their senate representative, a petition signed by a majority of the eligible unit's voters and presented to the academic senate will start the recall process. The Election Committee will then conduct an election to fill the vacant seat as outlined in Bylaws, Article III, Section 1. A two-thirds majority of the votes cast is required to remove the senator from office. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 4 – Recall of At-Large Senator

If the senator to be recalled is an at-large senator representing full time faculty, a petition signed by forty percent of the full time faculty presented to the academic senate will start the recall process. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 5 – Recall of Adjunct Senators

If the senator to be recalled is an adjunct senator, a petition signed by forty percent of the eligible adjunct faculty presented to the academic senate will start the recall process. The term "eligible adjunct faculty" refers to the faculty that are eligible to vote for that senator. If the senator is representing the Woodland campus, only those adjunct faculty members teaching in Woodland can vote. If the senator is representing the Colusa outreach, only those adjunct faculty members teaching in Colusa can vote. If the Senator is serving all adjunct faculty, then all adjunct faculty can vote. An election, as outlined in Bylaws, Article III, Section 1, will be held. A two-thirds majority of the votes cast from is needed for the recall to take place. The vacated seat will then be filled for the duration of the term by holding a special election.

SECTION 6 – Dismissal of Senators for Excessive Absences

If a senator misses more than 50% of regular Senate meetings during any semester, that senator will be considered derelict in his or her duty and shall be removed. If the senator in question represents a Representative Area, the group will be notified that their senator has been removed from office. The Election Committee will then conduct a new election for that academic group using the election procedures as outlined in Bylaws, Article III, Section 1. If the senator in question is serving at large, the senate will declare that seat vacant and the Election Committee, using the election procedures, will conduct a new election as outlined in Bylaws, Article III, Section 1.

ARTICLE V - AMENDMENT PROCEDURES

SECTION 1 – Manner of Amendment

The Woodland Community College Academic Senate Constitution and Bylaws shall be amended in the following manner:

1. Amendments can be put forward in one of two ways: First, the sponsor of an amendment shall submit to the academic senate a copy of the proposed amendment, with the signatures of thirty percent of the full time faculty. Second, the academic senate may by majority vote become the sponsor of an amendment. In either case, the senate shall set a date for a meeting of the faculty for the purpose of debating the proposal. The sponsor shall distribute copies of the proposed amendment to the faculty no later than five working days prior to the faculty meeting.
2. The senate shall conduct an election on the proposed amendment no earlier than five working days, nor later than ten working days, following the date of the faculty debate of the amendment.
3. A two-thirds majority vote as defined in Bylaws, Article V, Section 2 shall be required to amend the Constitution.
4. A two-thirds majority of the senate shall be required to amend the Bylaws.

SECTION 2 – Amendment Voting Weights

For voting purposes, the number of faculty shall be defined as all full-time faculty plus two-fifths of the adjunct faculty. Each full-time faculty member shall have one full vote. Each adjunct faculty member shall have a two-fifths vote.

ARTICLE VI – SUPPLEMENTAL PROCEDURES

In order to facilitate the operation of the senate and provide for the resolution of contentious issues, the senate shall from time to time formulate “Supplemental Procedures.” These Supplemental Procedures will carry the authority of senate resolution, and shall be binding. They will generally deal with issues of less importance than those items enumerated in this Constitution and Bylaws. They can be passed and modified by a majority vote of the senate. They will be published separately from this Constitution and Bylaws.



**Academic Senate
for California Community Colleges**

LEADERSHIP. EMPOWERMENT. VOICE.

48th FALL SESSION RESOLUTIONS

Adopted Resolutions

Resolutions Committee 2016-2017

John Randy Beach, Executive Committee, Chair

Julie Adams, ASCCC, Executive Director

Virginia May, ASCCC, Executive Committee

Rebecca Eikey, College of the Canyons, Area C

Donna Greene, College of the Desert, Area D

Carrie Roberson, Butte College, Area A

Eric Thompson, Santa Rosa Junior College, Area B

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ADOPTED RESOLUTIONS

2.0 ACCREDITATION

2.01 F16 Local Recruitment and Nomination Processes for Accreditation Teams

Whereas, The Chief Executive Officers' Workgroup I on Accreditation document *A Preliminary Report to the Accrediting Commission for Community and Junior Colleges*¹ recommended that the Accrediting Commission for Community and Junior Colleges revise specific processes for visiting team member nomination and selection;

Whereas, Conversations about accreditation processes have on many occasions noted the need for more faculty participation on accreditation visiting teams;

Whereas, One frequently noted issue regarding the nomination of faculty members is that the only avenue for nomination is through recommendation by the college's chief executive officer (CEO), so faculty service on visiting teams is often solely dependent on the individual's relationship with his or her CEO; and

Whereas, Accreditation is most effective when it is a collaborative endeavor, and thus institutions could benefit from establishing local procedures for recruiting, screening, and nominating faculty members and others through a collegial process that includes the leadership of faculty, administration, and other constituencies;

Resolved, That the Academic Senate for California Community Colleges work with the Community College League of California and other appropriate constituencies to encourage colleges to establish collaborative local processes for recruiting, screening, and nominating faculty and other college employees to serve on accreditation visiting teams; and

Resolved, That the Academic Senate for California Community Colleges work with the Community College League of California and other appropriate constituencies to identify effective practices and provide guidance for colleges to help them establish collaborative local processes for recruiting, screening, and nominating faculty and other college employees to serve on accreditation visiting teams.

Contact: Executive Committee

MSC

2.02 F16 Evaluation of the Accrediting Commission for Community and Junior Colleges

Whereas, In its January 2014 findings, The National Advisory Committee on Institutional Quality and Integrity, (NACIQI) and the United States Department of Education concluded under 34 C.F.R. §602.13(a) that the Accrediting Commission for Community and Junior Colleges (ACCJC) does not have wide acceptance by educators for whom it serves as the regional accrediting body because "some of its supporting documents constituted letter of gratitude not 'letters of support' and almost none of the letters of support were from 'educators'" and those conclusions were reaffirmed by the United States Department of Education in January 2016²;

¹ *Preliminary Report to the Accrediting Commission for Community and Junior Colleges*, http://www.accjc.org/wp-content/uploads/2016/08/CA_CC_CEOs_Work_Group_1_Preliminary_Report_June_2016.pdf

² U.S.D.E Decision of the Secretary Letter, January 4, 2016

ADOPTED RESOLUTIONS

Whereas, Since January 2014 the Academic Senate for California Community Colleges (ASCCC), a body recognized by the California Legislature to represent the 56,000 faculty of the California Community Colleges in all academic and professional matters including accreditation processes, has passed resolutions critical of ACCJC, such as Resolution 2.02 S15 which supports the California Community Colleges Chancellor's Office Task Force recommendations that state, "The structure of accreditation in this region no longer meets the current and anticipated needs of the California Community College system and its member institutions have lost confidence in the ACCJC" and has not seen tangible signs of progress by ACCJC in addressing the issues previously identified in the California Community Colleges Chancellor's Office Task Force recommendations;

Whereas, Efforts to interact collegially with ACCJC regarding the parameters of the California Community College Baccalaureate Degree Pilot Program, as detailed in an April 13, 2016, letter to the Commission signed by many of the pilot colleges involved in the Baccalaureate Degree Pilot Program, have been disregarded by the Commission, which has resulted in a policy that is significantly more stringent and proscriptive than those of other regional accreditors; and

Whereas, ACCJC, after repeated requests from the task force assembled to provide guidance to colleges involved in the Baccalaureate Degree Pilot Program, has not provided evidence to support its claim that its policy on baccalaureate degree programs is a result of direction from the Department of Education;

Resolved, That the Academic Senate for California Community Colleges communicate its position to the National Advisory Committee on Institutional Quality and Integrity (NACIQI) and the Department of Education prior to their consideration of the Accrediting Commission for Community and Junior Colleges' (ACCJC) progress toward compliance with its §602.13(a) and its responsibilities as a regional accreditor.

Contact: Executive Committee

By Acclamation

2.03 F16 Faculty Positions on the Accrediting Commission for Community and Junior Colleges

Whereas, A workgroup formed by the chief executive officers of California community colleges is currently working with the Accrediting Commission for Community and Junior Colleges (ACCJC) to improve the relationship between ACCJC and the California Community College System by addressing issues with the processes and policies of the ACCJC;

Whereas, Article III, Section 2 of the ACCJC bylaws states that "At least five of the Commission members shall be elected as academic representatives who are faculty," but the bylaws further state, "A Commissioner who held the status of faculty may be allowed to complete their [sic] term if they [sic] continue to meet the requirements of an academic representative," which allows commissioners who were elected to represent faculty to continue to serve as faculty representatives even after they become administrators;

Whereas, Currently two of the five faculty representatives serving on the ACCJC hold administrative positions, and thus 40% of the intended faculty representation on the commission is not filled by faculty members; and

Whereas, Administrators, even those who recently held faculty positions, have many perspectives, priorities, and pressures that differ from those of faculty due to the obligations of their administrative

ADOPTED RESOLUTIONS

roles, and thus administrators, no matter how capable and faculty-friendly they may be, are not appropriate representatives of the faculty voice;

Resolved, That the Academic Senate for California Community Colleges work with the chief executive officers' workgroup on accreditation and the Accrediting Commission for Community and Junior Colleges (ACCJC) to ensure that when faculty serving on ACCJC take administrative positions, they are replaced as expeditiously as possible with active faculty members.

