Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

48th FALL SESSION RESOLUTIONS

Adopted Resolutions

Resolutions Committee 2016-2017
John Randy Beach, Executive Committee, Chair
Julie Adams, ASCCC, Executive Director
Virginia May, ASCCC, Executive Committee
Rebecca Eikey, College of the Canyons, Area C
Donna Greene, College of the Desert, Area D
Carrie Roberson, Butte College, Area A
Eric Thompson, Santa Rosa Junior College, Area B

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2.0 ACCREDITATION

2.01 F16 Local Recruitment and Nomination Processes for Accreditation Teams

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

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

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

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

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

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

Contact: Executive Committee

MSC

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

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

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

'educators'" and those conclusions were reaffirmed by the United States Department of Education in January 2016[2];

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

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

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

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

Contact: Executive Committee

By Acclamation

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

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

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

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

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

Whereas, Administrators, even those who recently held faculty positions, have many perspectives, priorities, and pressures that differ from those of faculty due to the obligations of their administrative roles, and thus administrators, no matter how capable and faculty-friendly they may be, are not appropriate representatives of the faculty voice;

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

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

MSC

7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 F16 Apprenticeship Programs

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

Whereas, Common components of registered apprenticeship programs include at least 2,000 hours of paid, structured, and supervised on-the-job training and 144 hours of related instruction and training provided for college credit[3]; and

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community College Chancellor's Office and system partners to review the

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

regulations and clarify the policies and procedures for implementing apprenticeships in programs of study including those that lead to certificate and degree awards; and

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

Contact: Executive Committee

MSC

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

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

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

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

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

Contact: Leigh Anne Shaw, Skyline College

MSC

9.0 CURRICULUM

9.01 F16 Single Process for Local Curriculum Approval

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

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

approved by local curriculum committees under the purview of the academic senate or comprised primarily of faculty;

Whereas, The Board of Governor's Task Force on Workforce, Job Creation, and a Strong Economy[4] recommended that system partners, including faculty, evaluate the curriculum approval process to ensure timely, responsive, and streamlined curriculum approval for career technical education (CTE) programs; and

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

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

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

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

MSC

9.02 F16 Faculty Involvement in the Creation of Dual Enrollment Programs

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

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

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

Whereas, Dual enrollment programs must be developed with significant involvement of community college faculty who meet minimum qualifications in the disciplines involved in order to ensure appropriate consideration of academic and professional matters, such as

[4] Board Of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations
http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

curriculum development, assessment of student learning outcomes, and grading standards, that are critical to student success in the program;

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

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

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

Contact: Michael Wyly, Solano College, ASCCC Curriculum Committee

MSC

9.03 F16 Investigate Effective Practices for Pathways Programs

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

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

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

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

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

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

Contact: Troy Myers, Sacramento City College

MSC

10.0 DISCIPLINES LIST

10.01 F16 Annual Consideration of the Disciplines List Proposals

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

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

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

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

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

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

Contact: Executive Committee

MSC

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

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

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

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

Whereas, The existence of a discipline on the list of disciplines for which a master’s degree is not expected or generally available and which requires any bachelor’s degree or associates

degree and requisite professional experience may provide colleges the ability to respond more readily to industry and workforce needs in the development and delivery of new curriculum in emerging career and technical fields;

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

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

MSC

12.0 FACULTY DEVELOPMENT

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

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

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

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

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

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

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

[5] *Guidelines for the Implementation of the Flexible Calendar Program* http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf

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

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

MSC

15.0 INTERSEGMENTAL ISSUES

15.01 F16 California State University Quantitative Reasoning Task Force Report

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

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

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

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

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

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

Contact: Ginni May, Sacramento City College, Executive Committee

MSC

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

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

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

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

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

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

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

Contact: Dave DeGroot, Allan Hancock College

MSC

16.01 LIBRARY AND LEARNING RESOURCES

16.01 F16 Resolution in Support of a Statewide Integrated Library System

Whereas, The California Community College (CCC) Student Success Task Force recognizes the importance of libraries in student persistence, retention, and successful achievement of goals, and a system-wide integrated library system (ILS) will allow each student in California's community colleges to access essential academic materials via a cloud-based library catalog that can be retrieved through a variety of means, including mobile devices as

well as through existing learning management systems, including Canvas, which has been adopted by more than 92 colleges as of September 22, 2016[6];

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

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

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

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

Contact: Dan Crump, American River College, Area A

MSC

16.02 F16 Modification of the CCCApply Standard Application for Noncredit Students

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

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

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

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

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

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

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

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

MSC

17.0 LOCAL SENATES

17.01 F16 Posting of Local Equivalency Processes on Websites

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

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

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

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

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

MSC

18.0 MATRICULATION

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

Whereas, The Multiple Measures Assessment Project (MMAP) has developed course placement models using high school transcript data including highest course taken, course

grades, and overall grade point average (GPA), and these models have been shown to be at least as effective at predicting student success as approved assessment tests;

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

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

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

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

Contact: Ginni May, Sacramento City College, Executive Committee

MSC

18.02 F16 Validation of Statewide Multiple Measures

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

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

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

Whereas, The Common Assessment System will include multiple measures like the models created by the Multiple Measures Assessment Project using high school data such as courses taken, overall grade point average, and specific course grades that will be available to all community colleges, but these measures are not currently required to be validated like assessment tests;

