



44th SPRING SESSION RESOLUTIONS

Adopted on April 21, 2012

ACADEMIC SENATE

RESOLUTION PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

- A. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
- B. Amendments and new pre-session resolutions are generated in the Area Meetings.
- C. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
- D. Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
- E. After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
- F. New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
- G. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
- H. The resolutions are discussed and voted upon in the general sessions on the last day of the Plenary Session.

RESOLUTIONS COMMITTEE

Kevin Bontenbal, Cuesta College, Chair

Julie Adams, Academic Senate, Executive Director

Julie Bruno, Sierra College

Dolores Davison, Foothill College

EXPLANATION OF TERMS

MSA Moved, Seconded, Acclamation

MSC Moved, Seconded, Carried

MSF Moved, Seconded, Failed

MSU Moved, Seconded, Unanimous

MSR Moved, Seconded, Referred

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1.0 ACADEMIC SENATE

1.01 S12 Emeritus Status for Ian Walton

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

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

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

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

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

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

Contact: Area B

MSA Disposition: Local Senates

1.02 S12 Emeritus Status for Karolyn Hanna

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

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

- x Member of Standards and Practices Committee, 2002-2004;
- x Member of Educational Policies Committee, 2004-2006, 2008-2009;
- x Author of numerous Rostrum articles and resolutions;
- x Participant in the nursing discipline under IMPAC;

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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 examples of the following: completion of a self evaluation, actionable improvement plans, institutional effectiveness, surviving sanctions, program review, budgeting process, and governance structures.

Contact: Michelle Grimes-Hillman, Accreditation Committee Chair
MSC Disposition: Local Senates

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

Whereas, Accreditation Standard II.C.1 requires that "the institution supports the quality of its instructional programs by providing library and other learning support services that ar

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6.0 STATE AND LEGISLATIVE ISSUES

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

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

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

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; and

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

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; and

Resolved, That the Academic Senate for California Community Colleges urge the Legislature to provide funding for access to non-profit institutions for all impacted students.

Contact: Phil Smith, Executive Committee Member
MSC Disposition: Local Senates

6.02 S12 Early Childhood Education

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

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

¹ The average three-year default rate for federal loan borrowers at California for-profit colleges (24.2%) is more than five times the average rate at California private nonprofit colleges (4.8%) and almost four times the rate at California public colleges (6.5%).
http://projectonstudentdebt.org/files/pub/CA_FP_Hearing_Advisory.pdf

² The report, "Subprime Opportunity," http://www.edtrust.org/sites/edtrust.org/files/publications/files/Subprime_report.pdf by the Education Trust, found that in 2008, only 22% of the first-time, full-time bachelor's degree students at for-profit colleges over all graduate within six years, compared with 55 % at public institutions and 65 percent at private nonprofit colleges. NY Times
http://www.nytimes.com/2010/11/24/education/24colleges.html?_r=1 Ed Trust Report
http://www.edtrust.org/sites/edtrust.org/files/publications/files/Subprime_report.pdf

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Whereas, The early childhood care centers (often) serve as laboratory settings and provide hands-on training as early care and education providers, and further cuts will prevent early childhood/child development students, as well as psychology, nursing, and other related majors, from participating in essential lower division major preparation laboratory courses such as chemistry, auto technology, biology, and multimedia laboratories; and

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

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Whereas, California community college students who transfer to California State Universities and the University of California would additionally benefit by receiving “a scholarship grant in an amount that, combined with other financial aid received by an eligible student, is at least two-thirds of the amount charged that student in that academic year for mandatory system wide fees;” and

Whereas, The source of funding for the Middle Class Scholarship Act (revenues associated with a proposed change in the corporate tax formula) is money currently not included in the state’s budget and therefore is not available for any other purpose;

Resolved, That the Academic Senate for California Community Colleges join the Student Senate for California Community Colleges, the California State University Student Association, the University of California Student Association, and the Chief Executive Officers of California Community Colleges in support of the Middle Class Scholarship Act (AB 1501, Perez, as of February 9, 2012).