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

MSC

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F16 Apprenticeship Programs

Whereas, Apprenticeship programs have been referenced in the Strong Workforce Program and Adult Education Program since they provide unique opportunities for students to gain both paid and on-the-job experiences as well as college level curriculum pertaining to their chosen career;

Whereas, Common components of registered apprenticeship programs include at least 2,000 hours of paid, structured, and supervised on-the-job training and 144 hours of related instruction and training provided for college credit³; and

Whereas, College credit is awarded for courses placed in a discipline in a program of study leading to a certificate or degree award and may include apprenticeship hours, work experience, or other credit or noncredit requirements related to the program of study;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and system partners to review the regulations and clarify the policies and procedures for implementing apprenticeships in programs of study including those that lead to certificate and degree awards; and

Resolved, That the Academic Senate for California Community Colleges work with system partners and external agencies to collect and disseminate effective practices for the inclusion of apprenticeship in programs of study in California community colleges.

Contact: Executive Committee

MSC

7.02 F16 Inclusion of English Language Learners in Equity and Scorecard Categories

Whereas, English Language Learners (ELLs) are currently tracked in the California Community College Chancellor's Office equity plan template only in the categories of English as a Second Language (ESL) and basic skills completion and only in the category of remedial/ESL basic skills in the Student Success Scorecard but are excluded from all other categories in the template (access, course completion, degree and certificate completion, and transfer) and all other categories in the Scorecard (persistence, 30 units, degree/transfer);

³ Ginsberg, Laura. 2016. "Apprenticeship USA: New Developments in Registered Apprenticeship" [PowerPoint slides]. Retrieved from U.S. Department of Labor.

ADOPTED RESOLUTIONS

Whereas, ELLs in California's community colleges are no different from other identified demographics of students who struggle in regard to access, course completion, persistence, unit attainment, transfer, and degree and certificate attainment; and

Whereas, The practice of defining ELLs, and not other identified demographic groups, solely based on their transition into and through freshman composition demonstrates an inequitable, deficit-model approach towards ELLs by fomenting the inaccurate perception that they are a problem to be solved rather than a demographic to be served;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to modify tracking in the equity plan and the Student Success Scorecard to include English Language Learners in the categories of access, course completion, degree and certificate completion and transfer in equity plans and in the categories of persistence, 30 units, degree/transfer in the Student Success Scorecard.

Contact: Leigh Anne Shaw, Skyline College

MSC

9.0 CURRICULUM

9.01 F16 Single Process for Local Curriculum Approval

Whereas, Curriculum is an area under the purview of local academic senates, as codified in AB 1725 (Vasconcellos, 1988);

Whereas, Per Title 5 §55002, the development of curriculum, including courses and programs, should be directed primarily by faculty and, prior to being approved by the Board of Trustees and certified by the California Community Colleges Chancellor's Office, must be approved by local curriculum committees under the purview of the academic senate or comprised primarily of faculty;

Whereas, The Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy⁴ recommended that system partners, including faculty, evaluate the curriculum approval process to ensure timely, responsive, and streamlined curriculum approval for career technical education (CTE) programs; and

Whereas, Any efforts based on that evaluation that lead to the creation of a separate approval process to address CTE curriculum, or any type of curriculum, could lead to confusion and inequities, perceived or real, between curriculum in key areas identified by Title 5 §55002 Standards and Criteria for Courses, such as grading policies, unit calculations, prerequisites, and other standards of scholarship;

Resolved, That the Academic Senate for California Community Colleges remind faculty, administrators, and other stakeholders that curriculum and educational program development are areas of academic senate purview according to established law; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure that approval of all curriculum should follow a single process, regardless of the modality or discipline of the curriculum being approved.

⁴ Board Of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

ADOPTED RESOLUTIONS

Contact: Michelle Sampat, Mt. San Antonio College, ASCCC Curriculum Committee

MSC

9.02 F16 Faculty Involvement in the Creation of Dual Enrollment Programs

Whereas, AB 288 (Holden, 2015) created new regulations for the creation and implementation of dual enrollment programs designed to reach students previously excluded from dual enrollment agreements, including students who struggle academically or who are at risk of dropping out;

Whereas, Dual enrollment programs have the potential to provide underperforming students a pathway to engage in college-level work prior to graduation from high school;

Whereas, Some administrators may view dual enrollment programs as a means by which to increase Full-Time Equivalent Student (FTES) without considering the implications of these programs for both faculty and students involved; and

Whereas, Dual enrollment programs must be developed with significant involvement of community college faculty who meet minimum qualifications in the disciplines involved in order to ensure appropriate consideration of academic and professional matters, such as curriculum development, assessment of student learning outcomes, and grading standards, that are critical to student success in the program;

Resolved, That the Academic Senate for California Community Colleges urge local senates to engage in discussions with their administrations to ensure that the development and implementation of dual enrollment programs occur with endorsement through collegial consultation with the academic senate;

Resolved, That the Academic Senate for California Community Colleges urge local senates to consult with their administrations to assure dual enrollment course offerings are within the capacity of the college to maintain without adversely affecting local programs; and

Resolved, That the Academic Senate for California Community Colleges work with the Career Ladders Project, the Research and Planning Group for California Community Colleges, and other interested stakeholders to ensure that dual enrollment programs are created for the benefit of students and not primarily for the benefit of a college's fiscal growth.

Contact: Michael Wyly, Solano College, ASCCC Curriculum Committee

MSC

9.03 F16 Investigate Effective Practices for Pathways Programs

Whereas, Faculty believe that a foundational outcome of the community college experience should be the development of our students as whole persons;

Whereas, Faculty affirm open-access, opportunity for student exploration, and the traditional breadth of a liberal education as historically critical pieces of the community college mission;

Whereas, Faculty remain open to new strategies that may enhance the ability of our students to achieve their goals, including those who struggle most; and

Whereas, Community colleges in California are now beginning to implement, and in some cases feeling pressure to implement, pathways programs on an expanded scale;

ADOPTED RESOLUTIONS

Resolved, That the Academic Senate of California Community Colleges investigate practices and outcomes, intended and unintended, for faculty and students from various pathway programs across the state; and

Resolved, That the Academic Senate for California Community Colleges produce effective practices to assist community colleges that are exploring and implementing pathway models.

Contact: Troy Myers, Sacramento City College

MSC

10.0 DISCIPLINES LIST

10.01 F16 Annual Consideration of the Disciplines List Proposals

Whereas, The Academic Senate for California Community Colleges (ASCCC) Disciplines List Process has been established in accordance with the requirements of Education Code §87357, which states that the Board of Governors will establish a process for reviewing faculty minimum qualifications at least every three years and that they rely primarily on the advice and judgment of the ASCCC to establish that process;

Whereas, Resolution 10.01 F05 recognized the need for shortening the time between Disciplines List revisions from three years, with the time subsequently shortened to two years;

Whereas, The Disciplines List Process was revised in Spring 2014 to allow for the year-round submission of proposals to revise the Disciplines List while maintaining the requirement that proposals be considered for action by the ASCCC every two years; and

Whereas, The establishment of the Strong Workforce Program in 2016 has resulted in calls for a more nimble and responsive Disciplines List Process;

Resolved, That the Academic Senate for California Community Colleges revise the Disciplines List Process to allow Disciplines List revisions to be considered for action at least annually and to amend the Disciplines List Handbook accordingly; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to publish annually the *Minimum Qualifications for Faculty and Administrators in the California Community Colleges*.

Contact: Executive Committee

MSC

10.02 F16 Explore Establishing a More Flexible Discipline for Emerging Career and Technical Education Fields

Whereas, In order to be assigned duties as faculty, individuals must meet the minimum qualifications for disciplines stated in the Disciplines List and those defined in other sections of Title 5;

Whereas, The rapidly evolving needs of industry and the workforce often put pressure on colleges to develop new career and technical education curriculum to respond to such needs;

Whereas, The creation of new curriculum in emerging career and technical fields may be hindered by difficulties in determining which disciplines on the Disciplines List to assign new courses to because existing, specific disciplines may not align well with the emerging fields; and

ADOPTED RESOLUTIONS

Whereas, The existence of a discipline on the list of disciplines for which a master's degree is not expected or generally available and which requires any bachelor's degree or associates degree and requisite professional experience may provide colleges the ability to respond more readily to industry and workforce needs in the development and delivery of new curriculum in emerging career and technical fields;

Resolved, That the Academic Senate for California Community Colleges explore establishing a discipline on the list of disciplines for which a master's degree is not expected or generally available and which requires a bachelor's degree or associates degree and requisite professional experience to provide colleges flexibility in creating curriculum in emerging career and technical education fields and report its findings and any recommendations by Spring 2017.

Contact: John Freitas, Los Angeles City College, Standards and Practices Committee

MSC

12.0

FACULTY DEVELOPMENT

12.01 F16 Include Professional Learning Network (PLN) Resources to Satisfy Flex Requirements

Whereas, Many faculty are required to complete a minimum number of professional development or Flex hours each semester;

Whereas, The Professional Learning Network (PLN) is an online professional development repository that provides access to professional development activities offered by vendors like Lynda.com as well as resources that have been developed and reviewed by community college faculty, administrators, and classified staff that cover many of the same topics that are presented during on campus Flex sessions;

Whereas, Allowing the use of professional development resources available through the PLN to meet Flex obligations will enable full- and part-time faculty to choose from a wide array of materials that can be covered whenever it is convenient instead of only having professional development options during designated professional development or Flex days; and

Whereas, The California Community Colleges Chancellor's Office's *Guidelines for the Implementation of the Flexible Calendar Program* has not been amended or updated since April 2007;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to re-evaluate activities in the *Guidelines for the Implementation of the Flexible Calendar Program*⁵ to include activities on the Professional Learning Network (PLN);

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to review and update the *Guidelines for the Implementation of the Flexible Calendar Program*; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to work through their local process to allow faculty to use professional development activities available through the Professional Learning Network (PLN) to satisfy their required Flex obligation.

