

College Curriculum Committee
 Meeting Minutes
 Tuesday, March 20, 2012
 2:04 p.m. - 3:19 p.m.
 Toyon Room

Item	Discussion
1. Minutes: March 6, 2012	Minutes approved as written. M/S/C (Hartwell, Armstrong)
2. Announcements: a. New Course Proposals (4) b. Division Reports c. Plenary Information	Speaker: Falk Cammin a. Four new courses were introduced. Cammin would like to pull HUMN 2 as she would like to have conversation with the PHIL faculty before proceeding. The overall intent of these courses is to give the Humanities major a stronger foundation. Ziegenhorn suggested that she speak to the faculty in PHIL, SOC and ANTH who have similar courses and they might want to collaborate. Hartwell commended Cammin for bringing these courses to us and noted that this conversation is exactly what we intended by creating this opportunity. b. No reports. c. ASCCC Spring plenary coming up in April. Several Thurs & Fri breakout sessions with curriculum focus. Holcroft stated that there is funding available from our local senate if someone is interested in attending. Request counselors review attachment #7, and all interested faculty review #8 (class caps paper) and provide feedback prior to plenary.
3. Consent Calendar: a. General Ed Applications b. Stand Alone Applications	Speaker: Carolyn Holcroft Holcroft called for any objections to adding PSYC/SOC 7 as a late item to the consent calendar. No objections, item was added. Consent Calendar was approved. M/S/C (Ragey, Starer). <ul style="list-style-type: none"> • Humanities: MUS 1 • Communication & Analytical Thinking: COMM 1A, 1B & 4, PSYC/SOC 7 • Lifelong Learning: HLTH 21 & SPED 61 Francisco requested that CCC possibly discuss the intent of the wording "across disciplines" in the Area V criteria. From discussions that occurred when the language was drafted, it seemed that the intent was courses in this area would allow students to communicate and think critically across a broad range of disciplines, and current subcommittee did not feel that this intent was satisfied by comparing PSYC to SOC. However, they could understand that the faculty author could make a reasonable argument that this satisfies the intention as it is currently articulated in the pattern. She suggested that this topic be agendized at an upcoming CCC meeting.
4. CLEP Presentation	Speaker: Bernie Day <ul style="list-style-type: none"> • CLEP is College Level Examination Programs. These are tests administered by the College Board and are intended to give students the opportunity to receive credit for life experience, military service and other non-traditionally-acquired knowledge. There is a nation-wide expectation that with so many GIs returning to college this will be requested more and more. • The available tests are very much aligned with most GE courses (i.e. most of the tests are lower-division and introductory in nature).

	<ul style="list-style-type: none"> • Important considerations: <ul style="list-style-type: none"> ◦ CSU accepts CLEP exams for GE credit. ◦ As of 2010, if a student gets their CSU-GE breadth certification from us (Foothill) we are obliged to count and “pass along” any CLEP exams that CSUs accept ◦ Since students can already use the CSU-Breadth GE pattern to earn a Foothill College AA, AS, AA-T, AS-T, and/or the Certificate of Achievement in Transfer for CSU GE ◦ 2010 ASCCC had a resolution urging UC to consider CLEP for IGETC. (Some UCs, but not all, award credit for CLEP on an individual basis). (See attachment 17) ◦ In 2011 ASCCC passed a resolution encouraging local community college senates/curriculum committees to adopt the CCC-GE CLEP Exam score equivalency list (see attachment 17) • The College Board has found that the students taking these tests usually have higher GPAs, are more persistent in college and complete their degrees at a higher rate than students who do not earn CLEP credit (data available on College Board web site) • Test descriptions and examples are also available on the College Board web site. • Our message to students regarding whether we accept CLEP for credit is not clear. We should have a clear directive but every place that Day looked at Foothill (counselors, evaluations office, faculty, departments) had different messages. The campus is looking to the CCC to clarify/set policy. The decisions need to be made if we are going to accept the CLEP blanket pattern for GE credit as recommended by the ASCCC, and if NOT, whether we will grant ANY credit towards any of the individual GE areas. We also need discipline faculty to determine whether they will grant CLEP credit towards a major(s) requirement(s). • Jordahl suggests that a subcommittee would be appropriate to have further discussions and for a recommendation to be brought back to this body. • Armstrong cautions that whatever guidelines we create, we should be mindful of how many tests a student could use toward their FHGE. • Ziegenhorn asked how these tests are providing outcome information. It's very interesting that we are being asked to provide the “deeper learning” experience validation using SLOs and yet these tests do not. Concern that a single test cannot take the place of an entire course. Holcroft clarified that test is attempting to assess LIFE knowledge rather than knowledge obtained in a classroom. • Concern that anyone can take any CLEP test for a fee, no requirement that they show preparation, etc. Day reminded that we already grant credit for many AP exams, and that there is no prerequisite for those exams either (i.e. student does NOT have to complete an AP class in high school in order to take the AP test). Granting credit in an area for AP but not CLEP might seem inconsistent or unfair.
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	<ul style="list-style-type: none"> • Day, Escoto and Armstrong have volunteered to discuss and return to CCC would some possible catalog wording to clarify to students that our CLEP policy is currently being revised. • Please take this info to your faculty. Introduce them to CLEP, suggest they review the tests and provide feedback. Also look at the ASCCC CCC-GE CLEP Exam score equivalency list (see attachment 17) and consider credit for individual majors. Concern that this is being forced upon us by CSU faculty - Holcroft reminded the committee that CSUs have been required to accept these tests by the CSU Chancellor's Office and were not given a choice. This topic will be agendized for the 2nd CCC mtg in Spring.
5. Transfer Degrees	<p>Speaker: Carolyn Holcroft, Bernie Day</p> <ul style="list-style-type: none"> • Reminded committee about available TMCs and reviewed info (from two CCC meetings ago) regarding status of preparing AA-T/AS-T degrees by Foothill faculty as reported by CCC reps. • Distributed list from CSU Chancellor's Office showing the top majors that Foothill transfer students choose upon entering CSU • Day is hearing that the State Chancellor may soon require us to have more transfer degrees and Holcroft has heard that the State is OK with what we've produced so far as long as we continue to make quick progress. If we stop creating transfer degrees on our own the state is likely to mandate that we create a minimum number of them. • There have been questions regarding how to configure transfer degrees to include all the possibilities of an area or create multiple transfer degrees. An example is English and Creative Writing as the later is a "sub-topic" of the English TMC. The recommendation has been to create single transfer degrees with all the appropriate course options and rely on counselors to advise students appropriately. • Physics is currently preparing a transfer degree application. • This legislation was written for the CSU/Community college connection but what is UC doing with or to the transfer degrees? Day informed us that there have been UC representation on the committees that are approving the TMCs. They are watching carefully as they haven't bought into this process. Messina's understanding is that they wanted to be aware of what was being agreed upon to be assured of the content although they didn't want to agree to the 60 unit guarantee. • Day encouraged everyone to invite faculty from the local CSUs to participate in the creation of a degree to get the best degree possible. • Curriculum team strongly encourages reps to work with discipline faculty to continue transfer degree development with all reasonable haste.
6. GE SLOs	<p>Speaker: Carolyn Holcroft</p> <ul style="list-style-type: none"> • Announcement: May 18th, "General Education Convocation" with Ken O'Donnell! PWe are oping to plan three hours broken into 3 different segments -

	<p>how CSUs evaluate our courses for inclusion in CSU-Breadth pattern, the LEAP Essential Learning Outcomes, and time for faculty to work on own GELOs. Please come and share ideas about SLOs and GE. AAC & U will have an open webinar next week. Bernie has info.</p> <ul style="list-style-type: none">Continuing discussion of FH GELOs. As follow up to suggestion to pull GELOs directly from the area descriptors the Foothill faculty have written, Holcroft presented first stab at creating such GELOs (see attachment 21). Reps agreed that at first glance these seem to match better than ILOs. Ziegenhorn volunteered to make changes to the Social & Behavioral section. There were some Humanities area suggestions. Armstrong volunteered to tweak the Natural Sciences area. Holcroft will collect and incorporate the suggested modifications and distribute to reps. We will attach it to the Communique to provide a discussion item amongst the faculty. Please foster discussions about how the current GELOs are working, and what faculty think about these new suggestions.
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Attendees:



Foothill College Curriculum Committee Working Topics for 2011-2012

Topic	Summary/Content	Possible Action	Priority/Deadlines	Status
Transfer Bill: SB 1440 (and related bill AB 2302)	SB 1440 requires CCCs to offer associate degrees for transfer. These degrees require students to meet either the IGETC or CSU-Breadth requirements, plus complete a minimum of 27 quarter units in a major or area of emphasis as determined by the community college. The community college is prohibited from imposing any additional requirements for the transfer degree. Students receiving such degrees receive automatic admission to a CSU at junior level status. AB 2302 requests that UCs accept students with transfer degrees. Also requires the CO to establish a process to identify courses that satisfy lower division preparation requirements (C-ID). Soc and Psych AA-T degrees approved by CCC on May 17, 2011.	Math finalizing AS-T degree proposal. Comm and Kinesiology faculty beginning to develop TMC-aligned degrees. Faculty urged to continue development of TMC-aligned transfer degrees with all possible expediency. Goal is for CCC to approve several more by end of Spring quarter to forward to BoT and CO for summer approval.	HIGH	In process
General Education Learning Outcomes (GELOs)	At the end of the 2010 Spring quarter, the FH CCC discussed the development of GELOs and subsequently adopted the four ILOs to function also as GELOs, with the stipulation that we would revisit this decision. Priority for 11-12, with emphasis on review of GELOs for revisions.	Review GELOs and make changes as needed. Advise re: assessment plan. Continue discussion Spring '12	High	In process

Prerequisites/Content Review Process	<p>In March 2011 the BOG approved changes to Title 5 that remove the requirement for statistical evaluation of prereqs and allowing faculty to implement prereqs solely on the basis of rigorous and regular content review. Also requires development of district In Fall '11 the ASCCC updated guidelines for best practices in content review implementation. FH CCC has not examined its content review process in many years.</p>	<p>FH CCC will reexamine content review process. Important: cannot implement new option until district policy/procedure in place (APM working on this Winter and Spring 2012)</p>	High	In progress
College-Level Examination Program (CLEP) policy	<p>Administered by the College Board, the program is intended to allowing students to earn college credit for satisfactory completion of a discipline-specific examination rather than by completing an actual college course. The Academic Senate of the CSU now supports the granting of credit for CLEP exams toward meeting GE requirements. Intersegmental faculty are also working to propose a policy about accepting CLEP credit toward Associate Degrees as well as IGETC. Foothill has not reviewed its CLEP policy in almost ten years. For more info:</p> <p>CLEP Exam descriptions ASCSU resolution on CLEP credit for GE</p>	<p>Review CLEP policy, and publish policy in College Catalog for transparency to students.</p>	Medium	Not started

