

Draft Minutes, March 20, 2012

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

Item

- ¥ Important considerations:
 - 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 CSU accept
 - Since students can already use the CSU Breadth GE pattern to earn a Foothill College AA, AS, AAT, AST, 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 t
will grant ANY d.e2b cre d.e2dit towards a

- ¥ 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 CCG

how CSUs evaluate our courses for inclusion in CSU
Breadth pattern, the LEAP Essential Learning

!!

###\$%&'!(#")*(+,,&-++!(!#..&\$)\$) !
/#,0&1*!2#3&-4!5#,!678 896786%

%

2#3&-!

:+...;<=#1\$)1\$!

>#44&?'!@-\$

|>,&#,&\$<=|
A);B'&1)4 !

|:;\$,\$+4!

52%!667%,1>?3,1/@ @ @/:%:A%A001,%-//A
91C,11/%0A,%:,-./01,D%+E1/1%91C,11%,1> *-:E%03.-43V3.C%
/:?91.:/%:A%F11:%13:E1,%:E1%GHI+@%A,% 91C,11%M,AMA/-4D%
2,1-9:E%,1>?3,1F1.:L%M4?/%BAFM41:1%- -.9%W3.1/3A4ACP%0-B'
F3.3F?F%A%"N%>?-,:1,%?.3:/%3.%-F-OA, ;1C3..3.C%:A%91Q14AM
-,1-%A0%1FME-/3/-/%91:1,F3.19%;P%:E1% +* @K43C.19%91C,11/D'
BAFF?.3:P%BA441C1D%+E1%BAFF?.3:B%E X-B?4:P%?,C19%:A%
M,AE3:3:19%0,AF%3FMA/3.C%-P%-993:3A.
,1>?3,1F1.:/%0A,%:E1%:,-./01,%91C,11D%5:
,1B13Q3.C%/?BE%91C,11%,1B13Q1%-?:AF
-9F3//3A.%:A% @5J%-:%O?.3A,%41Q%4%/:-:
)2%"<7"%1>?1/:%E-:%J@BB1M:%/:?91.:/%
R3:E%:,-./01,%91C,11/A%1>?3,1%:E1% @S
1/:-;43/E%-M,AB1//:%:A%391.:30P%BA?,/1/
/-:3/0P%4AR1,%93Q3/3A.%M,1M-,-:3A.%
,1>?3,1F1.:/%8@GT-DVB%-9%U/PBE%
91C,11%-MM,AQPS% @ @ @%A.%*-P%!N%"

+,-./01,%23452%!667%
8-.9%,14-:19%;344%)2%
"<7" =>%

!"###\$%&'(%)* %

U,1,1>?3/3:1/#@A.:1.:%
\1Q31R%U,AB1//
%

G.%*-,BE%"7!!%:E1%2SH%-MM,AQ19%BE-.!
+3:41%(%:E-:%,1P%EQ%,1>?3,1F1.:%0A,%
/:-:3/:3B-4%1Q-4?-:3A.%A0%M,1,1>/%-9%-4.
0-B?4:P%:A%3FM41F1.:%M,1,1>/%/A414P%
;-/3/%A0%,3C7%-9%,1C?4-,%BA.:1.:%,1Q31
)4/A%,1>?3,1/%91Q14AMF1.:%A0%93/:,3B:%
_!!%:E15@ @ @18-:19%C?39143.1/%0A,%;1/
[M,-B:3B1/%3.%BA.:1.:%,1Q31R%3FM41F1%
X\[@ @E% .A:%1Y-F3.19%3:/%BA.:1.:%,1Q3
M,AB1//3%F-.P%P1-D%](#)

X[% @ @R%4% ,11Y-F3
BA.:1.:% ,1Q31R% M,AB
GFMA,-.:%'% B-..A:°
3FM41F1.:% .1R% AM:;
?:34% 93/:,3|
MA43BP#M,AB19?,1%
M4-B1% 8)U*% RA,]3.C°
:E3/% `3.:1,% -9% 5M,3
"7!"= %

+E3/%CA-4%A0%:E3/%M,AO1B:%3/%:A%-
.?F;1,% :A% BA?,/1/% :E-% BAFFA.4P% :,-.
;1:R11.% @@@/L% J@/% -.9% @5J/% 8/3F3
.AR K1:3,19% @)a% /P/:1F=% 3.% -.% 100
0-B343:-:1% :,-10% U-,:3B3M-:3A.% ,1>
;34:-1,-4% -C,11F1.:/% 83D1D% BA441C1/%
-BB1M:% 1-BE% A:E 10T% @F;1,19% BA?,/1/
G.:1,/1CF1.:4% 0-B?4:P% -,1% B?,,1
BA44-;A,-:3.C% :A% 91Q BAAM% 91/B,3M:9
:E-% R3