⁵ *Guidelines for the Implementation of the Flexible Calendar Program*

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

ADOPTED RESOLUTIONS

Contact: Craig Rutan, Santiago Canyon College, IEPI Professional Development Workgroup

MSC

15.0 INTERSEGMENTAL ISSUES

15.01 F16 California State University Quantitative Reasoning Task Force Report

Whereas, The Academic Senate of the California State University appointed a Quantitative Reasoning Task Force with broad representation from the California State University, the Academic Senate for California Community Colleges (ASCCC), the California Acceleration Project (CAP), and the University of California Office of the President to address fundamental questions regarding the prerequisite content of the California State University General Education B4 (CSU GE B4) and potential pre-requisite or co-requisite content for quantitative reasoning and mathematical competency (CSU GE B4);

Whereas, The Academic Senate of California State University Quantitative Reasoning Task Force convened in February 2016 and finalized their report in August 2016;

Whereas, *The Academic Senate of California State University Quantitative Reasoning Task Force Report* contains four recommendations regarding student proficiency in quantitative reasoning; and

Whereas, ASCCC has provided numerous breakout presentations and a *Rostrum* article to inform the body of the ASCCC about current issues surrounding quantitative reasoning requirements in California;

Resolved, That the Academic Senate for California Community Colleges urge local academic senates and curriculum committees to disseminate the *Academic Senate of California State University Quantitative Reasoning Task Force Report* and to respond in ways they deem appropriate; and

Resolved, That the Academic Senate for California Community Colleges consult with local senates, discipline faculty, and other appropriate constituencies to determine an appropriate response to the *Academic Senate of California State University Quantitative Reasoning Task Force Report* and bring that response back to the Spring 2017 Plenary Session.

Contact: Ginni May, Sacramento City College, Executive Committee

MSC

15.02 F16 Approval of Associate Degrees for Transfer That Include Courses Pending C-ID Approval

Whereas, Twenty-five of California's 113 community colleges have been able to meet the legislative mandate to develop Associate Degrees for Transfer as required by California Education Code §66746(b), and the California Community Colleges Chancellor's Office requires that courses submitted for the Associate Degree for Transfer demonstrate approval from the California Course Identification Numbering (C-ID) System;

Whereas, C-ID course approval requires review by at least one discipline faculty member from both the California community colleges and the California State University;

Whereas, A lack of California State University faculty reviewers in multiple disciplines has meant that many California community colleges are unable to obtain C-ID approval in a timely manner, thereby resulting in an inability to submit an application for Associate Degree for Transfer programs despite the fact that the college offers the requisite, articulated curriculum; and

ADOPTED RESOLUTIONS

Whereas, Community colleges with the appropriate curriculum are prohibited from applying for and offering the mandated Associated Degrees for Transfer because of a lack of C-ID approvals, which results in student transfer opportunities being severely restricted and even eliminated;

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office to implement an approval process for Associate Degrees for Transfer in which courses pending C-ID approval may be included in the degree if the program application demonstrates evidence that those courses have been submitted to and are under review in the C-ID System (e.g., submitted, in progress, conditional and/or approved); and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to regularly assess the effectiveness and efficiency of program requirements for Associate Degrees for Transfer (ADT) including, but not limited to, any revision to the application process to provide flexibility in ADT submission and approval anytime there is clear evidence that responses to C-ID submissions take more than 45 days.

Contact: Dave DeGroot, Allan Hancock College

MSC

16.01

LIBRARY AND LEARNING RESOURCES

16.01 F16 Resolution in Support of a Statewide Integrated Library System

Whereas, The California Community College (CCC) Student Success Task Force recognizes the importance of libraries in student persistence, retention, and successful achievement of goals, and a system-wide integrated library system (ILS) will allow each student in California's community colleges to access essential academic materials via a cloud-based library catalog that can be retrieved through a variety of means, including mobile devices as well as through existing learning management systems, including Canvas, which has been adopted by more than 92 colleges as of September 22, 2016⁶;

Whereas, The Board of Governors of the California Community Colleges has included a proposal for a system-wide ILS in the 2017-18 CCC System Budget Proposal, and an August 2016 survey conducted by the Council of Chief Librarians, the statewide organization of faculty and administrative library leadership, had overwhelming support from the faculty respondents for a system-wide ILS;

Whereas, The ILS proposal is an opportunity in CCC library services to further strengthen student success and equity initiatives, enhance the development of the Online Education Initiative (OEI), and significantly reduce colleges' current and future library system costs by a transition to a statewide ILS; and

Whereas, The Academic Senate for California Community Colleges has position papers and resolutions stating the importance of library resources and services for student success by CCC students;

Resolved, That the Academic Senate for California Community Colleges support a statewide integrated and accessible library system.

Contact: Dan Crump, American River College, Area A

⁶ "OEI Updates: Resource Distance Ed Locally" Pat James. TechEDge Blog. <http://ccctechedge.org/opinion/11-oei-updates/715-oei-updates-resource-distance-ed-locally>

ADOPTED RESOLUTIONS

MSC

16.02 F16 Modification of the CCCApply Standard Application for Noncredit Students

Whereas, As part of the implementation of the Student Success and Support Program by the California Community Colleges Chancellor's Office, noncredit students will be required to use CCCApply as a point of entry to the California Community College System;

Whereas, The CCCApply standard application could present significant obstacles to enrollment into noncredit programs, such as adult basic education, adult secondary education, short-term vocational, workforce preparation, English as a second language (ESL), vocational English as a second language, older adults, and adults with disabilities, because it is complex and requires users to already possess significant computer literacy, language and literacy skills, and a clear understanding of the difference between the term "residency" and immigration status and other potentially confusing terms;

Whereas, The complexity of the CCCApply application and the fact that CCCApply is currently only translated into Spanish, although significant numbers of students speak many other languages, requires colleges to provide additional support for both new and existing noncredit students in order to facilitate their CCCApply applications; and

Whereas, The CCCApply standard application has the potential to exclude students from enrolling in noncredit courses which often serve as the first point of entry into college for immigrants, economically disadvantaged, and diverse adult learners;

Resolved, That the Academic Senate for California Community Colleges support the development of a modified CCCApply application for noncredit enrollment that identifies only the appropriate and required enrollment fields for community college noncredit program entry, expands the number of languages the application is provided in, and includes a paper option; and

Resolved, That the Academic Senate for California Community Colleges engage the California Community Colleges Chancellor's Office in a dialogue with noncredit faculty participation regarding modification of the CCCApply standard application that reflects a commitment to promoting enrollment for students into noncredit programs.

Contact: Dana Miho and Donna Necke, Mt. San Antonio College, Area C

MSC

17.0 LOCAL SENATES

17.01 F16 Posting of Local Equivalency Processes on Websites

Whereas, Reviewing local equivalency processes from other districts can be helpful to local senates when they are undergoing review and revision of their own local equivalency processes;

Whereas, Local senates across the state have adopted a wide range of differing procedures for establishing equivalency, and having access to these procedures would help colleges establishing procedures of their own to compare effective practices; and

Whereas, Applicants for faculty positions who also need to apply for equivalency may face unfair barriers to being considered for such positions when equivalency processes and applications are not easily accessible;

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Resolved, That the Academic Senate for California Community Colleges recommend to local senates that local faculty equivalency processes and applications be posted on college and district websites in ways that are easily and publicly accessible to all interested parties.

Contact: Eric Narveson, Evergreen Valley College, Standards and Practices Committee

MSC

18.0 MATRICULATION

18.01 F16 Local Senate Approval for Participation in Multiple Measures Assessment Project (MMAP)

Whereas, The Multiple Measures Assessment Project (MMAP) has developed course placement models using high school transcript data including highest course taken, course grades, and overall grade point average (GPA), and these models have been shown to be at least as effective at predicting student success as approved assessment tests;

Whereas, Assessment and placement of students is an academic and professional matter that is the purview of local academic senates based on the review and input of discipline faculty; and

Whereas, The local senate is best equipped to facilitate discussions on student placement decisions that result in wide-ranging impacts that go beyond impacting English, mathematics, reading, and English as a Second Language disciplines in such a significant way that any modification to local placement models should include all affected disciplines;

Resolved, That the Academic Senate for California Community Colleges urge local senates to facilitate discussions among faculty about the use of multiple measures, including high school transcript data used by the Multiple Measures Assessment Project (MMAP), and determine which measures will best serve the needs of students without creating barriers to courses outside of English, reading, English as a Second Language, and mathematics; and

Resolved, That the Academic Senate for California Community Colleges work with representatives from the Multiple Measures Assessment Project (MMAP) to require that participation as an MMAP college must have local senate approval by including the signature of the local senate president on any forms indicating a college's intent to participate.

Contact: Ginni May, Sacramento City College, Executive Committee

MSC

18.02 F16 Validation of Statewide Multiple Measures

Whereas, The use of multiple measures when placing students into courses in English, English as a Second Language, reading, and mathematics is required by Title 5 §55522 of the California Code of Regulations;

Whereas, Many multiple measures that are currently used at community colleges have been developed locally and the data collection and validation of those measures is the responsibility of the college;

Whereas, Any assessment test that is used to place students is required to go through a rigorous review and approval process that includes pilot testing, field testing, demonstrating contentment validity, and showing that the test items and the test are free of bias; and

Whereas, The Common Assessment System will include multiple measures like the models created by the Multiple Measures Assessment Project using high school data such as courses taken, overall grade

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point average, and specific course grades that will be available to all community colleges, but these measures are not currently required to be validated like assessment tests;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to develop validation standards for any multiple measures that are included in the Common Assessment System; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office to ensure that any multiple measures included in the Common Assessment System go through a statewide validation process prior to the full deployment of the common assessment to the California Community Colleges.