<u>C-ID</u> (Course Identification Numbering System)	This goal of this project is to assign a specific number to courses that commonly transfer between CCCs, UCs and CSUs (similar to the now-retired CAN system) in an effort to facilitate transfer. Participation requires bilateral agreements (i.e. colleges agree to accept each others' C-ID numbered courses). Intersegmental faculty are currently collaborating to develop course descriptors that will determine the standards by which individual courses may be assigned that C-ID number. FH has already submitted 30+ courses for review and faculty are strongly encouraged to participate in the development of descriptors for courses in their disciplines.	Discipline-specific list serve available at http://www.c-id.net/listserv.html . Discipline faculty strongly encouraged to review course descriptors, proposed model transfer curriculum and participate in listserv discussions.	High	Ongoing
Repeatability	BOG proposing to eliminate repeatability in most areas. Expect adoption of new rules in Winter 2012. For disciplines in which a student needs multiple opportunities to gain skill (such as studio arts or PE) we <u>may</u> be permitted to offer several "levels" of a topic. Still awaiting clarification from CO re: maximum number of levels allowed.	CCC reps should be prepared to help faculty revise their CORs to reflect new requirements.	Medium	In process
Independent Study Course Approval Process				

<p>Course Repetition</p> <p>http://www.cccco.edu/Portals/4/AA/Repeats_and_Withdrawals/Title 5 Advisory 9-8-11 2.pdf</p>	<p>In July '11, the Board of Governors adopted new title 5 regs limiting the number of times a student can repeat and withdraw from the same credit course to THREE (to alleviate substandard grade - D, F, W or NP) with a district able to claim apportionment. ALL repeats/withdrawals in a student's enrollment record are counted towards the new limit. Note that Foothill has policy of requiring student to petition to Academic Council after 3 failed attempts. District reviewing course repetition policy.</p>	<p>Disseminate info to faculty and staff so students can be appropriately advised.</p>	<p>High</p>	<p>Complete</p>
<p>Process for Developing and Revising Interdisciplinary Courses</p>	<p>At Foothill, individual course development and approval takes place at the division level. Consequently, there is no easy system for interdisciplinary faculty to remain apprised of, and collaborate on, new courses being developed by faculty in another division. This has historically created difficulty when a course is developed that might be cross-listed or that could significantly affect enrollment in another division. Resolution proposing new process adopted at first winter 2012 CCC meeting.</p>		<p>High</p>	<p>Complete</p>

Foothill GE Pattern	<p>Foothill adopted new GE guidelines at the beginning of the 2009-2010 academic year, and CCC subcommittees subsequently began evaluating courses for inclusion under these new guidelines. Courses on GE list under old pattern grandfathered through '11-'12 only. Resolution to allow students to choose to use IGETC or CSU GE pattern for Foothill AA degree, and resolution to allow limited GE reciprocity, passed CCC on May 31 agenda and passed by FH academic senate on June 6, 2011, with implementation beginning Fall 2011.</p>	<p>Faculty encouraged to continue to submit courses for FH GE, CSU Breadth and/or IGETC approval. Beginning Fall '12, all courses on FH GE list must have been approved under the new GE guidelines.</p>	Medium	Ongoing
Noncredit Curriculum Process	<p>Title 5 §55002 specifies that the process for development of curriculum must be mutually agreed upon between college administration and the academic senate. Because of concern from faculty teaching credit curriculum, it was mutually agreed that for at least the first year (2008-2009) noncredit curriculum would go first to the noncredit CC and then come to the CCC for final approval. Swett visited CCC in winter 2012 to update on NC program and gather feedback about process, no changes to process planned at this time.</p> <p>For more info: Noncredit at a Glance</p>	<p>Review/revise current process as agreed upon</p>	Medium	Ongoing
Process for changing department titles/ four-letter indicators	<p>Changing department titles and/or four-letter department indicators has the potential to impact courses and programs in other departments/divisions. CCC should discuss how best to enact and impart such changes across campus so that any potentially negative impact is avoided.</p>	<p>Develop formal process for changing titles and indicators</p>	Med	Not started

Credit by Exam	<p>Title 5 §55050 permits community colleges to award credit by exam, of which the nature and content is determined by discipline faculty. FHDA Board Policy 6030 sets district policy for credit by exam but this has not been reviewed since 1998. The ASCCC urges local senates to ensure that students are aware of opportunities for credit by exam (see resolution 9.08 F10).</p>	<p>CBE policy language revised and approved by CCC on April 19, 2011.</p> <p>Work with APM committee to review current board policy and revise as appropriate.</p>	Medium	In progress administrative follow-up required
Red-lining Policy	<p>“Red-lining” is the practice whereby a student gets a sub-standard grade in a course at FH but then repeats the course at DA, FH crosses out the substandard FH grade (and removes it from the GPA) and allows the student to use the DA course and grade at FH.</p>	<p>Policy drafted, approved by CCC on April 19, 2011. Finalizing petition form/process, ideally move to MyPortal during summer 2011.</p>	Medium	In progress; administrative follow-up required
SB 532: AP courses and IB program				



Academic Senate
for California Community Colleges

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44th SPRING SESSION RESOLUTIONS

FOR DISCUSSION ON

April 19, 2012

Disclaimer: The enclosed resolutions do not reflect the position of the Academic Senate for California Community Colleges, its Executive Committee, or standing committees. They are presented for the purpose of discussion by the field, and to be debated and voted on by academic senate delegates at Academic Senate Spring Plenary Session held April 19 – 21, 2012, in San Francisco.

CONSENT CALENDAR RESOLUTIONS

The criteria used to determine which resolutions to place on the Consent Calendar were 1) any resolution that is noncontroversial or 2) has no amendments. Please see the Consent Calendar section in the *Resolution Procedures for the Plenary Session* (See Appendix A) for information as to how you to remove a resolution from the Consent Calendar.

1.0 ACADEMIC SENATE

- 1.01 S12 Emeritus Status for Ian Walton
- 1.02 S12 Emeritus Status for Karolyn Hanna

2.0 ACCREDITATION

- 2.02 S12 Effective Practices for Providing California Community College Library Resources and Services to Online Students

6.0 STATE AND LEGISLATIVE ISSUES

- 6.02 S12 Early Childhood Education
- 6.03 S12 Student Success Infrastructure Act of 2012
- 6.04 S12 Tiered Fees in the California Community Colleges

7.0 CONSULTATION WITH THE CHANCELLOR

- 7.01 S12 Role of California Community College Libraries in the Implementation of the Student Success Task Force Recommendations

8.0 COUNSELING

- 8.01 S12 Adopt Paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges*

9.0 CURRICULUM

- 9.04 S12 Adopt Paper *Setting Course Enrollment Maximums: Process, Roles, and Principles*
- 9.05 S12 Submit Courses to C-ID
- 9.06 S12 Transfer Model Curriculum Aligned Associate Degrees for Transfer

11.0 TECHNOLOGY

- 11.01 S12 Creation of Distance Education Effective Practices Resource

13.0 GENERAL CONCERNS

- 13.02 S12 Priority Registration for MESA Students
- 13.03 S12 Arbitrary Targeting of Athletics by the Legislative Analyst's Office (LAO)
- 13.04 S12 General Education and American Institutions Certification on Student Transcripts
- 13.05 S12 Oppose Governor's 2012-13 Proposals to Cut the CalWORKs Welfare-to-Work Program
- 13.06 S12 Evaluating Current Governance Structures
- 13.07 S12 Success of Latino Student Achievement

19.0 PROFESSIONAL STANDARDS

- 19.02 S12 Academic Freedom and Electronic Communication
- 19.03 S12 Faculty Commitment to Student Learning

21.0 VOCATIONAL EDUCATION

- 21.01 S12 Advisory Committees
- 21.02 S12 CTE Program Review

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1.0 ACADEMIC SENATE

***1.01 S12 Emeritus Status for Ian Walton**

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

Whereas, Ian Walton has satisfied those requirements as a retired faculty member of the California Community College System who has completed more than the required five years of significant service to the Academic Senate:

- Executive Committee member of the State Academic Senate from 1998 to 2007;
- Treasurer, Vice President, and President of the Academic Senate;
- Chair of numerous Senate committees including Educational Policies, Occupational Education, Technology, and Relations with Local Senates;
- Significant leadership in groups such as the Education Roundtable, Distance Education Technology Advisory Committee, the Intersegmental Committee of Academic Senates (ICAS), and Consultation Council;
- Significant leadership in facilitating the raising of community college degree standards and establishing the CCC Basic Skills Initiative as a means to ensure student success within the context of the higher standards;
- Colleague who by example personifies collegiality, dedication, and integrity at his college and statewide while maintaining the occasional sublime irreverence with introspective wit, melodious and depressing Celtic ballads, and many late evenings spent pondering the good nature of single-malt whiskey and dark chocolate; and

Whereas, Ian Walton has contributed to countless papers and resolutions and provided wise counsel, founded on years of experience at Mission College and as a member of Area B, and has consistently demonstrated leadership with intelligence and unfailing grace, all presented with a delightfully sexy Scottish brogue;

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

Resolved, That the Academic Senate for California Community Colleges convey to Ian Walton its heartfelt congratulations upon his retirement and wish him and his family every happiness in the many years to come.

Contact: Area B

***1.02 S12 Emeritus Status for Karolyn Hanna**

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

Whereas, Karolyn Hanna has satisfied those requirements as a retired faculty member of the California Community College System who has completed the required five (5) years of significant service to the Academic Senate:

- Member of Standards and Practices Committee, 2002-2004
- Member of Educational Policies Committee, 2004-2006, 2008-2009
- Author of numerous Rostrum articles and resolutions
- Participant in the nursing discipline under IMPAC
- Participant on the Senate's Nursing Ad Hoc Committee 2004-2005 which resulted in a paper (*The Status*

of Nursing in the California Community Colleges)

- Participant on a second Senate paper -- *Enrollment Management Revisited*
- As a member of the two committees above, a participant in a number of presentations on behalf of the Senate
- Hayward Award winner, 1994
- A colleague, who, in the words of Academic Senate Executive Director Julie Adams, “was also one of our ‘go to persons’ regarding anything nursing”

Resolved, That the Academic Senate for California Community Colleges recognize Karolyn Hanna’s extraordinary and distinguished service by awarding her the status of senator emeritus with all rights and privileges thereof; and

Resolved, That the Academic Senate for California Community Colleges convey to Karolyn Hanna its heartfelt congratulations during her retirement and wish her and her family every happiness in the years to come.