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

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

Contact: Cheryl Aschenbach, Lassen College, Executive Committee

MSC

18.03 F16 Writing Assessment for the Common Assessment System

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

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

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

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

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

Contact: Lara Baxley, Cuesta College

MSC

21.0 CAREER TECHNICAL EDUCATION

21.01 F16 Faculty Participation in Career Technical Education Regional Consortia Governance

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

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

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

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

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

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

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

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

MSC

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

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

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

Resolved, That the Academic Senate for California Community Colleges distribute a survey to member colleges by Spring 2017 to identify examples of effective practices for career and

technical education (CTE) advisory committees used by CTE programs throughout California's community colleges; and

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

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

MSC

21.03 F16 Institute for Counseling Faculty Focused on Career Technical Education

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

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

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

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

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

MSC

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

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

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

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

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

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

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

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

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

MSC

21.05 F16 Support for Career Technical Education Programs

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

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

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

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

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

MSC

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

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

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

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

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

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

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

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

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

10.03.01 F16 Amend Resolution 10.03 F16

Amend the first whereas:

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

Amend the second whereas:

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

Amend the first resolved:

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

Amend the second resolved:

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

Contact: Michelle Sampat, Mt. San Antonio College

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

10.03.02 F16 Amend Resolution 10.03 F16
Amend the first whereas

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

Amend the third whereas

Whereas, Consultation and collaboration with the organizations that represent these disciplines of health services professionals, noncredit instructors, ~~Disabled Students~~

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

Amend the first resolved

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

Amend the second resolved

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

Contact: Mary Mettler Santiago Canyon College

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

10.03.03 F16 Amend Resolution 10.03 F16
Strike the first whereas:

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

Amend the second whereas:

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

Amend the third whereas:

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

Amend first resolved:

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

Amend second resolved:

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

Contact: Tara Johnson, Santa Rosa Junior College

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

21.06 F16 Career Technical Education Apprenticeship Programs

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

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

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

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

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

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

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

13.01 F16 Academic Calendar
Whereas, Many state-mandated holidays are scheduled on the same day of the week, often on Mondays, and with no flexibility allowed;

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

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

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

Contact: Andrew Young, Glendale College

16.01.01 F16 Amend Resolution 16.01 F16
Amend resolved:

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

MSF

17.01.01 F16 Amend Resolution 17.01 F16
Amend the resolved:

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

Contact: Carrie Roberson, Butte College

MSF

21.03.02 F16 Divided Resolves 21.03 F16
Resolved, That the Academic Senate for California Community Colleges encourage local colleges to designate specific counselors for career and technical education programs to help ensure that students receive the most current information about programs and pathways leading to specific industry careers.

MSF

21.04 F16 Divided Resolves 21.04.02 F16
Resolved, That the Academic Senate for California Community Colleges encourage local career technical education (CTE) faculty to design their programs and pathways with entry and exit points aligned with industry credentials; and

MSF

21.07 F16 Equivalencies for Career Technical Education Faculty
Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations,*[11] including Recommendation 14.a., which states that the California Community College system should "Convene discipline faculty statewide to establish general criteria that may be used at local colleges when granting equivalency for minimum qualifications within [Career Technical Education] CTE disciplines";

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

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

MSF

21.08 F16 Integrating Career Technical Education Industry Professionals into the Classroom
Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations,*[12] including Recommendation 14.b., which states that the California Community College system should "Create effective local, regional, and statewide practices for integrating industry professionals into [Career Technical Education] CTE instruction such as, faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation";

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

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

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

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

MSF

21.09 F16 Counselors and Career Technical Education Planning
Whereas, The Board of Governors approved the *Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations,*[13] including Recommendation 15.c., which states that the California Community College system should "Provide professional development for counselors to support the use of career and educational planning tools common to secondary education, adult education, and community colleges";

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

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

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

MSF

21.09.01 F16 Amend Resolution 21.09 F16

Amend the resolved:

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

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

MSF

21.09.02 F16 Amend Resolution 21.09 F16
Amend the first whereas:

Whereas, ~~All~~ students attending community college are ~~planning for a career~~ attending for diverse reasons, including exploring career and degree options, and subsequently taking

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

courses that work together to prepare them for careers by completing courses, certificate and degree programs, or transfer and transfer degree programs; and

Amend the second whereas:

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

Amend the resolved:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to adjust the current ~~college decision-making paradigm utilized by pivoting towards a focus on career awareness and workforce preparation upon community college entry and through the matriculation process~~ onboarding processes to include student and counselor interaction that informs students about workforce and career preparation options and choices as a part of the student success and support program requirements used in establishing priority enrollment for new students.

Contact: Jan Moline, Cerro Coso Community College

MSF

21.10 F16 Hiring Diverse Industry Experts for Career Technical Education Programs

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

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

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

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

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

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

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

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

Declared Moot

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

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

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

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

Resolved, That the Academic Senate for California Community Colleges work with the California Community Colleges Chancellor's Office on the *Built to Industry Standards*[16] project to develop improved regional engagement with business and industry in the curriculum development process to ensure that students are getting the skills, knowledge, and competencies expected in their chosen career.

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

Declared Moot

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

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

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

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

Declared Moot

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

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

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[16] *Built to Industry Standards*
http://doingwhatmatters.cccco.edu/Portals/6/docs/CommToolKit/DWM_Sector_Trifold_ECU.pdf

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

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

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

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

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

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

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

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

Postponed indefinitely

[19] *The Higher Education Act and the Workforce Innovation and Opportunity* https://www.govinfo.gov/content/pkg/PLAW-113publ128/html/PLAW-113publ128.htm

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

2016 FALL PLENARY SESSION MOOT RESOLUTIONS

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