Contact: Cheryl Aschenbach, Lassen College, Executive Committee

MSC

18.03 F16 Writing Assessment for the Common Assessment System

Whereas, Resolution 18.01 F14 recommended that “the Common Assessment Initiative include writing samples as a required component of the common assessment and that the writing samples are scored by human readers whose participation will inform assessment procedures that promote the growth of students across the composition sequence”;

Whereas, Many college districts are assessing students who are incarcerated or students who may be disadvantaged due to a variety of circumstances that prevent them from using or accessing computers to type writing samples; and

Whereas, Many college districts do not have the funds in their district budget and have communicated to faculty that funding cannot or will not be prioritized to compensate human readers in order for them to assess writing samples;

Resolved, That the Academic Senate for California Community Colleges work with representatives from the Common Assessment Initiative to ensure that a paper-and-pen option is available for any writing sample included in the Common Assessment System; and

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor’s Office to identify funding for local colleges to support human scoring of writing samples included in the Common Assessment System prior to making the Common Assessment System available to colleges.

Contact: Lara Baxley, Cuesta College

MSC

21.0 CAREER TECHNICAL EDUCATION

21.01 F16 Faculty Participation in Career Technical Education Regional Consortia Governance

Whereas, As a condition for receiving funding from the Strong Workforce Program, as defined in Education Code §§88820-88826, regional consortia must develop plans that enact the requirements of the Strong Workforce Program, including the establishment of governance models;

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Whereas, The role of faculty in governance is an academic and professional matter under the purview of local senates, and thus local senates must be centrally involved in identifying faculty to serve on regional consortia governance bodies;

Whereas, Career technical education (CTE) faculty participation in governance bodies established in the regional consortia governance models is essential to effective development and implementation of regional consortia plans, including regionalization of curriculum, and allocation of resources such as funding to cover the cost of travel and paid substitute instructors may be needed to allow CTE faculty to fully participate in the work of regional consortia governance bodies; and

Whereas, Information regarding CTE programs is often disseminated by the regional consortia to CTE administrators, resulting in the exclusion of faculty from regional consortium conversations, information, and decisions;

Resolved, That the Academic Senate for California Community Colleges assert that the career technical education (CTE) regional consortium governance models required by the Strong Workforce Program must include faculty as active and voting members;

Resolved, That the Academic Senate for California Community Colleges assert that local senates should recommend the faculty identified to be potential members of CTE regional consortium governance bodies; and

Resolved, That the Academic Senate for California Community Colleges urge that the CTE regional consortia provide sufficient resources to enable faculty appointed by the local senates to participate fully in the activities of their governance bodies.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, CTE Leadership Committee

MSC

21.02 F16 Identify and Disseminate Effective Practices for Career Technical Education Advisory Committees

Whereas, Practices for establishing and working with career technical education (CTE) advisory committees, including the recruitment of members and the use of advisory committee recommendations in program development and improvement, vary between colleges and districts; and

Whereas, Successful implementation of the Strong Workforce Program established in Education Code §§88820-88826 will require that colleges establish CTE advisory committees that are highly engaged and work effectively with CTE faculty in developing and improving CTE programs that meet the needs of students and industry;

Resolved, That the Academic Senate for California Community Colleges distribute a survey to member colleges by Spring 2017 to identify examples of effective practices for career and technical education (CTE) advisory committees used by CTE programs throughout California's community colleges; and

Resolved, That the Academic Senate for California Community Colleges identify and disseminate effective practices for career technical education (CTE) advisory committees and present it at the Fall 2017 plenary session for adoption.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, CTE Leadership Committee

ADOPTED RESOLUTIONS

MSC

21.03 F16 Institute for Counseling Faculty Focused on Career Technical Education

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,⁷ including Recommendation 1.e., which states that the California Community College System should “Enhance capacity of counselors to provide [Career Technical Education] CTE-related program counseling through professional development and the sharing of best practices such as designating counselors as CTE specific or designating liaisons to CTE programs”;

Whereas, Career Technical Education (CTE) programs often have many nuances and pathways that require counselors to have additional knowledge and understanding of the pathways and the resulting certifications, industry credentials, and varied career options; and

Whereas, CTE programs are diverse and often serve under-served, at-risk, and career focused students;

Resolved, That the Academic Senate for California Community Colleges provide an institute for counseling faculty focused on career technical education.

Contact: Lynn Shaw, California Community College Chancellor’s Office

MSC

21.04 F16 Career Technical Education Professional Development for Faculty Internships and Mentoring

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,⁸ including Recommendation 13.d., which states that the California Community College system should “Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or the equivalent”;

Whereas, Title 5 §53502 describes a system for mentoring and internship for those disciplines for which a master's degree is not expected or required; and

Whereas, A limited number of community colleges offer internships or mentoring for career technical education (CTE) faculty;

Resolved, That the Academic Senate for California Community Colleges develop a module in its Professional Development College that supports diverse industry professionals with a pathway to becoming career technical education (CTE) faculty interns; and

Resolved, That the Academic Senate for California Community Colleges develop a module in its Professional Development College that supports faculty in mentoring diverse CTE faculty interns.

⁷ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report and Recommendations*,

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

⁸ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

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Contact: Lynn Shaw, California Community Colleges Chancellor's Office

MSC

21.05 F16 Support for Career Technical Education Programs

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,⁹ including Recommendation 20.b., which states that the California Community College system should “Provide support for [Career Technical Education] CTE programs including internships, guest lecturers, employment, equipment and facilities support, and participation on advisory boards”;

Whereas, CTE faculty must have strong connections to industry and access to equipment that meets industry standards to ensure students are well prepared for a career; and

Whereas, Industry experts in the classroom provide students with the current realities of their chosen career;

Resolved, That the Academic Senate for California Community Colleges urge local colleges to include the voice of career technical education (CTE) faculty in the allocation and distribution of the Strong Workforce Program funding to ensure support for CTE programs including internships, guest lectures, employment of faculty, equipment purchases, facilities upgrades, and participation on regional advisory boards.

Contact: Lynn Shaw, California Community Colleges Chancellor's Office

MSC

⁹ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

10.03 F16 Collaborate with System Partners to Relocate Minimum Qualifications from Title 5 to the Disciplines List

Whereas, Faculty minimum qualifications for health services professionals, noncredit instructors, Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), and learning assistance/learning skills/tutoring services are established in Title 5 and not the Disciplines List, and therefore revisions to those minimum qualifications require regulatory changes;

Whereas, Resolution 10.03 S10 called for removing faculty minimum qualifications from Title 5 and placing them in the Disciplines List so that all revisions to faculty minimum qualifications would occur through the same process; and

Whereas, Consultation and collaboration with the organizations that represent these disciplines of health services professionals, noncredit instructors, Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS) and learning assistance/learning skills/tutoring services will ensure an effective approach to resolve any challenges in removing minimum qualifications from Title 5 and raise awareness of the Academic Senate for California Community College Disciplines List process with faculty in these disciplines as is necessary for the success of such efforts;

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office and the organizations representing health services professionals, noncredit instruction; Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), and learning assistance, learning skills, and tutoring services to determine the most effective means to place these specific faculty minimum qualifications in the Disciplines List; and

Resolved, That the Academic Senate for California Community Colleges collaborate with the organizations representing health services professionals, noncredit instruction, Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), and learning assistance, learning skills, and tutoring services to raise awareness of the Disciplines List process and ensure that faculty in these specific faculty minimum qualification areas are able to engage effectively in the Disciplines List process.

Contact: John Freitas, Los Angeles City College, Standards and Practices Committee

MSR Referred to the Executive Committee indefinitely pending further conversation with faculty in affected disciplines.

10.03.01 F16 Amend Resolution 10.03 F16

Amend the first whereas:

Whereas, Faculty minimum qualifications for health services professionals, ~~noncredit instructors~~, Disabled Students Programs and Services (DSP&S) professionals, ~~Extended Opportunity Programs and Services (EOPS)~~, and learning assistance/learning skills/tutoring services are established in Title 5 and not the Disciplines List, and therefore revisions to those minimum qualifications require regulatory changes;

Amend the second whereas:

Whereas, Consultation and collaboration with the organizations that represent these disciplines of health services professionals, ~~noncredit instructors~~, Disabled Students Programs and Services (DSP&S) professionals, ~~Extended Opportunity Programs and Services (EOPS)~~ and learning

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assistance, learning skills, and tutoring services will ensure an effective approach to resolve any challenges in removing minimum qualifications from Title 5 and raise awareness of the Disciplines List process with faculty in these disciplines as is necessary for the success of such efforts;

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office and the organizations representing health services professionals; ~~noncredit instruction~~; Disabled Students Programs and Services (DSP&S) ~~professionals~~; ~~Extended Opportunity Programs and Services (EOPS)~~; and learning assistance, learning skills, and tutoring services to determine the most effective means to place these specific faculty minimum qualifications in the Disciplines List; and

Amend the second resolved:

Resolved, That the Academic Senate for California Community Colleges collaborate with the organizations representing health services professionals; ~~noncredit instruction~~; Disabled Students Programs and Services (DSP&S) ~~professionals~~; ~~Extended Opportunity Programs and Services (EOPS)~~; and learning assistance, learning skills, and tutoring services to raise awareness of the Disciplines List process and ensure that faculty in these specific faculty minimum qualification areas are able to engage effectively in the Disciplines List process.