Contact: Area C

1.03 S12 Support Use of “Contact” in Resolutions

Whereas, Academic Senate resolutions are authored by individuals, random groups of people, local senates, areas, and committees;

Whereas, In order to ensure the greatest possible understanding for all interested faculty, each resolution should be explicitly connected to an individual or group who can explain, clarify, and address questions about a resolution and can assist in explaining and revising the resolution as need arises;

Whereas, Past practice has sometimes resulted in individuals being designated as “author” who may not be able to explain, clarify, and address questions when needed; and

Whereas, Once a resolution is adopted by the body it becomes an adopted position of the Academic Senate for California Community Colleges, and the Executive Committee’s execution of the resolution is an obligation to the body, as opposed to the original author or maker of the resolution;

Resolved, That the Academic Senate for California Community Colleges endorse the use of the term “contact” on the Academic Senate resolutions as opposed to “author.”

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

1.04 S12 Making Resolution Authorship Visible

Whereas, The attribution of the author in resolutions is an essential feature of resolutions allowing the field to know who is responsible for creating the resolution and who to hold accountable for the ideas contained in the resolution;

Whereas, Having just contact persons for resolutions or giving a resolution for someone else to put his or her name on (whether as contact or author) is deceptive in the sense that it hides from view the person or persons who were responsible for coming up with the idea for the resolution and thus hiding from the field who to hold accountable (positive or negative) for the ideas contained therein; and

Whereas, Changing the resolution source from “author” to “contact” person is a significant enough change to a core function of the resolution process that it should be decided by the senate body rather than only by the Executive Committee;

Resolved, That the Academic Senate for California Community Colleges revert back to the practice of putting authors’ names at the top of resolutions; and

Resolved, That the Academic Senate for California Community Colleges committees discontinue the practice of putting persons’ names on resolutions other than the name of one of the resolution’s true authors.

Contact: Bob Grill, College of Alameda, Area B

2.0 ACCREDITATION

2.01 S12 Accreditation Effective Practices Paper

Whereas, The Academic Senate for California Community Colleges held its annual Accreditation Institute on February 10-11, 2012, in Anaheim, and feedback from the attendees indicated the value of the specific examples presented in the general sessions and breakouts;

Whereas, The Accrediting Commission for Community and Junior Colleges (ACCJC) participated in planning and presenting the 2012 Accreditation Institute, and the ACCJC has expressed interest in continuing to work with the Academic Senate for California Community Colleges; and

Whereas, The ACCJC staff reiterated numerous times that colleges need to develop their own processes and that the ACCJC has not historically provided specific examples of the multiple ways that colleges can document evidence in meeting the standards, yet the collaboration with the ACCJC at the 2012 Accreditation Institute provided the opportunity to solicit multiple examples to meet accreditation compliance;

Resolved, That the Academic Senate for California Community Colleges develop resources, including a paper, on effective practices for accreditation compliance including but not limited to effective practices for the completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, governance structures, and other related issues surrounding accreditation.

Contact: Michelle Grimes-Hillman, Accreditation Committee Chair

2.01.01 S12 Amend Resolution 2.01 S12

Add a new first whereas:

Whereas, The Academic Senate for California Community Colleges has traditionally developed and distributed papers and resources that provide guidance to local districts in meeting state developed regulations;

Amend the current resolve:

Resolved, That the Academic Senate for California Community Colleges develop resources, including a paper, on effective practices for accreditation compliance including but not limited to effective ~~practices for the examples of the following:-~~ completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, ~~and~~ governance structures, ~~and other related issues surrounding accreditation.~~

Contact: Michelle Grimes-Hillman, Mt. San Antonio College, Area C

***2.02 S12 Effective Practices for Providing California Community College Library Resources and Services to Online Students**

Whereas, Fully online and hybrid course offerings by California community colleges are continuing to increase;

Whereas, Access to library resources and availability of library services for students taking fully online and hybrid courses varies across California community college libraries;

Whereas, Accreditation Standard II.C.1 requires that "the institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery"; and

Whereas, The absence of best practices on how to most effectively and efficiently meet accreditation Standard II.C.1, leaves many California community college libraries uncertain regarding how to properly make available library resources and services to students taking fully online and hybrid courses;

Resolved, That the Academic Senate for California Community Colleges research and make available practices for how California community college libraries can best provide library resources and services to effectively and efficiently meet accreditation Standard II.C.1 and support the success of students taking fully online and hybrid courses.

Contact: Kevin Bontenbal, Cuesta College, Area C

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S12 Limit Taxpayer-funded, Need-Based Financial Aid to Public and Private Nonprofit Colleges Only

Whereas, Need-based financial aid is awarded to students on the basis of financial necessity rather than academic merit;

Whereas, Historically, the vast majority of students have attended public or private nonprofit colleges, and thus need-based financial aid from taxpayer dollars was thought to be an investment in individuals for the good of society and not for the benefit of private investors; and

Whereas, The expansion of aggressive marketing by for-profit colleges and universities creates a situation in which need-based financial aid is additionally used to make a profit for corporate investors directly from taxpayer dollars;

Resolved, That the Academic Senate for California Community Colleges support legislation and policy directives that limit need-based financial aid packages to public and private nonprofit colleges only.

Note: This resolution was referred to the Executive Committee to gather more information and to return to the Spring 2012 Plenary Session.

Contact: Phil Smith, Executive Committee Member

See Appendix B for background information.

6.01.01 S12 Amendment to 6.01 S12

Add fourth whereas:

Whereas, Many students respond to aggressive marketing by enrolling in for-profit colleges and assuming financial responsibilities, often without a clear understanding of the scope and consequences of such commitments, and default at rates that are five times as high as at California private, non-profit institutions¹ and graduate at rates that are 33-43% lower than at non-profit institutions²;

Contact: Pat Ganer, Cypress College, Area D

***6.02 S12 Early Childhood Education**

Whereas, The governor's proposed 2012-13 budget calls for saving \$517 million through the curtailment of early childhood education (ECE) by slashing program eligibility, lowering family income levels, and removing the enrollment in a course of study in higher education as a reason to be eligible for services, and recommendations for 2012-2014 include moving all except a fraction of ECE from the State Department of Education to the State Department of Social Services;

Whereas, These cuts and changes will disproportionately affect poor women and children seeking to raise themselves out of poverty, including those enrolling in campus-based child development centers and lab schools, resulting in the end of education for thousands of low-income women and a continuation of the cycle of poverty for them and their children;

Whereas, These cuts will prevent early childhood/child development students, as well as psychology, nursing, and other related majors, from participating in essential lower division major preparation laboratory courses such as to chemistry, auto technology, biology, and multimedia laboratories; and

Whereas, While it is estimated that between 62,000 and 80,000 child care and ECE slots will be cut throughout the state, the number is likely to be far higher as most agencies will not be able to absorb another 10% cut in the reimbursement rate, causing them to close;

Resolved, That the Academic Senate for California Community Colleges support legislation and policy directives that protect California's investment in ECE teacher education and preserve California's half-century investment in college programs that prepare the early care and education workforce;

Resolved, That the Academic Senate for California Community Colleges support ECE policy reform that occurs thoughtfully and deliberately, not solely within the budget process but through careful planning by all those impacted, and that identifies inefficiencies within state-funded programs without threat to the integrity of California's quality early care and education system; and

Resolved, That the Academic Senate for California Community Colleges support legislation and policy directives that preserve families' access to child care and education by doing the following:

¹ The average three-year default rate for federal loan borrowers at California for-profit colleges (24.2%) is more than five times the average rate at California private nonprofit colleges (4.8%) and almost four times the rate at California public colleges (6.5%).

http://projectionstudentdebt.org/files/pub/CA_FP_Hearing_Advisory.pdf

² The report, "Subprime Opportunity," http://www.edtrust.org/sites/edtrust.org/files/publications/files/Subprime_report.pdf by the Education Trust, found that in 2008, only 22% of the first-time, full-time bachelor's degree students at for-profit colleges over all graduate within six years, compared with 55 % at public institutions and 65 percent at private nonprofit colleges. NY Times

http://www.nytimes.com/2010/11/24/education/24colleges.html?_r=1 Ed Trust Report

http://www.edtrust.org/sites/edtrust.org/files/publications/files/Subprime_report.pdf

- Preserve current eligibility for all low-income families, whether working or in higher education,
- Consider reforms to the delivery system that do not result in closure of programs providing quality child care and education, such as community college teacher preparation programs and early education centers and lab schools, and
- Preserve the practice that child development and early education funds remain in the Department of Education so that they can better provide optimal learning environments for California's youngest learners.

Contact: Terry Shell, Santa Rosa Junior College, Area B

***6.03 S12 Student Success Infrastructure Act of 2012**

Whereas, AB 1741 (Fong, as of March 30, 2012), the Student Success Infrastructure Act of 2012, would set up a fund, subject to the Budget Act, to enhance the following infrastructure in the community colleges:

- 1) Increase the counselor to student ratio;
- 2) Restore critical student support services;
- 3) Increase the ratio of full- to part-time faculty; and
- 4) Professionalize part-time faculty beginning with expansion of paid office hours;

Whereas, These infrastructure components directly correlate to increased student success, since they result in direct student contact and services that help identify and respond directly to student needs;

Whereas, Successful implementation of the Student Success Act of 2012 (SB 1456 Lowenthal, as of March 30, 2012) would depend upon a funding stream being identified, since this bill does not specify such a funding stream, especially for counseling and advising services; and

Whereas, The Consultation Council did not act upon a 2/06/2012 digest jointly signed by the presidents of five statewide faculty groups (FACCC, CCA/CTA, CCC/CFT, ASCCC, CCCI) which proposes that the California Community Colleges Chancellor's Office Consultation Council convene a funding task force to "develop a full cost scenario for implementing the Student Success Task Force recommendations";

Resolved, That the Academic Senate for California Community Colleges strongly support AB 1741 (Fong, as of March 30, 2012) Student Success Infrastructure Act of 2012.