@GT@A?,/1%
G91.:303B-:3A.%
a?F;1,3.C%5P/:1F=%

@A?;/1%\1M1:3:3A.
%
E::M'##RRRDBBBBAD19
A,:-4/#6#)#\1M1-:/%
-.9%`3:E9,-R-4/%+3:41%
)9Q3/A,P%K!"DM96

G.%f?4P%L%2A-,9%A0%HAQ%.A,/

!"###!\$%&'("%)* %



1,.	<p>XAA:E344%-9AM:19%.1R%HI%C?39143.1/% ;1C3..3.C%A0%:E1%K778%-B-91F3B%P1-,L% -.9%@@@BAFF3 ::11/%;/1>?1.:4P%;1C-.% 1Q-4?-.3.C%BA?,/1/%0A,%3.B4?/3A.%?.91,% .1R%C?39143. @A%,/1/%A.%HI%43/:%?.91,% M-::1,.%C,-.90-:E1,19%:E,A?CE%K !!!%A.4PD% 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 ar passed by FH academic senate on June 6, 20 with implementation beginning Fall 201%.</p>	<p>Faculty encouraged to continue to submit courses for FH GE, CSU Breadth and/or IGETC approval. Beginning Fall 012, all courses on FH GE list must have been approved under the new GE guidelines.%</p>	L)B&+. %	S.CA3.C%
-----	--	---	----------	----------

<p>@,193:%;P%I%F</p>	<p>+3:41%g(7(7%M1,F3:/%BAFF?.3:P%BA441C- -R-,9%B,193:%;P%1Y-FL%A0%RE3BE%:E1% BA.:1.:%3/%91:1,F3.19%;P%93/B3M43.1%0-E X(T)%2A-,9%UA43BP%97.7%93/:.3B:%MA43B B,193:%P;%1Y-F%;?:%:E3/%E-/%.A:%;11.%,10 /3.B1%!!&&eD%+E1%)5@ @ @ %?,C1/%4AB-4 1./?,1%:E-:/%/:?91.:/%-,1%-R-,1%A0% AMMA,?:.3:31/%0A,%B,193:%;P%1Y-F%8/11 ,1/A4?:3A.%&D7e%#7=D</p>	<p>@2I%MA43BP%4-.C?-C ,1Q3/19%-9%-MM,AQ19 @ @ @ %A.%)M,34%!!&L% /#,0!F&\$%!@>L! -#..&\$\$)!\$#!,)D&)F! -+,,)1\$!?!#;,B!3#&-<! ;1B!,)D&4)!;4! ;33,#3,&,\$) D%</p>	<p>L)B&+. !</p>	<p>G.%M,AC,1// -9F3.3/;,-:3Q1% 0A44A%RM% ,1>?3,19%</p>
<p>\19 K43.3.C%UA43BP</p>	<p>d19 K43.3.C%:E1%M,-B:3B1%RE1,1;P%--%/ C1:/%--%/;-9-,9%C,-91%3.--%BA?;/1%X[%;?: :E1.%,1M1-:/%:EA%BI%-%:TL%X[%B/A/?:% :E1%3;/-9-,9%X[% C,-91%8-9%,1FA0%: 0,AF%:E1%HU)=%-9%-41%/?91.:%:A%?/1% :E1%T)%BA?;/1%-9%C,-91%%%X[D%</p>	<p>UA43BP%9,-0:19L%-MM ;P% @ @ @ %A.%)M,34%! "7!!D%&1;'&M&1*! 3)\$&&&#1!5#,.=3,#-)44N! &B);"<!#D)!\$#! L<>#,\$;!B +,&1*! 4+..)!6788! %</p>	<p>L)B&+. !</p>	<p>G.%M,AC,1//h -9F3.3/;,-:3Q1% 0A44A%RM% ,1>?3,19%</p>

52%(<"%)U%BA?;/1/%-.! %
G2%M,AC,%

%

!"###!\$%&'("%)* %



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 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 Plenary Session held April 19, 2012, in San Francisco.

CONSENT CALENDAR RESOLUTIONS!

The criteria used to determine which resolutions to place on the Consent Calendar are 1) any resolution that is noncontroversial or 2) has no amendments. Please see the Consent Calendar section in 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

CONSENT CALENDAR RESOLUTIONS!

The resolutions on the Consent Calendar are marked within the following packet by an *

TABLE OF CONTENTS

!			
1.0	ACADEMIC SENATE	.....	1
*1.01	S12 Emeritus Status for Ian Walton	.....	1
*1.02	S12 Emeritus Status for Karolyn Hanna	.....	1
1.03	S12 Support Use of "Contact" in Resolutions	.....	2
1.04	S12 Making Resolution Authorship Visible	.....	2
2.0	ACCREDITATION	.....	3
2.01	S12 Accreditation Effective Practices Paper	.....	3
	2.01.01 S12 Amend Resolution 2.01 S12	.....	3
*2.02	S12 Effective Practices for Providing California Community College Library Resources and Services to Online Students	.....	4
6.0	STATE AND LEGISLATIVE ISSUE	.....	4
6.01	S12 Limit Taxpayer-funded, Need-Based Financial Aid to Public and Private Nonprofit Colleges Only	.....	4
	6.01.01 S12 Amendment to 6.01 S12	.....	5
*6.02	S12 Early Childhood Education	.....	5
*6.03	S12 Student Success Infrastructure Act of 2012	.....	6
*6.04	S12 Tiered Fees in the California Community Colleges	.....	6

TABLE OF CONTENTS

!