Contact: Michelle Sampat, Mt. San Antonio College

MSR Referred to the Executive Committee indefinitely pending further conversation with faculty in affected disciplines

10.03.02 F16 Amend Resolution 10.03 F16

Amend the first whereas

Whereas, Faculty minimum qualifications for health services professionals, noncredit instructors, Disabled Students Programs and Services (DSP&S), ~~Extended Opportunity Programs and Services (EOPS)~~, and learning assistance/learning skills/tutoring services are established in Title 5 and not the Disciplines List, and therefore revisions to those minimum qualifications require regulatory changes;

Amend the third whereas

Whereas, Consultation and collaboration with the organizations that represent these disciplines of health services professionals, noncredit instructors, ~~Disabled Students Programs and Services (DSP&S)~~, Extended Opportunity Programs and Services (EOPS) and learning assistance/learning skills/tutoring services will ensure an effective approach to resolve any challenges in removing minimum qualifications from Title 5 and raise awareness of the Academic Senate for California Community College Disciplines List process with faculty in these disciplines as is necessary for the success of such efforts;

Amend the first resolved

Resolved, That the Academic Senate for California Community Colleges collaborate with the Chancellor's Office and the organizations representing health services professionals; noncredit instruction; ~~Disabled Students Programs and Services (DSP&S)~~; Extended Opportunity Programs and Services (EOPS); and learning assistance, learning skills, and tutoring services to determine the most effective means to place these specific faculty minimum qualifications in the Disciplines List; and

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Amend the second resolved

Resolved, That the Academic Senate for California Community Colleges collaborate with the organizations representing health services professionals; noncredit instruction; ~~Disabled Students Programs and Services (DSP&S);~~ Extended Opportunity Programs and Services (EOPS); and learning assistance, learning skills, and tutoring services to raise awareness of the Disciplines List process and ensure that faculty in these specific faculty minimum qualification areas are able to engage effectively in the Disciplines List process.

Contact: Mary Mettler Santiago Canyon College

MSR Referred to the Executive Committee indefinitely pending further conversation with faculty in affected disciplines

10.03.03 F16 Amend Resolution 10.03 F16

Strike the first whereas:

~~Whereas, Faculty minimum qualifications for health services professionals, noncredit instructors, Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS), and learning assistance/learning skills/tutoring services are established in Title 5 and not the Disciplines List, and therefore revisions to those minimum qualifications require regulatory changes;~~

Amend the second whereas:

Whereas, Resolution 10.03 S10 called for removing faculty minimum qualifications from Title 5 and placing them in the Disciplines List so that all revisions to faculty minimum qualifications would occur through the same process and not require regulatory changes; and

Amend the third whereas:

Whereas, Consultation and collaboration with discipline faculty and the organizations that represent these disciplines ~~of health services professionals, noncredit instructors, Disabled Students Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOPS) and learning assistance/learning skills/tutoring services~~ whose minimum qualifications remain in Title 5 will ensure an effective approach to resolve any challenges in removing minimum qualifications from Title 5 and raise awareness of the Academic Senate for California Community College Disciplines List process with faculty in these disciplines as is necessary for the success of such efforts;

Amend first resolved:

Resolved, That the Academic Senate for California Community Colleges collaborate with the California Community Colleges Chancellor's Office, discipline faculty and the organizations representing those disciplines whose minimum qualifications remain in Title 5 ~~and the organizations representing health services professionals; noncredit instruction; Disabled Students Programs and Services (DSP&S); Extended Opportunity Programs and Services (EOPS); and learning assistance, learning skills, and tutoring services~~ to determine the most effective means to place these specific faculty minimum qualifications in the Disciplines List; and

Amend second resolved:

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Resolved, That the Academic Senate for California Community Colleges collaborate the discipline faculty with the organizations representing ~~health services professionals; noncredit instruction; Disabled Students Programs and Services (DSP&S); Extended Opportunity Programs and Services (EOPS); and learning assistance, learning skills, and tutoring services~~ those disciplines whose minimum qualifications remain in Title 5 to raise awareness of the Disciplines List process and ensure that faculty in these specific faculty minimum qualification areas are able to engage effectively in the Disciplines List process.

Contact: Tara Johnson, Santa Rosa Junior College

MSR Referred to the Executive Committee indefinitely pending further conversation with faculty in affected disciplines

21.06 F16 Career Technical Education Apprenticeship Programs

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,¹⁰ including Recommendation 14.f., which states that the California Community College system should “Convene representative apprenticeship teaching faculty, labor organizations, and other stakeholders to review the appropriateness of minimum qualifications for apprenticeship instructors”;

Whereas, Apprenticeship instruction leads to high-wage, high-skill careers for nearly 100% of enrolled students; and

Whereas, Education Code §87357 states that for minimum qualifications for apprenticeship instructors the Board of Governors “shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organizations [from the relevant industries]”;

Resolved, That the Academic Senate for California Community Colleges support the efforts of the apprenticeship teaching faculty and labor organizations from the relevant industries in the development of minimum qualifications as specified in Education Code §87357.

Contact: Lynn Shaw, California Community Colleges Chancellor’s Office

MSR Referred to the Executive Committee for clarification and return to the body in Spring 2017

¹⁰ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

13.01 F16 Academic Calendar

Whereas, Many state-mandated holidays are scheduled on the same day of the week, often on Mondays, and with no flexibility allowed;

Whereas, Some years this results in a loss of three full instructional days on the same day of the week, in a single semester, which, for classes that only meet once per week, means a loss of nearly 20% of their total instructional time, which can lead to rushed lectures, less time for examples, questions and/or discussion, and may result in lower student success rates; and

Whereas, Local colleges have few, if any, options to mitigate this problem without permissive action by the California Community College Chancellor's Office;

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office to explore mechanisms for providing additional flexibility in scheduling of holidays to ensure that the burden does not fall too heavily on any single day of the week in any single semester.

Contact: Andrew Young, Glendale College

16.01.01 F16 Amend Resolution 16.01 F16

Amend resolved:

Resolved, That the Academic Senate for California Community Colleges support making available a statewide integrated library system into which local community colleges can opt-in.

MSF

17.01.01 F16 Amend Resolution 17.01 F16

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges recommend to local senates that local faculty equivalency processes are ~~posted on college and district websites in ways that are easily~~ publicly accessible to all interested parties.

Contact: Carrie Roberson, Butte College

MSF

21.03.02 F16 Divided Resolves 21.03 F16

Resolved, That the Academic Senate for California Community Colleges encourage local colleges to designate specific counselors for career and technical education programs to help ensure that students receive the most current information about programs and pathways leading to specific industry careers.

MSF

21.04 F16 Divided Resolves 21.04.02 F16

Resolved, That the Academic Senate for California Community Colleges encourage local career technical education (CTE) faculty to design their programs and pathways with entry and exit points aligned with industry credentials; and

MSF

21.07 F16 Equivalencies for Career Technical Education Faculty

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,¹¹ including Recommendation 14.a., which states that the California Community College system should “Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within [Career Technical Education] CTE disciplines”;

Resolved, That the Academic Senate for California Community Colleges in collaboration with the Strong Workforce Program convene single discipline faculty to develop criteria for equivalencies to the minimum qualifications tied to industry standards that local colleges may reference when granting equivalencies in career technical education disciplines.

Contact: Lynn Shaw, California Community Colleges Chancellor’s Office

MSF

21.08 F16 Integrating Career Technical Education Industry Professionals into the Classroom

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,¹² including Recommendation 14.b., which states that the California Community College system should “Create effective local, regional, and statewide practices for integrating industry professionals into [Career Technical Education] CTE instruction such as, faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation”;

Resolved, That the Academic Senate for California Community Colleges work with the Strong Workforce Program in the California Community Colleges Chancellor's Office on the development of local, regional, and statewide practices for integrating industry professionals into Career Technical Education instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation.

Contact: Lynn Shaw, California Community Colleges Chancellor’s Office

MSF

21.09 F16 Counselors and Career Technical Education Planning

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,¹³ including

¹¹ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

¹² *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

¹³ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,

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Recommendation 15.c., which states that the California Community College system should “Provide professional development for counselors to support the use of career and educational planning tools common to secondary education, adult education, and community colleges”;

Whereas, Counselors play an essential role in guiding students in their career, classes, and program choices;

Resolved, That the Academic Senate for California Community Colleges urge local colleges to adjust the current college decision-making paradigm utilized by pivoting towards a focus on career awareness and workforce preparation upon community college entry and through the matriculation process.

Contact: Lynn Shaw, California Community Colleges Chancellor’s Office

MSF

21.09.01 F16 Amend Resolution 21.09 F16

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to adjust the current ~~student advising college decision-making~~ paradigm ~~utilized by pivoting by prioritizing towards~~ a focus on career awareness and workforce preparation upon community college entry and through the matriculation process.

Contact: Lynn Shaw, California Community Colleges Chancellor’s Office

MSF

21.09.02 F16 Amend Resolution 21.09 F16

Amend the first whereas:

Whereas, ~~All~~ students attending community college are ~~planning for a career~~ attending for diverse reasons, including exploring career and degree options, and subsequently taking courses that work together to prepare them for careers by completing courses, certificate and degree programs, or transfer and transfer degree programs; and

Amend the second whereas:

Whereas, Counselors play an essential role in ~~guiding students in their career, classes, and program choices~~ informing student choices, including mapping out the selection, and sequencing of courses required to meet the educational goals of the student;

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to adjust the current ~~college decision-making paradigm utilized by pivoting towards a focus on career awareness and workforce preparation upon community college entry and through the matriculation process~~ onboarding processes to include student and counselor interaction that informs students about

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workforce and career preparation options and choices as a part of the student success and support program requirements used in establishing priority enrollment for new students.