Contact: Karen Chow, De Anza College, Area B

***6.04 S12 Tiered Fees in the California Community Colleges**

Whereas, The Academic Senate for California Community Colleges opposes "recommendations that establish different academic policies for students based on their differing abilities to pay" (Resolution 7.03 F11) and also strongly opposes "any attempt to abridge the mission of California community colleges, reduce their affordability, or remove their control from the communities they serve" (Resolution 7.02 F11);

Whereas, The Academic Senate for California Community Colleges urges "the Board of Governors to not adopt any regulations that would diminish the California community colleges' ability to

- provide instruction and educational support services to all who desire them, reaching out to those of underserved communities that encounter barriers to education;
- develop sustainable campuses and sites to better serve students and neighborhoods;
- diversify and improve programs and services for the benefit of the entire community;
- build partnerships with public, private, and community-based agencies to respond with agility and efficiency to educational, economic, environmental, and societal needs;

- foster the participation of our students and employees in community life;
- enhance the availability of educational opportunities for all; and
- support the acquisition of knowledge and skills by all, including the critical thinking skills and career skills that are essential to full participation in society.” (Resolution 7.02 F11);

Whereas, Santa Monica College’s recent announcement of its intention to establish a two-tiered system of fees for regular course offerings, including courses in English, math, and sciences, is an unprecedented action in violation of the California community college mission and may be in violation of Title 5 and would force students seeking enrollment in impacted courses to pay \$180 per semester unit, an amount nearly three times higher than the state-established community college fees of \$46 per semester unit, thereby creating a slippery slope towards possible consequences that would take state resources away from regular course offerings; and

Whereas, The Academic Senate for California Community Colleges has previously opposed “Assembly Bill 515 (Brownley, February 15, 2011) and any initiative that would further shift the use of human, physical, technology, or fiscal resources to a fee-based system that provides access only to those who can afford higher fees.” (Resolution 6.06 S11);

Resolved, That the Academic Senate for California Community Colleges strongly oppose any attempt, such as that undertaken by Santa Monica College, to establish extension courses that would create a two-tiered system of fees and would deny access to in-state students who do not have the ability to pay; and

Resolved, That the Academic Senate for California Community Colleges reaffirm its opposition to any bill that attempts to establish a two-tiered system, including the current Senate Bill 1550 (Wright, as of 30 March 2012).

Contact: Karen Chow, De Anza College, Area B

7.0 CONSULTATION WITH THE CHANCELLOR

***7.01 S12 Role of California Community College Libraries in the Implementation of the Student Success Task Force Recommendations**

Whereas, The Student Success Task Force Recommendations were developed to make California community college students more successful;

Whereas, The role and services of California community college libraries and librarians are not mentioned in the Student Success Task Force Recommendations; and

Whereas, The 2011 paper *Standards of Practice for California Community College Library Faculty and Programs* illustrates how libraries and library faculty play a significant role in supporting college curriculum and helping students succeed academically;

Resolved, That the Academic Senate for California Community Colleges work to ensure that the Chancellor’s Office more fully involve the California community college libraries and librarians in the implementation of the Student Success Task Force Recommendations; and

Resolved, That the Academic Senate for California Community Colleges encourage California community college library faculty to become involved with local implementation of the Student Success Task Force Recommendations.

Contact: Kevin Bontenbal, Cuesta College, Area C

8.0 COUNSELING

8.01 S12 Adopt Paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges

Whereas, The Academic Senate for California Community Colleges adopted resolution 8.01 F11 that called for an update to the 1994 paper *Role of Counseling Faculty in the California Community Colleges*;

Whereas, The topics covered in the newly revised paper include updated and current minimum qualifications, specific guidance on appropriate roles for paraprofessionals and faculty advisors, the use of online counseling and technological tools for delivering some counseling services, and the creation and use of education plans; and

Whereas, The California Legislature is considering the Student Success Act of 2012, and this legislation will impact counseling and counseling services;

Resolved, That the Academic Senate for California Community Colleges adopt the updated paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges*; and

Resolved, That the Academic Senate for California Community Colleges include in the final version of *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* a reference to the updated 1986 Seymour-Campbell Matriculation Act, which will be known as the 2012 Student Success Act, if the legislation is finalized prior to the final publication date of the paper.

Contact: Beth Smith, Counseling Library Faculty Issues Committee/Transfer and Articulation Committee Chair

See Appendix C.

9.0 CURRICULUM

9.01 S12 Establish Role of Faculty Discipline Review Groups (FDRGs)

Whereas, Faculty Discipline Review Groups (FDRGs) are essential to the success of the Course Identification Number System (C-ID), which depends on faculty to create course descriptors, participate in providing feedback on the descriptors, submit courses to receive a C-ID designation, and review course outlines of record (COR) for the awarding of C-ID designations;

Whereas, The associate degrees for transfer (AA-T and AS-T) have incorporated the use of C-ID designators, which requires FDRGs to have an ongoing role in the creation, review, and approval of C-ID designators, and more and more faculty are finding C-ID to be beneficial for the articulation of courses to colleges and universities and for students in choosing appropriate courses for transfer;

Whereas, C-ID will become a standard fixture in ASSIST, the online articulation database used by counselors, articulation officers, and students to learn of course options for majors in California universities and community colleges, making the work of the FDRGs more permanent than temporary; and

Whereas, FDRGs make significant contributions to the effectiveness and viability of community college curriculum;

Resolved, That the Academic Senate for California Community Colleges endorse Faculty Discipline Review Groups (FDRGs) as being essential to the success of the C-ID articulation process for community college courses and establish the FDRG structure and function as the most effective means to accomplish the work of intersegmental curriculum development and review.

Contact: Carol Reisner, American River College, C-ID Advisory Committee Member

9.01.01 S12 Amend Resolution 9.01 S12

Amend the current resolve into two resolves:

Resolved, That the Academic Senate for California Community Colleges endorse Faculty Discipline Review Groups (FDRGs) as being essential to the success of the C-ID articulation process for community college courses; and

Resolved, That the Academic Senate for California Community Colleges establish the FDRGs structure and function as the ~~most effective~~ means to accomplish the work of intersegmental curriculum development and review.

Contact: Eric Kaljumaji, Mt. San Antonio College, Area C

9.02 S12 Local Implementation of C-ID

Whereas, Academic Senate resolution 4.01 F09 called for the support of descriptor based articulation and the Course Identification Number System (C-ID) in general, including faculty participation in Faculty Discipline Review Groups (FDRGs) and review of course descriptors;

Whereas, C-ID is growing and expanding to include more disciplines and more higher education faculty, partly due to the establishment of associate degrees for transfer (AA-T and AS-T) and partly due to the benefits of intersegmental collaboration in the development of course descriptors and review of course outlines of record; and

Whereas, The growth of C-ID has led to an increased need to share information about this articulation process with curriculum committees, counselors, articulation officers, evaluators, discipline faculty, administrators, and students;

Resolved, That the Academic Senate for California Community Colleges urge local senates to identify discipline or divisional representatives who can act as liaisons to local faculty and administrators regarding information about C-ID and solicit faculty participation in the vetting of new descriptors and review of course outlines of record by encouraging faculty to formally contribute to the C-ID process; and

Resolved, That the Academic Senate for California Community Colleges develop counselor and evaluator tool kits to help key college employees successfully implement the use of C-ID designators locally and apply C-ID articulated courses to college requirements for students.

Contact: Dave DeGroot, Alan Hancock College, C-ID Advisory Committee Member

9.02.01 S12 Amend Resolution 9.02 S12

Amend the current first resolve:

Resolved, That the Academic Senate for California Community Colleges urge local senates to identify ~~discipline or divisional representatives who can act as liaisons to local faculty and administrators regarding information about C-ID and to and solicit discipline~~ faculty participation in the vetting of new descriptors and review of course outlines of record ~~by encouraging faculty to formally contribute to the C-ID process; and~~

Amend the current second resolve:

Resolved, That the Academic Senate for California Community Colleges provide resources for ~~develop~~ counselors and evaluators ~~tool kits to help these key college employees to help them~~ successfully implement the use of C-ID designators locally ~~and apply C-ID articulated courses to college requirements for students~~.

Contact: Eric Kaljumaji, Mt. San Antonio College, Area C

9.03 S12 Urge Colleges to Implement Prerequisites

Whereas, Chancellor's Office Student Success Task Force (SSTF) Recommendation 3.4 states that "Community Colleges will require students to begin addressing basic skills deficiencies in their first year and continue remediation as part of their education plan";

Whereas, In March 2011 the Board of Governors adopted Title 5 language that allows colleges the option of establishing communication and computation prerequisites based on either statistical validation or content review alone, thus professionalizing the implementation of prerequisites at local colleges;

Whereas, Implementation of appropriate prerequisites is the most efficient and least intrusive way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to meet the prerequisites for the classes they wish to take; and

Whereas, Implementation of appropriate prerequisites throughout the California Community College System would not only enhance student success but could render any Title 5 changes to address SSTF Recommendation 3.4 unnecessary;

Resolved, That the Academic Senate for California Community Colleges urge local colleges to begin discussions of prerequisite implementation and to implement appropriate prerequisites in a timely manner in order not only to respond to Student Success Task Force Recommendation 3.4 but also to enhance student success throughout the curriculum.

Contact: David Morse, Curriculum Committee Chair

9.03.01 S12 Amend Resolution 9.03 S12

Replace the current second whereas:

~~Whereas, In March 2011 the Board of Governors adopted Title 5 language that allows colleges the option of establishing communication and computation prerequisites based on either statistical validation or content review alone, thus professionalizing the implementation of prerequisites at local colleges;~~

Whereas, Implementation of appropriate prerequisites is one way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to meet the prerequisites for the classes they wish to take;

Delete the current third whereas:

~~Whereas, Implementation of appropriate prerequisites is the most efficient and least intrusive way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to meet the prerequisites for the classes they wish to take; and~~

Amend the current resolve:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to begin discussions of communication and computational prerequisite implementation and to establish and implement appropriate prerequisites ~~in a timely manner in order not only to respond to Student Success Task Force Recommendation 3.4 but also~~ to enhance student success throughout the curriculum.

Contact: Sheri Berger, LA Valley College, Area C

9.04 S12 Adopt Paper *Setting Course Enrollment Maximums: Process, Roles, and Principles

Whereas, Academic Senate resolution 13.09 F09 called for the Senate to “develop a position paper with guidelines for local academic senates to work jointly with collective bargaining agents to assist discipline faculty in the determination of class caps based primarily on pedagogical and health and safety factors”; and

Whereas, The paper *Setting Course Enrollment Maximums: Process, Roles, and Principles* presents detailed principles, guidelines, and examples regarding the establishment of class caps and the proper roles to be played in such decisions by all relevant college constituencies;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Setting Course Enrollment Maximums: Process, Roles, and Principles*.

Contact: David Morse Curriculum Committee Chair

See Appendix D.

***9.05 S12 Submit Courses to C-ID**

Whereas, The Course Identification (C-ID) process, under the guidance of the Academic Senate for California Community Colleges, provides a course designator as a means to articulate courses, recognize common requirements in particular courses, and fulfill the core or course options in Transfer Model Curriculum (TMC); and

Whereas, ASSIST.org, the website designed to support students and student services professionals, will include C-ID numbers in the near future and will greatly enhance student course selection options and understanding of how courses at colleges meet requirements at community colleges and universities in the state;

Resolved, That the Academic Senate for California Community Colleges encourage discipline faculty to work with their articulation officers to submit courses to C-ID for review and awarding of a C-ID designation.