*13.07 S12	Success of Latino Student Achievement.....	17
14.0	GRADES.....	17
14.01 S12	Progress Indicator Implementation for Noncredit Coursework.....	17
14.01.01 S12		

!

of Nursing in the California Community Colleges

¥ Participant on a second Senate paper Enrollment Management Revisited

¥ A 0 0 0.24 72 731.rp,598 716.88 cm BT 50 0 p00 0.24 309.3398 D0 0.24 ET of p,5985 BTe

#!

!

!

Whereas, Changing the resolution source from "author" to "contact" person is a significant enough change 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 processes, governance structures, and other related issues surrounding accreditation

Contact: Michelle Grimes Hillman, Accreditation Committee Chair

2.01.01 S12 Amend Resolution 2.01S12

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 processes, 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 available 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 practical information 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 ISSUE S

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 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 for further information and to return to the Spring 2012 Plenary Session.

Contact: Phil Smith, Executive Committee Member

See Appendix B for background information.

!

- ¥ 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 F7.02)

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 see (s) -0.2 (om2 (e) 0.2 ((s) -0.2 (om2 (e) (ge) 0.2 (u (i) 0.1) 0.2 (ol) 0.2 (a a 5 0 Tm /F2.0 1 Tf |

(!

!

!

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 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 qualification specific guidance on appropriate roles for paraprofessionals and faculty advisors, the use of online course and technological tools for delivering some counseling services, and the creation and use of education plan 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 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 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 (CID), which depends on faculty to create course descriptors, participate in providing feedback on the descriptors, submit courses to receive CID designation, and review course outlines of record (COR) for the awarding of CID designations;

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

Whereas, CID will become a standard fixture in ASSIST, the online articulation database used by counselor 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;

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 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 DCA Advisory Committee Member

9.01.01 S12 Amend Resolution 9.01S12

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 articulation process for community college courses and

Resolved, That the Academic Senate for California Community Colleges establish the FDRGs structure 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 help them successfully implement the use of GID designators locally and apply GID 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 address 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.

!

!

Amend the current resolve:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to begin discussions of communication and computation prerequisite implementation and establish and implement appropriate prerequisites as 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;

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 Setting Course Enrollment Maximums: Process, Roles, and Principles

Contact: David Morse Curriculum Committee Chair

See Appendix D.

*9.05 S12 Submit Courses to GID

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 student services professionals, will include C-ID numbers in the near future and will greatly enhance student course selection options and understanding how courses at colleges meet requirements at community colleges and universities in the state;

!

!

Whereas, In Spring 2011, Resolution 9.07 was adopted urging local senates to use the Transfer Model Curriculum (TMCs) when creating the newly defined AA and AST 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 the CSU admissions process can be modified to identify and offer benefits to transfer students leads to a state recognition of the integrity, functionality, and simplicity of the TMC in expediting implementation of the law and messaging to student

Whereas, As more pressure to create SB 1440 degrees comes from within California C

!

!

"\$!

!

!

- , Correct reporting for noncredit CDCC 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~~ are concurrently enrolled in credit coursework, in noncredit cohort
- , Appropriate definitions of persistence for noncredit
- , Noncredit course success rate a measure success 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

***13.02S12 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 postsecondary 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

!

!
Whereas, The LAO's self

"&!

!

!

* 13.05 S12 Oppose Governor's 2012 Proposals to Cut the CalWORKs Welfare-to-Work Program
Whereas, The Governor's January 2012 Budget proposes drastic changes to the CalWORKs Welfare program, cutting critical services to CalWORKs students that would help their education and training on to 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 crucial services;

Whereas Education and training will no longer qualify as an approved Welfare 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 over 1.87 million 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 students, 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;

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 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;

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

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

!

!

*13.07 S12 Success of Latino Student Achievement

Whereas, In Spring 2013, 18% 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 Data Mart) 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 18% 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

!

!

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 findings 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 in 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 where ~~as~~ and resolve:

Whereas, Accountability reporting is required by the Legislature ~~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 successful outcomes ~~work~~ of noncredit education; and

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

Resolved, That the Academic Senate for California Community Colleges with the Chancellor's Office to change Title 5 regulations that facilitate statewide allow MIS (Management Information Systems) submission and documentation of the noncredit progress

") !

!

!

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 Resolutbn 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

Add fourth whereas:

!

!

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

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

Contact: Janice Torres, Long Beach City College Area D

*19.03S12 Faculty Commitment to Student Learning

Whereas, The Academic Senate for California Community Colleges continues to support Resolution 2.01 F opposing

!

!

#!

!

!

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

*21.02S12 CTE Program Review

Whereas, In addition to completing the local program review cycle for 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 resource methods and effective practices for streamlining the program review processes for CTE programs.

Contact: Dianna Chiabotti, Napa Valley College, Area B

!

4/11/12

FOOTHILL COLLEGE
GENERAL EDUCATION & GRADUATION REQUIREMENTS 2012 - 2013

The requirements for the Associate in Arts or Associate in Science Degree include

final draft

final draft

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, 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, Art

2. ò

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.

!