Contact: Jan Moline, Cerro Coso Community College

MSF

21.10 F16 Hiring Diverse Industry Experts for Career Technical Education Programs

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,¹⁴ including Recommendation 13.b., which states that the California Community College System should “Disseminate effective practices in recruitment and hiring of diverse faculty and the application of minimum qualifications and equivalencies”;

Whereas, The current landscape of equivalency practices make it difficult for industry experts without an associate degree to be considered within a hiring process; and

Whereas, Career technical education (CTE) faculty experts may exhibit eminence in their field with industry certifications recognized statewide and nationally;

Resolved, That the Academic Senate for California Community Colleges examine and disseminate effective practices for hiring career technical education (CTE) faculty that represent the diversity of the surrounding local communities and the student demographics;

Resolved, That the Academic Senate for California Community Colleges disseminate effective practices to determine equivalencies to the minimum qualifications for CTE faculty;

Resolved, That the Academic Senate for California Community Colleges provide and advocate for professional development activities focused on effective practices to determine equivalency to the minimum qualifications for college equivalency committees; and

Resolved, That the Academic Senate for California Community Colleges explore ways to engage with industry to discuss solutions regarding the mismatch between minimum qualifications policy and industry recognized credentials.

Contact: Lynn Shaw, California Community Colleges Chancellor’s Office

Declared Moot

21.11 F16 Engaging Business and Industry to Ensure CTE Curriculum is Built to Industry Standards

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,¹⁵ including Recommendation 7.a., which states that the California Community College System should, “Create consistent mechanisms for improved regional engagement of business and industry in the curriculum development process”;

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office on the *Built to Industry Standards*¹⁶ project to develop

¹⁴ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

¹⁵ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

improved regional engagement with business and industry in the curriculum development process to ensure that students are getting the skills, knowledge, and competencies expected in their chosen career.

Contact: Lynn Shaw, California Community Colleges Chancellor's Office

Declared Moot

21.12 F16 Collaborate to Increase Industry Experts in Career Technical Education Classrooms

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,¹⁷ including Recommendation 13.c., which states that the California Community College System should “Develop pipelines to recruit community college faculty with industry expertise through collaborations with higher education, business, and industry professional organizations”;

Resolved, That the Academic Senate for California Community Colleges convene a work group with the Deputy Sector Navigators and Sector Navigators to establish industry linked pipelines that facilitate recruitment of faculty that are industry-based experts.

Contact: Lynn Shaw, California Community Colleges Chancellor's Office

Declared Moot

21.13 F16 Design and Implementation of Student Career Technical Education Pathways Regional Events

Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations*,¹⁸ including Recommendation 3.a., which states that the California Community College system should “Support faculty and colleges to design pathways with multiple entry and exit points that correspond to industry-recognized credentials”;

Whereas, *The Higher Education Act and the Workforce Innovation and Opportunity Act*¹⁹ defines a career pathway as a “combination of rigorous and high-quality education, training and other services that

- A. Align with the skills needs of the economy;

¹⁶ *Built to Industry Standards*

http://doingwhatmatters.cccco.edu/Portals/6/docs/CommToolKit/DWM_Sector_Trifold_ECU.pdf

¹⁷ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report And Recommendations*,

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

¹⁸ *Board of Governors Task Force On Workforce, Job Creation, and a Strong Economy Report and Recommendations*,

http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

¹⁹ *The Higher Education Act and the Workforce Innovation and Opportunity*

<https://www.govinfo.gov/content/pkg/PLAW-113publ128/html/PLAW-113publ128.htm>

- B. Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;
- C. Includes counseling to support learners in achieving their individual education and career goals;
- D. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- E. Organizes academics, training, and other services to meet the particular needs of an individual for accelerating education and career advancement, to the extent this is feasible;
- F. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- G. Helps an individual enter or advance within a specific occupation or occupational cluster”;

Whereas, According to the Georgetown University Center on Education and the Workforce publication *Recovery: Job Growth and Education Requirements through 2020*,²⁰ by 2020 more than 30% of California’s jobs will require a postsecondary career education credential, certificate, or associate degree; and

Whereas, Stackable certificates and course offerings aligned with industry credentials allow students opportunities to continue their education through scaffolding skill attainment, knowledge, and competencies for the purpose of work and eventual promotion in a selected industry;

Resolved, That the Academic Senate for California Community Colleges sponsor regional events for CTE faculty to learn about effective practices in career pathway development and implementation.

Contact: Lynn Shaw, California Community Colleges Chancellor’s Office

Postponed indefinitely

²⁰ *Recovery: Job Growth and Education Requirements through 2020*
https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf

Alameda, College of, Rochelle Olive
 Allan Hancock College, Marla Allegre
 American River College, Gary Aguilar
 Antelope Valley College, Irit Gat
 Bakersfield College, Deborah Rosenthal
 Barstow College, Scott Bulkley
 Berkeley City College, Kelly Pernell
 Butte College, Carrie Roberson
 Cabrillo College, Robin McFarland
 Canada College, Doug Hirzel
 Canyons, College of the, Rebecca Eikey
 Cerritos College, April Griffen
 Cerro Coso College, Laura Vasquez
 Chabot College, Laurie Docter
 Chaffey College, Marie Boyd
 Citrus College, Gina Hogan
 Clovis College, Liz Romero
 Coastline College, Stephen Barnes
 Columbia College, Wendy Griffiths-Bender
 Contra Costa College, Beth Goehring
 Copper Mountain College, Joseph DeSantis
 Cosumnes River College, Julie Oliver
 Crafton Hills College, Denise Allen Hoyt
 Cuesta College, Lara Baxley
 Cuyamaca College, Alicia Munoz
 Cypress College, Bryan Seiling
 De Anza College, James Nguyen
 Desert, College of the, Christen Smith
 East Los Angeles College, Alex Immerblum
 El Camino College, Kristie Daniel DiGregorio
 Evergreen Valley College, Eric Narveson
 Folsom Lake College, Carlos Lopez
 Foothill College, Carolyn Holcroft
 Foothill DeAnza CCD, Isaac Escoto
 Fresno City College, Wendell Stephenson
 Fullerton College, Pete Snyder
 Gavilan College, Arturo Rosette
 Glendale College, Andrew Young
 Golden West College, Jaima Bennett
 Grossmont College, Tate Hurvitz
 Hartnell College, Chris Moss
 Imperial Valley College, Mary Lofgren
 Irvine Valley College, Katherine Schmeidler
 Lake Tahoe College, Madelyn Rios
 Laney College, Donald Moore
 Lassen College, Chad Lewis
 Long Beach City College, Karen Kane
 Los Angeles CCD, Donald J. Gauthier
 Los Angeles City College, April Pavlik
 Los Angeles Harbor College, William Hernandez
 Los Angeles Mission College, Leslie Milke
 Los Angeles Pierce College, Anna Bruzzese
 Los Angeles Southwest College, Naja El-Khoury
 Los Angeles Trade Tech College, Wallace Hanley
 Los Angeles Valley College, Joshua Miller
 Los Medanos College, Silvester Henderson
 Los Rios CCD, Dan Crump
 Marin, College of, Sara McKinnon
 Mendocino College, Jason Edington
 Merced College, Julie Clark
 Merritt College, Mario Rivas
 MiraCosta College, Susan Herrmann
 Mission College, Thais Winsome
 Modesto Junior College, Curtis Martin
 Monterey Peninsula College, Sunny LeMoine
 Moorpark College, Nenagh Brown
 Moreno Valley College, LaTonya Parker
 Mt. San Antonio College, Michelle Sampat
 Mt. San Jacinto College, Tamara Smith
 Napa Valley College, Amanda Badgett
 Norco College, Peggy Campo
 Orange Coast College, Lee Gordon
 Oxnard College, Thomas Stough
 Palomar College, Travis Ritt
 Pasadena City College, Valerie Foster
 Peralta CCD, Joseph Bielanski
 Rancho Santiago CCD, Michael DeCarlo
 Redwoods, College of the, Todd Olsen
 Reedley College, Emily Berg
 Rio Hondo College, Michael Dighera
 Riverside CCD, Mark Sellick
 Riverside College, Mary Legner
 Sacramento City College, Troy Myers
 Saddleback College, Kim d'Arcy
 San Bernardino Valley College, Mary Copeland
 San Diego City College, Toni Parsons
 San Diego Continuing Ed, Richard Weinroth
 San Diego Mesa College, Rob Fremland
 San Diego Miramar College, Marie McMahan
 San Francisco, City College of, Mandy Liang
 San Joaquin Delta College, Joel Beutel
 San Jose City College, Jesus Covarrubias
 San Jose -Evergreen CCD, Fabio Gonzalez
 San Mateo CCD, Leigh Ann Shaw
 Santa Ana College, Elliott Jones
 Santa Barbara City College, Kathy O'Connor
 Santa Monica College, Fran Chandler
 Santa Rosa Junior College, Eric Thompson
 Santiago Canyon College, Mary Mettler
 School of Continuing Education, Alli Stanojkovic
 Sequoias, College of the, Sondra Bergen
 Sierra College, Andrea Neptune
 Skyline College, Kathryn Williams Browne
 Solano College, Michael Wyly
 Southwestern College, Carre Lesh
 Taft College, Geoffrey Dyer
 Ventura College, Alexander Kolesnik
 Victor Valley College, Jessica Gibbs
 West Los Angeles College, Claire Norris-Bell
 Woodland College, Matt Clark
 Yuba College, Greg Kemble
 President, Julie Bruno
 Vice President, John Stankas
 Secretary, Dolores Davison
 Treasurer, John Freitas
 Area A, Grant Goold
 Area B, Cleavon Smith
 Area C, Adrienne Foster
 Area D, Craig Rutan
 North Rep, Cheryl Aschenbach
 North Rep, Virginia "Ginni" May
 South Rep, Randy Beach
 South Rep, Sam Foster
 At Large Rep, Conan Mckay
 At Large Rep, Lorraine Slattery-Farrell

AP 4300 - Field Trips/Excursions and Authorized Student Absences

Revised by DCAS - ~~9/29/2016~~ 10/19/2016

Revised by Business Services - 10/19/2016

The Yuba Community College District (YCCD) supports the educational value of field trips and excursions. ~~As such, it's~~ The following procedures ~~have been~~ redesigned ~~to facilitate these trips so as~~ to maximize opportunities for students while ensuring their safety and limiting the liability to the District.