Contact: Beth Smith, Grossmont College, (honorary Area A member)

***9.06 S12 Transfer Model Curriculum Aligned Associate Degrees for Transfer**

Whereas, Implementation of SB 1440 (Padilla, 2010) has involved California State University (CSU) and California community college faculty working collaboratively to respond to the spirit and intent of the law by creating a statewide response to the mandate to create associate degrees for transfer that provide guarantees for students, that are effective pathways to transfer for a significant proportion of students within the state, and that when created provide preparation for more than 25 majors in the state;

Whereas, In Spring 2011, Resolution 9.07 was adopted urging local senates to use the Transfer Model Curricula (TMCs) when creating the newly defined AA-T and AS-T degrees which meet the criteria as defined in SB 1440 (Padilla, 2010) and California Education Code §66746, and now one year later, the value of intersegmentally created TMCs, efficient and effective Chancellor's Office processes, and ease at which the CSU admissions process can be modified to identify and offer benefits to transfer students leads to a statewide recognition of the integrity, functionality, and simplicity of the TMC in expediting implementation of the law and messaging to students;

Whereas, As more pressure to create SB 1440 degrees comes from within the California Community College System and from CSU, colleges need a reliable process for ensuring that their transfer students receive all due benefits from CSU and that systematic change in both community colleges and CSUs across the state improves transfer for students no matter where they live or which major they select, and the TMCs represent discipline faculty consensus because they are created through the intersegmental discipline faculty processes in the Course Identification (C-ID) System and comprised of agreed-upon C-ID course descriptors that offer the best process for accomplishing these goals; and

Whereas, Concerns raised about the effectiveness of the TMC in certain colleges or in certain disciplines may be valid and need to be evaluated as the TMC process is implemented over the next 3-5 years, and data are being collected to determine the effectiveness of the AA-T and AS-T degrees for students in all colleges and disciplines where TMCs do or will exist;

Resolved, That the Academic Senate for California Community Colleges define associate degrees for transfer, as required according to SB 1440 (Padilla, 2010) and California Education Code §66746, as those degrees aligned with the intersegmentally defined Transfer Model Curriculum (TMC) in any discipline where a TMC exists or will exist based on TMCs under development and in the queue of the Intersegmental Curriculum Workgroup and founded on collaboration between the faculty of the California community colleges and California State University for five years to establish a control period during which relevant data can be collected to evaluate the effectiveness of the TMC and the transfer options they provide; and

Resolved, That the Academic Senate for California Community Colleges participate in Chancellor's Office data collection on SB 1440 (Padilla, 2010) degrees and gather its own evidence for evaluating the effectiveness of the degrees for students and faculty.

Contact: Beth Smith, Grossmont College, (honorary Area A member)

11.0 TECHNOLOGY

***11.01 S12 Creation of Distance Education Effective Practices Resource**

Whereas, Distance education has continued to expand throughout California and the nation, and California community colleges offer a wide array of distance education courses and programs;

Whereas, Many faculty teaching distance education, both full- and part-time, may be unfamiliar with pedagogical research regarding effective practices in online learning;

Whereas, Publishers and others are providing a wide range of for-profit resources to faculty, many of which may not be based on sound pedagogical research or effective practices in online teaching; and

Whereas, The Academic Senate for California Community Colleges has long provided guidance on sound pedagogical resources and effective practices to faculty for traditional classes in a variety of disciplines;

Resolved, That the Academic Senate for California Community Colleges research and make available materials on effective practices for teaching distance education courses that are based on sound pedagogical research.

Contact: Danielle Martino, Distance Education Ad Hoc Committee member

13.0 GENERAL CONCERNS

13.01 S12 Noncredit Education and ARCC Reporting

Whereas, The Chancellor's Office for California Community Colleges is reforming the group involved in the Accountability Reporting for the Community Colleges (ARCC) that reports data on various educational metrics;

Whereas, ARCC reports must be publicly discussed before each district's Board of Trustees, and these reports have consistently reported incorrect data for noncredit institutions as a result of reporting difficulties, inaccurate measures, and the inability to submit data because all noncredit data are changed to UG (ungraded) prior to submission, or at the Chancellor's Office;

Whereas, Current research documents that success in noncredit is best represented by more accurate measures consistent with noncredit teaching methods (that may include open entry/open exit) and do not begin and end within the credit-length semester timeline; and

Whereas, The Noncredit Task Force has completed research suggested in previous resolutions (09.01 F09 and 13.01 S08) regarding specific recommendations about accountability reporting;

Resolved, That the Academic Senate for California Community Colleges advocate for adequate representation on the ARCC committee which includes knowledgeable noncredit faculty and administrators; and

Resolved, That the Academic Senate for California Community Colleges advocate for educational metrics that include progress indicators and grades consistent with the Noncredit Task Force and Association of Community and Continuing Education (ACCE) recommendations which include the following:

- Adequate definitions of cohorts
- Coding that includes all career development and college preparation (CDCP) course work that equates to programs of study and successful progress
- Use of grades or progress indicators to record student success in appropriate disciplines of noncredit
- Use of P (pass) and SP (satisfactory progress) as measures of success for noncredit course work.

See Appendix E for supporting information and recommendations.

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair

13.01.01 S12 Amend Resolution 13.01 S12

Amend last resolve

Resolved, That the Academic Senate for California Community Colleges advocate for educational metrics, ~~that include~~ progress indicators, and grades consistent with the Noncredit Task Force and Association of Community and Continuing Education (ACCE) recommendations which include the following:

- ~~Adequate definitions of cohorts~~
- ~~Coding that includes all career development and college preparation (CDCP) course work that equates to programs of study and successful progress~~
- ~~Use of grades or progress indicators to record student success in appropriate disciplines of noncredit~~
- ~~Use of P (pass) and SP (satisfactory progress) as measures of success for noncredit course work.~~

- Correct reporting for noncredit CDCP (Career Development and College Preparation) certificate completion in MIS (Management Information Systems)
- Appropriate definitions of cohorts
- Appropriate demographics
- Appropriate definitions of success
- Inclusion of noncredit students, who previously took or are concurrently enrolled in credit coursework, in noncredit cohort
- Appropriate definitions of persistence for noncredit
- Noncredit course success rate, as a measure success, is defined as students earning P, SP, A, B, C

See Appendix E for supporting information and recommendations.

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair, Area D

***13.02 S12 Priority Registration for MESA Students**

Whereas, The State of California is experiencing a significant shortage in the number of qualified engineers and scientists matriculating through its post-secondary institutions compared to needs in the economy;

Whereas, The student membership of the Mathematics, Engineering, Science Achievement (MESA) Community College Program consists of educationally and financially disadvantaged students pursuing degrees in science, technology, engineering, and mathematics (STEM) fields whose goal is to transfer to a four-year college or university;

Whereas, Impacted math and science courses impede the timely transfer of MESA community college students; and

Whereas, The inability of MESA community college students to enroll in sequential math and science courses required for their high unit majors unnecessarily delays the transfer of these students and postpones their eventual matriculation from the four-year institutions;

Resolved, That the Academic Senate for California Community Colleges recommend that community colleges afford MESA students in good standing priority registration similar to students participating in existing mandated priority registration programs; and

Resolved, That the Academic Senate for California Community Colleges recommend amendment of Education Code §66025.9 to require each community college district that administers a priority enrollment system and maintains an existing MESA Program to grant priority registration to California Community College MESA Students.

Contact: Mission College Academic Senate, Area B

***13.03 S12 Arbitrary Targeting of Athletics by the Legislative Analyst's Office (LAO)**

Whereas, The Legislative Analyst's Office (LAO) has recently recommended³ defunding California community college athletic programs by prohibiting colleges from collecting apportionment for intercollegiate athletics program courses in a desire to "protect the CCC system's highest-priority missions";

³ LAO document "Eliminate state funding for CCC intercollegiate athletics, for savings of about \$55 million in 2012-13" February 10, 2012

Whereas, The LAO's self-stated function is to serve as "California's nonpartisan fiscal and policy advisor," but the specific identification of athletics' apportionment oversteps this function and is an isolated targeted recommendation that is not put into the context of an extensive analysis of fiscal responsibility, productivity, and other measures of student success in athletics;

Whereas, The student athlete cohort consistently attains higher GPAs than the rest of the community college student body (female athletes 2.7 vs. 2.46 and male athletes 2.54 to 2.3) and transfers at a higher rate than the rest of the student body (female athletes 16% vs. 6% and male athletes 9% vs. 6%); and

Whereas, Athletes are required to have an education plan in place during their first term, earlier than what is proposed by the Student Success Task Force for all students, and must be enrolled in and successfully complete 12 academic units each term with a GPA of 2.0, thereby ensuring responsible use of state funds;

Resolved, That the Academic Senate for California Community Colleges oppose the recent LAO recommendation which goes beyond its long established scope of examining the costs of legislative proposals and projecting state revenue.

Contact: Paul Setziol, De Anza College, Area B

***13.04 S12 General Education and American Institutions Certification on Student Transcripts**

Whereas, California community colleges are permitted by the California State University (CSU) to certify the completion of the entire CSU-GE or IGETC general education areas or certify the partial completion of a CSU-GE or IGETC general education area and certify the completion of the CSU American Institution graduation requirement;

Whereas, Some community colleges indicate this certification on student transcripts, while other community colleges submit general education and American Institutions certification to receiving institutions on separate forms;

Whereas, An indication of partial or complete general education certification and American Institutions certification on student transcripts assists the CSU by providing complete information on one document for transcript evaluation and academic advising of incoming transfer students, assists the transfer student by eliminating the need to request that separate documents be sent to the CSU, reduces the chances of lost paperwork between institutions, and streamlines the admissions process; and

Whereas, While community colleges use a variety of student information systems and some may not currently be in a position to include general education completion on transcripts, others who do not currently include such information on transcripts may have the capacity to do so now, and movement toward electronic transcripts may allow more colleges to institute such practices in the near future;

Resolved, That the Academic Senate for California Community Colleges encourage local colleges and districts to include whenever possible both partial and complete general education certification and American Institutions certification on student transcripts in order to simplify transfer and admission processes.