Definitions and General Parameters

Field trips or excursions supported by the District are divided into four categories. These include those that are curriculum related, those related to athletics or other competition, those related to student clubs or other extra-curricular activities, and those that are sponsored by Community Education. ~~Out of country courses offered in an Education Abroad program are not applicable to Board Policy 4300 and as such are not a part of this Administrative Procedure.~~ These ~~aforementioned~~ categories are designated as either field trips or excursions, ~~as described below.~~ Participation in field trips and excursions is voluntary and is not required by the District. ~~A Field Trips/Excursions Matrix has been prepared and is attached to this Administrative Procedure (Attachment 1).~~ The AP 4300 Matrix attached to this administrative procedure outlines the rules and regulations for each activity included in ~~each of~~ the field trips and excursions categories. ~~Topics addressed include the following:~~

- ~~Open Enrollment~~
- ~~In-State Trips or Excursions~~
- ~~Out-of-State Trips or Excursions~~
- ~~Out-of-Country Excursions (Community Education only)~~
- ~~Waiver of Liability~~
- ~~Forms Required~~
- ~~Expenses~~
- ~~Insurance~~
- ~~Transportation Permitted~~
- ~~Activities Not Permitted~~
- ~~High Exposure/High Risk Activities~~

~~(DELETE paragraph and ADD to Board Policy)~~

The District shall engage instructors, supervisors, and other personnel as may be necessary for such excursions or field trips who desire to contribute their services over and above the normal period for which they are employed by the District [Title 5 §55220 (a)].

~~(DELETE paragraph and ADD to Board Policy)~~

The District shall, at the discretion of the ~~designated position~~ Chancellor or designee, transport students, instructors, supervisors or other personnel by use of District equipment, contract to provide transportation, or arrange transportation by the use of other equipment. When District equipment is used, the District shall obtain liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country. [Title 5 §55220 (a)]

~~(DELETE paragraph; already in Board Policy)~~

The District may pay expenses of instructors, chaperones **NOTE: Define what is meant by "chaperone"** and other personnel participating in a field trip or excursion. Payment shall be by way of itemized reimbursement in a form prescribed by the Chief Business Officer [Title 5 §55220 (f)].

~~(ADD line to Board Policy)~~

The District shall not pay expenses of students participating in a field trip or excursion with District funds.

~~(DELETE sentence; already in Board Policy)~~

The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source. [Title 5 §55220 (d)]

~~Participation in field trips and excursions is voluntary and is not required by the District.~~

~~(DELETE paragraph and ADD to Board Policy)~~ No student shall be prevented from making a field trip or excursion which is integral to the completion of the course because of lack of sufficient funds. The District shall coordinate efforts of community services groups to provide funds for students in need of them. [Title 5 § 55220 (b)] ~~{NOTE: This legal language may not be necessary since the District has stated that participation is voluntary and not required by the District.}~~

~~(DELETE paragraph and ADD to Board Policy)~~

All persons making a field trip or excursion shall be deemed to have waived all claims against the District for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking such trips and all parents or guardians of minor students shall sign a statement waiving such claims. [Title 5 §55220 (h)]

Field Trips

A. Curriculum-related Field Trips

- The purpose of a curriculum related field trip must be tied to an objective(s) of each class or classes proposing the trip.
- Any class-related activity that is conducted away from the location that the class normally meets, as identified in the schedule of classes, is considered a field trip.
- Each class conducting a field trip shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets established prerequisites of the course in accordance with Title 5 §51006 ~~(See Attachment 1).~~
- Students taking part in a curriculum-related field trip must be enrolled in the class or classes taking the trip.
- ~~Participation in the field trip is voluntary and is not required by the District.~~
- An alternative activity ~~needs to~~ will be made available to students who are unable to participate in the trip unless it is a course that is field-trip dependent and is identified as such in the college catalog. This does not apply to classes that are field trip attendance courses; alternative activities will not be offered for field trip attendance courses.
- In-state and out-of-state field trips are permitted per Board Policy 4300. ~~See matrix (Attachment 1) for specifics.~~
- ~~The District shall not pay expenses of students participating in a field trip or excursion to any other state, the District of Columbia or a foreign country with District funds.~~
- ~~The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source.~~

B. Competition or Athletic Trips

- These trips are related to academic programs and are limited to ~~participants~~ students who qualify for the particular competition or athletic team.
- ~~Participation in the trip is voluntary and is not required by the District.~~

- In-state and out-of-state field trips are permitted per Board Policy 4300. ~~See matrix (Attachment 1) for specifics.~~
- ~~The District shall not pay expenses of students participating in a field trip or excursion to any other state, the District of Columbia or a foreign country with District funds.~~
- ~~The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source.~~

C. Authorization of Absences

- The academic employee responsible for students attending an authorized curriculum-related field trip, competition, or athletic trip must request participating students to personally notify each of their instructors in advance if they will be absent and to reach agreement on any makeup procedure with the instructor. Students must use the Authorized Student Classroom Absence for Approved Activities Form.

Excursions

A. Student Clubs/Extra-Curricular Excursions

- Excursions in this category relate to those that are sponsored by a student club and/or are sanctioned as an approved activity by one or more of the Associated Students organizations of the Yuba Community College District. Excursions in this category are college approved and include, but are not limited to, activities sponsored by student clubs or associated student organizations, or other college programs.
- These excursions are limited to currently enrolled students only.
- ~~Participation in the excursion is voluntary and is not required by the District.~~
- In-state and out-of-state excursions are permitted per Board Policy 4300. ~~See matrix (Attachment 1) for specifics.~~
- ~~The District shall not pay expenses of students participating in a field trip or excursion to any other state, the District of Columbia or a foreign country with District funds.~~
- ~~The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source.~~

B. Community Education Excursions

- Excursions in this category ~~relate to those that~~ are sponsored by the District's College's Community Education program and are limited to students enrolled in a specific course approved by Community Education course.
- ~~Participation in the excursion is voluntary and is not required by the District.~~
- In-state and out-of-state, and out-of-country excursions are permitted per Board of Trustee's Policy 4300. ~~See matrix (Attachment 1) for specifics.~~
- ~~The District shall not pay expenses of students participating in a field trip or excursion to any other state, the District of Columbia or a foreign country with District funds.~~

- ~~Minors, students under 18, are not allowed to participate in out-of-country excursions.~~
- ~~The District may pay for expenses of students participating in a field trip or excursion with auxiliary, grant or categorical program funds if the funds are used consistently with the funding source.~~

[NOTE: Move the remainder into a handbook; include a process timeline developed by EST]

Field Trip/Excursion Process

In-State and Out-of-State (Oregon, Nevada, and Arizona only) Field Trips and Excursions

- Field trip/excursion sponsor obtains preapproval on the appropriate form (Yuba Community College District Field Trip/Excursion Request; see Attachment 2/ AP 4300 Forms) from the administrator or manager who has oversight responsibility for the particular curriculum-related class, club, extra-curricular activity, or Community Education ~~class~~ course. A field trip/excursion itinerary ~~should~~ must accompany the request. (See attached recommended timeline.)
- Field trip/excursion sponsor ~~Submit-submits~~ the form to the College Vice President or designee ~~Academic and Student Services at Yuba College or the Vice President Academic and Student Services at Woodland Community College~~ for approval.
- ~~Form is then forwarded to the Purchasing Department.~~
- The Vice President or designee facilitates the following arrangements ~~Purchasing Department will do the following:~~
 - ~~Arrange for~~ Requested transportation. See below.*
 - ~~Arrange for~~ Requested accommodations for overnight trips/excursions. When arranging accommodations, the sponsor ~~District~~ will reserve required rooms. Sponsor-arranged ~~District arranged~~ accommodations are the only accommodations permitted on the field trip/excursion. Students are responsible for confirming lodging with the designated hotel and for arranging payment unless rooms are provided through approved program, club, or activity funds. (NOTE: To Ronda's knowledge, the student has not been responsible for this. CORRECT)
 - ~~Arrange for~~ Necessary tickets/admissions to events/venues associated with the field trip or excursion.
 - Ensure that, if District College-provided transportation is driven by a YCCD College district employee, the employee provides the Business Office ~~the Purchasing Office~~ (NOTE: Not sure who gets this) with a copy of his/her driver's license and evidence of auto insurance and that appropriate background checks have been completed to include DMV Pull Program.

When a field trip or excursion is approved, it is the responsibility of the employee sponsor supervising the field trip or excursion to provide the following to Accounts Payable the Vice President or designee Academic and Student Services or Dean ~~the Purchasing Office:~~

- Field Trip/Excursion Waiver Statement and Medical Authorization - Adult (see Attachment 2/ AP 4300 Forms). Form includes emergency contact information.
- Field Trip/Excursion Waiver Statement and Medical Authorization - Minor (serves as parent permission slip/see Attachment 2/ AP 4300 Forms). Form includes emergency contact information.
- A list of all participants and emergency contact information for quick reference (see Attachment 2/ AP 4300 Forms).

- A completed “Employee Driver of Requested Transportation Form,” if ~~District~~ College-arranged transportation is to be driven by a district ~~YCCD~~ College employee (See ~~Attachment 2/~~ AP 4300 Forms).
- A list of all faculty and other chaperones. Note: Additional faculty and/or chaperones will be required for long distance trips/excursions, overnight trips/excursions, or trips/excursions with large groups of students. (Ratio 1:10) **NOTE: Define chaperone; discuss ratio]**
- Travel Advance Request Form (and Travel Reimbursement Form upon return) including hotel confirmations, receipts, list of students, and other supporting documentation to Accounts Payable.