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

***13.05 S12 Oppose Governor's 2012-13 Proposals to Cut the CalWORKs Welfare-to-Work Program**

Whereas, The Governor's January 2012 Budget proposes drastic changes to the CalWORKs Welfare-to-Work program, cutting critical services to CalWORKs students that would help their education and training on to the path of self-sufficiency, to include, beginning October 1, 2012, cutting the 'four year /48 months' time limit down to two years /24 months retroactively, and students will then no longer be eligible for child care and other crucial services;

Whereas, Education and training will no longer qualify as an approved Welfare-to-Work activity after 12 months, and the Self-Initiated (full-time students) participants option will be eliminated;

Whereas, There will be no more exemptions due to disability, domestic violence, substance abuse treatment, or mental health care, and any months which were granted exemption will retroactively count towards their 24 month limit; and

Whereas, Family homelessness has risen dramatically as a result of cuts in cash aid grants to 1987 levels, and thousands are being pushed to an income level almost below the 75% poverty line;

Resolved, That the Academic Senate for California Community Colleges, while recognizing the need to balance the State Budget, oppose proposed cuts to the CalWORKs Welfare-to-Work program with their devastating consequences to student-parents and their educational goals.

Contact: Joan Thompson, San Diego Miramar College, Area D

***13.06 S12 Evaluating Current Governance Structures**

Whereas, California community colleges face the most severe fiscal challenges in their history in the current recession;

Whereas, Many colleges are struggling as a result of problematic leadership at the level of the governing board, while colleges in multi-college districts suffer bureaucracies which provide no direct service to students but consume millions of dollars while class sections are slashed; and

Whereas, The Little Hoover Commission reviewed the current state of California community colleges throughout 2011, including the effectiveness of current governing board and administrative structures, without finding any evidence of weakness, despite the plethora of colleges which are under accreditation sanction as a result of failings of trustees or district offices in multi-college districts;

Resolved, That the Academic Senate for California Community Colleges undertake its own review of the virtues and failings of current governing board and administrative structures, with particular attention to the way limited and declining resources can be preserved for instructional and student services; and

Resolved, That the Academic Senate for California Community Colleges consider pursuing modifications to existing governing board and administrative structures which would enhance college control and improve educational leadership and student success.

Contact: Richard Mahon (Riverside City College); Katie Townsend-Merino (Palomar College), Area D

***13.07 S12 Success of Latino Student Achievement**

Whereas, In Spring 2011 68% of the California community college students were non-white students, and the fastest growing student population in California is Latino students, which make-up 34% of the California community colleges or over 603,000 students (according to the CCC Chancellor's Office DataMart) and are projected to be the majority of the students by 2019;

Whereas, By 2020, 67% of California jobs will require a career certificate or college degree (Complete College America, National Governors' Conference, July 2011), but currently only 16% of Latinos have a college degree, and California's economic competitiveness will depend on Latino student academic success in the California Community College System;

Whereas, 52 of the 112 California community colleges are already designated Hispanic Serving Institutions (HSIs), with more HSIs soon to emerge, or have Latino student populations of 25% or more, so it is vital that they be successful in closing or eliminating the achievement gap; and

Whereas, The Academic Senate for California Community College is committed to equity for all students and has shown specific support for Umoja, Puente, MESA, and LGBT students;

Resolved, That the Academic Senate for California Community Colleges determine the most appropriate structure to support current and emerging Hispanic Serving Institutions in meeting the needs of Latino students and increasing their success; and

Resolved, That the Academic Senate for California Community Colleges support closing the achievement gap for all students.

Contact: Jesse Ortiz, Woodland Community College, CLFIC/TAC

14.0 GRADES

14.01 S12 Progress Indicator Implementation for Noncredit Coursework

Whereas, Accountability reporting is required by the Legislature and plays an important role by providing data for decision making regarding funding, program review, course offerings, learning and curriculum, hiring, and overall institutional effectiveness;

Whereas, Noncredit education is currently limited to only reporting success as UG (ungraded) at the state level, equating to a documented success rate of zero, which does not accurately reflect the work of noncredit education; and

Whereas, The Noncredit Progress Indicator Pilot Task Force has successfully completed and analyzed three semesters of pilot progress indicators and grading data involving both large and small noncredit institutions in the California Community College System as directed by previous resolutions (3.04 S10, 09.01 F09, and 13.01 S08);

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to request a change in Title 5 regulations that facilitates statewide submission and documentation of progress indicators (P=Pass, SP=Satisfactory Progress within a level or course and NP= No Pass) and where appropriate standard grades (A, B, C, D, F) for noncredit coursework; and

Resolved, That the Academic Senate for California Community Colleges work with noncredit practitioners to direct and guide the implementation of progress indicators based upon the research and guidelines of the Noncredit Task Force and Association of Community and Continuing Education (ACCE).

Reference: CEC § 84757 Categories of Noncredit Courses Eligible for State Funding and further described for funding in Title 5, § 55002(c) & 55150.

See Appendix E for supporting information and recommendations.

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair

14.01.01 S12 Amend Resolution 14.01 S12

Amend all whereases and resolves:

Whereas, Accountability reporting is required by the Legislature and plays an important role in describing the work of education by providing data for decision making regarding funding, program review, course offerings, learning and curriculum, hiring and overall institutional effectiveness;

Whereas, Noncredit education is currently limited to only reporting all success as UG (ungraded) at the state level, equating to a documented success rate of zero, which does not accurately reflect the actual successful outcomes work of noncredit education; and

Whereas, The Noncredit Accountability Progress Indicator Pilot Task Force has successfully completed and analyzed three semesters of pilot progress indicators and grading data involving both large and small noncredit institutions in the California Community College System as directed by previous resolutions (3.04 S10, 09.01 F09, and 13.01 S08);

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 regulations that facilitates statewide to allow MIS (Management Information Systems) submission and documentation of the noncredit progress indicators of A, B, C, D, F, P and NP with the addition of (P=Pass, SP=(Satisfactory Progress) where SP indicates satisfactory progress towards the completion of a course and A, B, C, D, F, P and NP are used as currently defined in Title 5 for credit and noncredit courses (§55021/§55023) within a level or course and NP= No Pass) and where appropriate standard grades (A, B, C, D, F) for noncredit coursework; and

Resolved, That the Academic Senate for California Community Colleges advocate for and support that work with noncredit practitioners to direct and guide the implementation of progress indicators based upon the research and guidelines of the Noncredit Task Force and Association of Community and Continuing Education (ACCE).

Reference: CEC § 84757 Categories of Noncredit Courses Eligible for State Funding and further described for funding in Title 5, § 55002(c) & 55150

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair, Area D

19.0 PROFESSIONAL STANDARDS

19.01 S12 Faculty Training for Implementation of Noncredit Progress Indicators

Whereas, Implementation of noncredit progress indicators will require training of noncredit faculty;

Whereas, Over 90% of noncredit faculty are part-time faculty for whom typical training efforts are challenged by time commitments and availability of this faculty group; and

Whereas, Professional development for faculty concerning curriculum issues, particularly those associated with student assessment and accountability reporting, provides an excellent opportunity to address and update noncredit faculty on many curricular issues, including important career technical education, basic skills, and ESL issues;

Resolved, That the Academic Senate for California Community Colleges explore mechanisms to fund and support faculty training for implementation and use of progress indicators and/or grades in noncredit.

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair

19.01.01 S12 Amend Resolution 19.01 S12

Amend second whereas:

Whereas, Implementation of noncredit progress indicators will require training of noncredit faculty, and over 90% of noncredit faculty are part-time or adjunct faculty for whom typical training methods are more difficult efforts are challenged by time commitments and availability of this faculty group; and

Add fourth whereas:

Whereas, The Noncredit Accountability Taskforce has developed training materials which are posted on the Basic Skills website and has successfully conducted noncredit grading and progress indicator training both face-to-face and via webinars;

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair, Area D

***19.02 S12 Academic Freedom and Electronic Communication**

Whereas, Many districts have implemented computer use policies which give faculty no expectation of privacy and are requiring users of their internet to acknowledge and agree to these policies in order to gain access;

Whereas, Districts have the legal right to monitor and survey electronic communications, but many colleges and universities outside the California Community College system have committed to the concept of privacy to the greatest extent possible at a public educational institution; and

Whereas, The freedom of inquiry and expression mandates a climate in which ideas may be freely presented, examined, and discussed, and in our roles as educators faculty should have a reasonable expectation of privacy in and protection of their communications, whether those communications take verbal, written, or electronic form;

Resolved, That the Academic Senate for California Community Colleges review and update its 1999 paper on *Academic Freedom, Privacy, Copyright and Fair Use in a Technological World* to reflect current court decisions and American Association of University Professors (AAUP) language on academic freedom to give

support to local senates drafting or revising computer use policies and regulations; and

Resolved, That the Academic Senate for California Community Colleges draft a response that local senates can reference when their districts state that computer users have no expectation of privacy in the use of the district's computers, networks, telecommunications, and educational technology resources.

Contact: Janice Tomson, Long Beach City College, Area D

***19.03 S12 Faculty Commitment to Student Learning**

Whereas, The Academic Senate for California Community Colleges continues to support Resolution 2.01 F08 opposing the use of student achievement of student learning outcome as a criteria of faculty evaluation;

Whereas, The Academic Senate for California Community Colleges has long recognized—in its resolutions, adopted papers, committee structure, and institutes—that the students we serve are more diverse and varied in background and skills than in any other segment of public higher education and that a changing student population requires reflection on and adaptation of the means used to educate students; and

Whereas, The Academic Senate of California Community Colleges believes that all effective teachers regularly observe and respond to the achievement of their students in meeting course, program, and institutional student learning outcomes;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to identify means whereby faculty can communicate as efficiently as possible the methods they use from term to term to improve the success of their students as a method of documenting the challenges arising from the educating of an exceptionally diverse student population and the methods faculty use in their pursuit of that goal.

Contact: Richard Mahon, Riverside City College, Area D

20.0 STUDENTS

20.01 S12 Admissions Priorities and Practices Regarding Out-of-State and International Students

Whereas, Restrictive and inadequate funding from the state and enrollment caps have forced colleges to seek alternate sources of revenue;

Whereas, Out of state and international students pay higher fees and in many colleges are guaranteed enrollment in 12 units; and

Whereas, Many colleges give enrollment priority to out of state and international students, thereby depriving resident students of access;

Resolved, That the Academic Senate for California Community Colleges research and gather data from local colleges and districts regarding the impact of priority registration for out-of-state and international students on access for resident students;

Resolved, That the Academic Senate for California Community Colleges research, summarize, and report to the body ways of integrating out-of-state and international student programs into colleges and districts that provide documented benefits to all students; and

Resolved, That the Academic Senate for California Community Colleges urge colleges to identify local priorities regarding instruction and sites in other countries (excluding campus abroad programs), taking into consideration the effects on instruction, services, and resources needed to educate resident students.

Note: This resolution was referred to the Executive Committee to determine its relevance and necessity and to return to the Spring 2011 Plenary Session.

Contact: Don Gauthier, Los Angeles Valley College, Educational Policies Committee

20.01.01 S12 Amend Resolution 20.01 S12

Amend the second whereas:

Whereas, Out of state and international students pay higher fees that potentially represent additional revenue to cash-strapped colleges and in many colleges are guaranteed enrollment in 12 units; and

Amend the third whereas:

Whereas, Many colleges guarantee enrollment in 12 units and give enrollment priority to out of state and international students, thereby depriving resident students of access to their local community college in spite of their contributions to California higher education;

Amend the first resolve:

Resolved, That the Academic Senate for California Community Colleges conduct a short turn-around survey research and gather data from local colleges and districts regarding the impact of priority registration for out-of-state and international students on access for resident students;

Replace the second resolve:

~~Resolved, That the Academic Senate for California Community Colleges also research, summarize, and report to the body ways of integrating out of state and international student programs into colleges and districts ways that provide documented benefits to all students; and~~

~~Resolved, That the Academic Senate for California Community Colleges prepare a *Rostrum* article including suggestions for integrating out-of-state and international student programs into colleges and districts in ways that provide documented benefits to all students; and~~

Amend the third resolve:

Resolved, That the Academic Senate for California Community Colleges urge colleges to identify local priorities regarding enrollment of non-resident students instruction and sites in other countries (excluding campus abroad programs), taking into consideration the effects on instruction, services, and resources needed to educate resident students.

Contact: Don Gauthier, Los Angeles Valley College, Educational Policies Committee, Area C

20.02 S12 Academic Progress for Board of Governors Fee Waiver Students

Whereas, Colleges have an obligation to assist all students in their studies and in achieving their educational goals, and students have a reciprocal responsibility to make satisfactory progress;

Whereas, Most state and all federal financial aid sources have criteria for need and as well as satisfactory academic progress in order to maintain eligibility; and

Whereas, Currently eligibility for a Board of Governors Fee Waiver only requires that students demonstrate financial need;

Resolved, That the Academic Senate for California Community Colleges recommend to the Board of Governors that students who are awarded Board of Governors Fee Waivers maintain satisfactory academic progress as required by federal financial aid.

David Beaulieu, LA Community College District, Area C

20.03 S12 Opposition to Additional Academic Requirements for Recipients of BOG Fee Waivers

Whereas, SB1456 (as of March 30, 2012) proposes imposing additional academic requirements upon students as a condition for receiving Board of Governors (BOG) fee waivers, stating that the student must identify one of a limited list of goals upon enrollment and that the Board of Governors will define academic and progress standards, including a maximum unit cap, beyond what is required from students who are paying fees; and

Whereas, The Academic Senate for California Community Colleges took a position with Resolution 07.03 F11 against BOG fee waiver rules that establish different academic policies for students based on differing ability to pay;

Resolved, That the Academic Senate for California Community Colleges adamantly oppose any provision of SB1456 (as of March 30, 2012) that would

- require students receiving BOG fee waivers to declare goals earlier than students who can afford to pay fees;
- require students receiving BOG fee waivers to meet additional academic and progress standards that are not required for students who are paying fees; and
- deny BOG fee waivers to students who declare goals that are acceptable for students who can afford to pay fees.

Contact: Karen Saginor, City College of San Francisco, Area B

21.0 VOCATIONAL EDUCATION

***21.01 S12 Career Technical Education Advisory Committees**

Whereas, Career technical education programs are required to seek advisory input from their respective community, industry, and governmental partners and must do so by holding formal meetings at least twice per year;

Whereas, Participating in these meetings is often difficult, particularly for those sectors or regions where community and industry individuals are being called on to advise multiple programs at multiple campuses;

Whereas, The existing regulations and guidelines provide limited information with respect to advisory requirements in terms of process, the formation of committees, and the specificity of committee parameters such as frequency of meetings, use of technology, or composition and scope; and

Whereas, Career technical education program advisory needs vary greatly across programs, colleges, regions, and industry sectors such that requiring each individual program to have at least two advisory meetings per year may not be the most effective or efficient way to garner necessary input for each program;

Resolved, That the Academic Senate for California Community Colleges investigate the possibility of additional options for regional advisory meetings and, if necessary, propose recommendations for possible changes to Title 5 to ensure that career technical education programs receive the most effective and timely input from their community and industry partners.

Contact: Patty Dilko, Occupational Education Committee Member

***21.02 S12 CTE Program Review**

Whereas, In addition to completing the local program review cycle, career and technical education (CTE) programs must complete additional program reviews every two years;

Whereas, Many CTE programs have minimal or no full-time faculty and thus have severe time constraint issues; and

Whereas, Many CTE programs are subject to external reviews and discipline-specific accreditation reviews;

Resolved, That the Academic Senate for California Community Colleges develop and publish resources on methods and effective practices for streamlining the program review processes for CTE programs.

Contact: Dianna Chiabotti, Napa Valley College, Area B

FOOTHILL COLLEGE
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2012-2013

The requirements for the Associate in Arts or Associate in Science Degree include completion of (1) a minimum of 90 units in prescribed courses; (2) a minimum of 24 units completed at Foothill College; (3) a grade-point average of 2.0 or better in all college courses including Foothill courses; (4) a major of at least 27 units in a curriculum approved by the Foothill Curriculum Committee; and (5) the seven general education requirements listed below. Students planning to transfer to four-year colleges or universities should also check with a counselor for the specific requirements of those institutions.

Students must successfully complete a minimum of 30-35 units from the courses listed below with at least one course in Humanities, English, Natural Sciences (with lab), Social and Behavioral Sciences, Communication and Analytical Thinking, United States Cultures and Communities, and two courses in Lifelong Understanding from two different academic departments. **Courses may only be used in one area.**

I. Humanities

Arts: ART 1, 2A, 2AH, 2B, 2BH, 2C, 2CH, 2D, 2E, 2F, 2J, 5B, 36, 45B; DANC 10; FA 1; GID 1; MDIA 11; MUS 1, 2A, 2B, 2C, 2D, 7, 7D, 8, 8H; PHOT 8, 8H, 10, 10H, 11H; VART 2C; WMN 15.

Letters: ENGL 5, 5H, 7, 7H, 12, 14, 17, 22, 24, 31, 40, 40H, 41, 42A, 42B, 46A, 46C, 48A, 48B, 48C; HUMN 1A, 1B; JAPN 14A, 14B; PHIL 2, 20A, 20B, 20C, 24, 25; SPAN 4, 5, 6, 13A, 13B, 14A, 14B; THTR 1, 2A, 2B, 76.

II. English

ENGL 1A, 1AH, 1S & T; ESLL 26.

III. Natural Sciences (with laboratory)

ANTH 1 w/1L; ASTR 10A w/10L, 10B w/10L, 10BH w/10L; BIOL 9 w/9L, 10, 13, 14, 15, 41; BTEC 10; CHEM 1A, 25, 30A; GEOG 1; HORT 10; PHYS 2A, 4A, 5A.

IV. Social & Behavioral Sciences

ANTH 2A, 3, 5, 8, 12; BUSI 22, 53; CHLD 1, 2; ECON 1A, 1B, 9, 25; GEOG 2, 5, 10; HIST 4A, 4B, 4C, 4CH, 8, 9, 9H, 10, 15, 16, 16H, 17A, 17B, 17C, 20; PHED 2; POLI 1, 3, 3H, 9, 9H, 15, 15H; PSYC 1, 4, 10, 14, 21, 22, 25, 30, 33; SOC 1, 10, 11, 15, 19, 20, 21, 23, 30, 40; SPED 62; WMN 5, 21.

V. Communication & Analytical Thinking

COMM 1A, 1AH, 1B, 1BH, 2, 3, 4, 54A, 55; ENGL 1B, 1BH; MATH 1A, 1B, 1C, 10, 11, 22, 44, 48A, 48B, 48C, 57; PHIL 1, 7, 30; PSYC 7; SOC 7.

VI. United States Cultures & Communities

CHLD 51A; COMM 10, 12; ENGL 7, 7H, 12, 40, 40H; F A 2; HIST 10; MDIA 12; PSYC 22; SOC 8; WMN 5.

VII. Lifelong Understanding

Students must successfully complete a total of four units or more in Lifelong Understanding from two different academic departments. For the purpose of this area, ALAP, DANC and PHED will be considered one academic department.

ALAP 52, 52X, 52Y, 60, 60X, 61, 61X, 62, 62X, 63, 63X, 64, 64X, 66, 66X, 67, 67X, 68, 70, 70X, 71, 71X, 80, 80X; BIOL 9, 12; CNSL 1, 2, 72, 90; COMM 2, 10, 12, 55; CRLP 55, 70; DANC 1A, 1B, 2, 3A, 3B, 4, 5, 6, 7; HLTH 21; LIBR 71; PHED 4, 5, 10A, 10B, 10C, 11A, 11B, 13A, 14, 17A, 17B, 19A, 19B, 20A, 20B, 20C, 21A, 21B, 21C, 21D, 22, 22A, 22B, 22C, 23A, 23B, 23C, 24, 24A, 24B, 25A, 26, 26A, 27, 27A, 28, 29, 30, 34A, 34B, 34C, 34D, 34E, 34F, 34G, 34H, 34J, 35A, 35B, 35C, 35D, 35E, 35F, 35G, 36, 37, 38A, 38B, 39, 40, 41, 41A, 42, 45, 45X, 46, 46A, 47B, 47C, 49A, 49B, 52, 53; SPED 61, 72.

Minimum proficiency: ENGL 1A, ENGL 1AH, ENGL 1S & T or ESLL 26 and MATH 57 or 105 or 108* completed with a letter grade of "C" or better.

*Intermediate Algebra or equivalent means MATH 105, or mathematics placement test score indicating eligibility for a mathematics course beyond the level of MATH 105, or completion of a higher-level course with a grade of "C" or better, or completion of a bachelor degree or higher from an accredited U.S. college or university.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: English 242 A **Division:** Language Arts

Course Title: CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT

Catalog Description:

A survey of basic theory, design, and implementation strategies for the student-managed formative portfolio. Students write a total of at least 1000 words, with emphasis on the reflective and evaluative processes necessary for portfolio development. Practice in managing and maintaining the information and artifacts of a portfolio as a comprehensive analysis of the student learning experience.

Use of portfolio development to increase meta-cognitive awareness of the integration between reading and writing processes; of the student's location within discourse communities, including the campus community; and of the behaviors necessary for college success.