* If the College ~~District~~ is providing transportation, this is the only transportation permitted on the field trip or excursion in all field trip/excursion categories except Athletics. For Athletic in-state trips only, student athletes, with Athletic Director approval and completion of the Voluntary Transportation Agreement-Athletics (see ~~Attachment 2/~~ AP 4300 Forms), may provide their own transportation.

If the College ~~District~~ is not providing transportation, students are responsible for providing their own transportation. Please note the following:

- No student shall ride in a personal vehicle driven by a ~~YCCD~~ College ~~district~~ employee.
- No ~~YCCD~~ College ~~District~~ district employee shall assist in the arrangement of private transportation.

It is the responsibility of the employee supervising the field trip or excursion to provide each participant with the Student Code of Conduct. ~~or Community Education Guidelines, as appropriate.~~ (Note: Guidelines are non-existent.)

~~Out-of-State (Other than Oregon, Nevada, and Arizona) Field Trips and Excursions~~ *Out-of-State (Other than Oregon, Nevada, and Arizona) Field Trips and Excursions*

- Field trip/excursion sponsor obtains approval on appropriate form (Yuba Community College District Field Trip/Excursion Request; see ~~Attachment 2/~~ AP 4300 Forms) of the ~~administrator or manager~~ College ~~Vice President~~ Vice President ~~or designee Academic and Student Services or Dean~~ who has oversight responsibility for the particular curriculum-related class, club, extra-curricular activity, or Community Education class. A field trip/excursion itinerary ~~should~~ must accompany the request.
- Field trip/excursion sponsor ~~Submit~~ submits the form to the College ~~Vice President~~ Vice President ~~or designee Academic and Student Services at Yuba College or the Vice President Academic and Student Services at Woodland Community College~~ for approval.
- ~~Form is then forwarded to the Purchasing Department and held there pending Board approval.~~
- College ~~President or designee prepares~~ Prepare item for Board agenda for presentation of the specific field trip or excursion idea, including itinerary. If the field trip or excursion is approved in concept by the Board, sponsor (faculty or staff member or Community Education instructor) ~~work with the Purchasing Department to~~ is responsible for gathering all information on trip/excursion particulars. ~~Such will be presented to the Board for final approval.~~ Enough time needs to be allotted for presentation at two Board meetings and for making all arrangements (see AP 4300 Matrix ~~matrix,~~ Attachment 4, for additional details on time frames). Sponsor must be present at both Board meetings to address questions from the Board.
- College ~~President or designee prepares~~ Prepare item for Board agenda for final approval.
- Following Board approval, the ~~sponsor Purchasing Department~~ will make all necessary arrangements ~~called for as outlined~~ on the Field Trip/Excursion Form.
- The College ~~Vice President Academic and Student Services~~ Vice President ~~or designee facilitates the following arrangements~~ Purchasing Department will do the following:
 - Arrange for requested transportation. ~~See next page.**~~
 - Arrange for requested accommodations for overnight trips/excursions. When arranging accommodations, the ~~sponsor~~ District will reserve required rooms. ~~District~~ Sponsor-arranged accommodations are the only accommodations permitted on the field trip/excursion. ~~Students~~

~~are responsible for confirming lodging with the designated hotel and for arranging payment unless rooms are provided through approved program, club, or activity funds. {NOTE: To Ronda's knowledge, the student has not been responsible for this. CORRECT}~~

- ~~Arrange for necessary~~ Necessary tickets/admissions to events/venues associated with the field trip or excursion.
- Ensure that, if ~~District-college~~ provided transportation is driven by a ~~YCCD-College district~~ employee, the employee provides ~~Business Office the Purchasing Office~~ ~~{NOTE: Not sure who gets this}~~ with a copy of his/her driver's license and evidence of auto insurance and that appropriate background checks have been completed to include DMV Pull Program.

When a field trip or excursion is approved, it is the responsibility of the employee supervising the field trip or excursion to provide the following to ~~Accounts Payable~~ ~~the Vice President~~ ~~or designee Academic and Student Services or Dean~~ ~~the Purchasing Office~~:

- Field Trip/Excursion Waiver Statement and Medical Authorization - Adult (see ~~Attachment 2/ AP 4300 Forms~~). ~~Form includes emergency contact information.~~
- Field Trip/Excursion Waiver Statement and Medical Authorization - Minor ~~(serves as parent permission slip/see Attachment 2/ AP 4300 Forms)~~. ~~Form includes emergency contact information.~~
- A list of all participants and emergency contact information for quick reference (see ~~Attachment 2/ AP 4300 Forms~~).
- A completed "Employee Driver of Requested Transportation Form," if ~~District-College~~ arranged transportation is to be driven by a ~~District~~ ~~YCCD-College~~ ~~district~~ employee (See ~~Attachment 2/ AP 4300 Forms~~).
- A list of all faculty and other chaperones. Note: Additional faculty and/or chaperones will be required for long distance trips/excursions, overnight trips/excursions, or trips/excursions with large groups of students. (Ratio 1:10)
- Travel Advance Request Form (and Travel Reimbursement Form upon return) including hotel confirmations, receipts, list of students, and other supporting documentation to ~~Accounts Payable~~.

** If the ~~College District~~ is providing transportation, this is the only transportation permitted on the field trip or excursion. If the ~~College District~~ is not providing transportation, students are responsible for providing their own transportation. Please note the following:

- No student shall ride in a personal vehicle driven by a ~~YCCD-district~~ employee.
- No ~~YCCD-College district~~ ~~district~~ employee shall assist in the arrangement of private transportation.

It is the responsibility of the employee supervising the field trip or excursion to provide each participant with the Student Code of Conduct ~~or Community Education Guidelines, as appropriate.~~

Out-of-Country Excursions

Out-of-country excursions are permitted only as part of a Community Education class or activity. For an excursion class, one year of advanced planning is needed.

- Excursion sponsor obtains approval on appropriate form (Yuba Community College District Field Trip/Excursion Request; see ~~Attachment 2/ AP 4300Forms~~) of the ~~manager College-Vice President~~ ~~or designee Academic and Student Services or Dean~~ who has oversight responsibility for Community Education classes. A trip/excursion itinerary should accompany the request.

- ~~Submit Excursion sponsor submits the~~ form to the ~~College Vice President or designee Academic and Student Services at Yuba College or the Vice President Academic and Student Services at Woodland Community College~~ for approval.
- ~~Form is then forwarded to the Purchasing Department and held there pending Board approval.~~
- ~~College President or designee prepares Prepare~~ item for Board agenda for presentation of the specific excursion idea, including itinerary. If the excursion is approved in concept by the Board, the Community Education manager and instructor ~~are responsible for need to work with the Purchasing Department together ing~~ all information on excursion particulars. ~~Such will be presented to the Board for final approval.~~ Enough time needs to be allotted for presentation at two Board meetings and for making all excursion arrangements (See AP 4300 Matrix ~~matrix, Attachment 1,~~ for additional details on time frames). ~~The~~ Community Education manager and instructor must be present at both Board meetings to address questions from the Board.
- ~~Prepare College President or designee prepares~~ item for Board agenda for final approval.
- Following Board approval, the ~~Community Education manager and instructor Purchasing Department~~ will make all necessary arrangements ~~called for as outlined on the Field Trip/Excursion Form.~~
- The ~~Community Education manager Purchasing Department~~ will work through an approved travel agency to do the following:
 - ~~Arrange for requested transportation. District arranged transportation-Transportation arranged by Community Education~~ is the only transportation permitted on the excursion.
 - ~~Arrange for requested accommodations. District arranged accommodations-Accommodations arranged by Community Education~~ are the only accommodations permitted on the excursion. ~~Students are responsible for confirming lodging with the travel agency or designated hotel, as appropriate, and for arranging payment. (NOTE: To Ronda's knowledge, the student has not been responsible for this. CORRECT)~~
 - ~~Arrange for necessary-Necessary~~ tickets/admissions to events/venues associated with the excursion.
 - Ensure that participants have appropriate ~~travel and health~~ insurance.

When an out-of-country excursion is approved, it is the responsibility of the employee supervising the excursion to provide the following to ~~Accounts Payable the College Vice President or designee Academic and Student Services the Purchasing Office:~~

- Community Education Foreign Excursion Agreement (See ~~Attachment 2/ AP 4300 Forms~~). ~~Form includes emergency contact information.~~
- A list of all participants and emergency contact information for quick reference (See ~~Attachment 2/ AP 4300 Forms~~).
- ~~A list of all instructors and other chaperones that will accompany participants.~~
- ~~A list of all faculty and other chaperones. Note: Additional faculty and/or chaperones will be required for long distance trips/excursions, overnight trips/excursions, or trips/excursions with large groups of students. (Ratio 1:10)~~
- ~~Travel Advance Request Form (and Travel Reimbursement Form upon return) including hotel confirmations, receipts, list of students, and other supporting documentation to Accounts Payable.~~

~~It is the responsibility of the employee supervising the excursion to provide each participant with Community Education Guidelines.~~

Forms

Yuba Community College District forms to be used for field trips and excursions are listed below and are provided in ~~Attachment 2/ AP 4300 Forms~~.

- Authorized Student Absence for Approved Activities Form
- Field Trip/Excursion Request
- Field Trip/Excursion Waiver Statement and Medical Authorization-Adult

- Field Trip/Excursion Waiver Statement and Medical Authorization-Minor
- Participant List With Emergency Contact Information
- Employee Driver of Requested Transportation
- Voluntary Transportation Agreement-Athletics
- Community Education Foreign Excursion Agreement