Concurrent enrollment in ENGL 42S: Integrated Composition and Reading.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Serves as a co-requisite course to the 42S/T integrated reading and writing pathway through freshman composition. The co-requisite supports the provision of remedial instruction for those in need of it, and is based on sound pedagogical theory in practice to help students succeed at the postsecondary level as reaffirmed and supported by Ed Code 66010.4 as essential and important functions of the community colleges.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Supports students with basic skills needs, by increasing meta-cognitive awareness of the integration between reading and writing; of the student's location within discourse communities, including the campus community; and of the behaviors necessary for college success.

Criteria B. -- Need (Explain)

15
242 A is a co-requisite course for 242S – an integrated reading and writing pathway through freshman composition.

Criteria C. -- Curriculum Standards (please initial as appropriate)

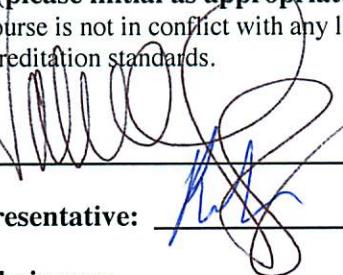
- The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.
- This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

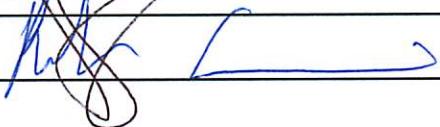
- This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

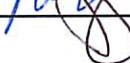
- The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: 

Date: 4/10/12

Division Curriculum Representative: 

Date: 4/10/12

College Curriculum Co-Chairman: 

Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: English 242 B Division: Language Arts

Course Title: CRITICAL THINKING: PORTFOLIO MANAGEMENT AND PUBLICATION

Catalog Description:

An application of basic theory, design, and implementation strategies for the student-managed summative portfolio. Students write a total of at least 1000 words, with emphasis on the reflective and evaluative processes necessary for portfolio development. Management and publication of the artifacts of a summative portfolio as a comprehensive demonstration of the student learning experience across the curriculum.

Use of portfolio publication to demonstrate meta-cognitive awareness of the integration between reading and writing processes; of the student's location within discourse communities, including the campus community; and of the behaviors necessary for college success. Students will demonstrate ability to transfer knowledge and learning across disciplines.

Successful completion of 242A
~~Concurrent enrollment in ENGL 42T: Integrated Composition and Reading.~~

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

Serves as a co-requisite course to the 42S/T integrated reading and writing pathway through freshman composition. The co-requisite supports the provision of remedial instruction for those in need of it, and is based on sound pedagogical theory in practice to help students succeed at the postsecondary level as reaffirmed and supported by Ed Code 66010.4 as essential and important functions of the community colleges.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*

Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Supports students with basic skills needs, by increasing meta-cognitive awareness of the integration between reading and writing; of the student's location within discourse communities, including the campus community; and of the behaviors necessary for college success.

Criteria B. -- Need (Explain)

IT

242 B is a co-requisite course for ~~42T~~ – an integrated reading and writing pathway through freshman composition.

Criteria C. -- Curriculum Standards (please initial as appropriate)

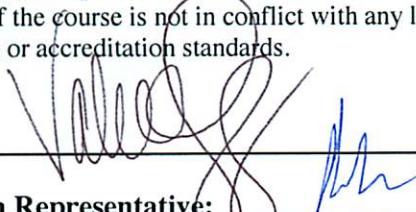
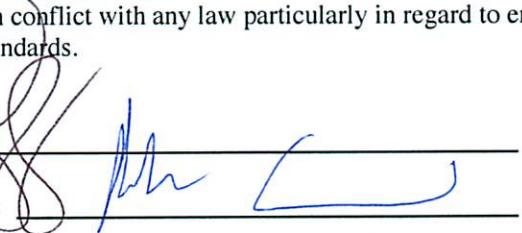
- The outline of record for this course has been approved by the Division Curriculum Committee and meets the requirements of Title 5.
- This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

- This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

- The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Date: 4/10/12Division Curriculum Representative: Date: 4/10/12College Curriculum Co-Chairman: 

Date: _____

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: VART 9 **Division:** Fine Arts and Communication

Course Title: Film and New Media Genres

Catalog Description:

Analysis of specific genres within film and new media and their evolution. Specific genres will be explored considering their historic, aesthetic, structural, and cultural dimensions as well as their mode of screening and distribution. Genres include film noir, horror, science fiction, science fiction, disaster, musical, war, action-adventure, musical, romance, comedy. The genre studied will change each quarter.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

This course in film and media genres provides students with critical understanding of the historic, aesthetic, structural, and cultural dimensions of film and media genres. This course is a proposed core course for the Media Studies degree and Foothill GE in humanities. This course transfers under IGETC in area 3A, Arts.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*

Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

This course provides basic skills, career and transfer opportunities for students.

Criteria B. -- Need (Explain)

This course is proposed as a core for the AA/AS degree in Media Studies (pending state approval). This course is also proposed for Foothill GE in humanities and has documented IGETC transfer in area 3A, Arts.

Criteria C. -- Curriculum Standards (please initial as appropriate)

KTC The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

 This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

Criteria D. -- Adequate Resources (please initial as appropriate)

KTC This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

 The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Kristin Tripp Caldwell _____ **Date:** 9/23/11 _____

Division Curriculum Representative: Robert Hartwell _____ **Date:** 3/2/12 _____

College Curriculum Co-Chairman: _____ **Date:** _____

AREA V - COMMUNICATION & ANALYTICAL THINKING

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

GE Area	GE Area Description	Potential SLO(s)
HUMANITIES (I)	<p>The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements.</p> <p>Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.</p> <p>A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from two or more of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.</p>	<p>Upon successful completion of the humanities area, students will be able to:</p> <ol style="list-style-type: none"> 1. Contribute to scholarship that explores the diversities of cultures, cultural production, history of thought and literatures of humanity; 2. explore questions about the meaning and experience of human life using a multidisciplinary perspective
ENGLISH (II)	<p>English composition courses address the literacy needs of the student in both academic and work-related tasks. The curricula concentrate on two core intellectual skills: comprehension and written expression at the college level. Comprehension includes the interaction of the reader with the text in order to extract meaning, discern patterns, and evaluate information. Written expression includes the student's understanding of audience and purpose, rhetorical and structural devices, supporting evidence, and effective and varied syntax. These courses also introduce that student to the aesthetics and power of the written word.</p>	<p>Upon successful completion of the English area, students will be able to:</p> <ol style="list-style-type: none"> 1. analyze and evaluate both academic and work-related literature for meaning and patterns 2. express themselves effectively in writing that is audience-appropriate
NATURAL SCIENCES (III)	<p>Natural science courses deal with the physical universe, the testable principles that govern its operations, its life forms, and its natural, measurable phenomena. One primary purpose of these courses is to promote an awareness of the methods of scientific inquiry and the power of scientific inquiry to describe the natural world. Emphasis is</p>	<p>Upon successful completion of the natural sciences area, students will be able to:</p> <ol style="list-style-type: none"> 1. critically evaluate,

	<p>on understanding and applying the scientific method, which promotes a sense of discovery, fosters critical analysis, and encourages an understanding of the relationships between science and other human activities. A General Education natural science course should exhibit the same methods and skills used by scientists when seeking an understanding of the uncertainty and complexity of the natural world.</p>	<p>interpret and communicate scientific information</p> <p>2. articulate the vital interdependence of humans and their environment</p>
<p>SOCIAL & BEHAVIORAL SCIENCES (IV)</p>	<p>The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.</p> <p>Courses meeting the General Education Requirement in Social and Behavior Sciences must include <i>all of the following</i> student learning outcomes:</p> <p>S1. Explain the interactions of people as members of societies, cultures and social subgroups;</p> <p>S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;</p> <p>S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.</p> <p>In addition, courses meeting this requirement must include <i>at least three</i> of the following student learning outcomes:</p> <p>S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;</p> <p>S5. Explain world development and global relationships;</p> <p>S6. Recognize the rights, duties, responsibilities, and opportunities of community members;</p> <p>S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;</p> <p>S8. Assess the distribution of power and influence;</p> <p>S9. Analyze current events and global issues in the context of</p>	<p>Upon successful completion of the social and behavioral sciences area, students will be able to:</p> <p>1. explain and analyze the interactions of people as members of societies, cultures and social subgroups;</p> <p>2. demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline</p>

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	<p>historic, ethical and social patterns;</p> <p>S10. Comprehend and engage in social, economic and political issues at the local, national and global level;</p> <p>S11. Display knowledge of human motivations, behaviors and relationships;</p> <p>S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;</p> <p>S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;</p> <p>S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.</p>	
COMMUNICATION AND ANALYTICAL THINKING (V)	<p>Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.</p> <p>To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement must offer students the opportunity to:</p> <p>C1. Apply the analytical skills learned in the course to other disciplines;</p> <p>C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;</p> <p>C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;</p> <p>C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.</p>	<p>Upon successful completion of the communication and analytical thinking area, students will be able to:</p> <ol style="list-style-type: none"> 1. clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language 2. apply appropriate technical, interpretive, and evaluative skills to information and problems across disciplines
U.S. CULTURES AND COMMUNITIES (VI)	<p>United States Cultures and Communities courses critically explore the current and historical interaction of different groups of Americans. These courses discourage discriminatory attitudes towards others by providing an empirical understanding of and appreciation for the marginalized groups that have been important in the development of United States history and culture, and the value of diverse cultural groups to American society.</p>	<p>Upon successful completion of the U.S. cultures and communities area, students will be able to:</p> <ol style="list-style-type: none"> 1. exercise sensitivity to diverse groups such as those categorized by

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	<p>Courses meeting the GE requirement in United States Cultures and Communities must include <i>all of the following</i> student learning outcomes:</p> <p>U1. Demonstrate detailed knowledge of and sensitivity to at least one U.S. group categorized by race/ethnicity, gender, class, disability, sexual identity or religious belief who has suffered a history of systematic oppression and discrimination.</p> <p>U2. Critically analyze the degree of (or dynamics of) the interaction between at least one marginalized culture or community and the dominant U.S. culture, or between two marginalized communities or cultures.</p> <p>U3. Develop and articulate an awareness of one's own culturally-determined perspective and how it might be viewed from the perspective of others.</p>	<p>race/ethnicity, gender, class, disability, sexual identity or religious belief</p> <p>2. articulate an awareness of their own culturally-determined perspective and explain how it might be viewed from the perspective of others</p>
LIFELONG LEARNING (VII)	<p>Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.</p> <p>Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.</p>	<p>Upon successful completion of the social and behavioral sciences area, students will be able to:</p> <p>1. function as independent and effective learners</p> <p>2. articulate the importance of healthy habits and lifestyles</p>