Contact: Sue Loring, Shasta College
MSC Disposition: SSSCC, CSUSA, CCLC, and Local Senates

7.0 CONSULTATION WITH THE CHANCELLOR

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

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

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

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

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

Resolved, That the Academic Senate for Californi

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

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

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

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
MSC Disposition: Chancellor's Office, Local Senates

9.0 CURRICULUM

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

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

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

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

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

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

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

Contact: Carol Reisner, American River College, C-ID Advisory Committee Member
MSC Disposition: Chancellor's Office, CSU, Local Senates

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

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

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

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

Contact: Beth Smith, Grossmont College

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13.0 GENERAL CONCERNS

13.01 S12 Noncredit Education and ARCC Reporting

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

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

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

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

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

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

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

Contact: Janet Fulks, Noncredit Ad Hoc Task Force Chair

MSC Disposition: Chancellor's Office, Local Senates

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

Whereas, The Legislative Analyst's Office (LAO) has recently recommended³

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

Whereas, Athletes are required to have an education plan in place during their first term, earlier than what is proposed by the Student Success Task Force for all students,

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down to two years /24 months retroactively, and students will then no longer be eligible for child care and other crucial services;

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

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

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

Resolved, That the Academic Senate for California Comm

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community colleges or over 603,000 students (according to the CCC Chancellor's Office DataMart) and are projected to be the majority of the students by 2019;

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

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

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

Resolved, That the Academic Senate for California Community Colleges identify appropriate structures to support current and emerging Hispanic Serving Institutions in meeting the needs of Latino students and increasing their success, and report the findings to the body; and

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14.0 GRADES

14.01 S12 Progress Indicator Implementation for Noncredit Coursework

Whereas, Accountability reporting is required by the Legislature and plays an important role 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 reporting all success as UG (ungraded) at the state level, equating to a documented success rate of zero, which does not accurately reflect the actual successful outcomes of noncredit education; and

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

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to change Title 5 to allow MIS (Management Information Systems) submission of the noncredit progress indicators of A, B, C, D, F, P

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Contact: Richard Mahon, Riverside City College, Area D
MSC Disposition: Local Senates

20.0 STUDENTS

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

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

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

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

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21.0 VOCATIONAL EDUCATION

21.01 S12 Career Technical Education Advisory Committees

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

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

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

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

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

Contact: Patty Dilko, Occupational Education Committee Member
MSC Disposition: Chancellor's Office, Local Senates

21.02 S12 CTE Program Review

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

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

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

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

Contact: Dianna Chiabotti, Napa Valley College, Area B
MSC Disposition: Chancellor's Office, Local Senates

2012 SPRING PLENARY MOOT RESOLUTIONS

1.04 S12 Making Resolution Authorship Visible

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

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

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

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

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

Contact: Bob Grill, College of Alameda, Area B
Moot

1.04.01 S12 Amend Resolution 1.04 S12

Add additional resolve:

Resolved, That the Academic Senate for California Community Colleges make allowance for authors (only) to add a contact person to their resolution in addition to their name should they have the need or desire to do so.

Contact: Jon Drinnon, Merritt College
Moot

9.03.03 12 Amend Resolution 9.03.02 S12

Amend new third whereas:

Whereas, Implementation of appropriate prerequisites is an effective way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early in their college careers in order to obtain the skills they need to be successful in ~~transfer level~~ courses both within the prerequisite discipline and across disciplines in ~~a content level transfer~~ courses that requires students attain a certain level of communication or computational proficiency before they enter the course; and

Contact: Raelene Juares, Columbia College
Moot

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

Whereas, SB1456 (as of March 30, 2012) proposes imposing additional academic requirements upon students as a condition for receiving Board of Governors (BOG) fee waivers, stating that the student must identify one of

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9.03.01 S12 Amend Resolution 9.03 S12

Replace the current second whereas:

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

Whereas, Implementation of appropriate prerequisites is one way to fulfill SSTF Recommendation 3.4, as students would be required to begin addressing basic skills deficiencies early

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Add a second resolve:

Resolved, That the Academic Senate for California Community Colleges investigate the potential impact of adding additional basic skills communication and computation sections that would result from adding prerequisites across the disciplines and share with the field the results of its investigation by the Fall 2013 Plenary Session.

Contact: Jon Drinnon, Merritt College
MSF

9.03.04 S12 Amend Resolution 9.03 S12

Replace current second whereas:

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

Whereas, Implementation of prerequisites is only one way to fulfill SSTF Recommendation 3.4, which may disproportionately exclude African Americans from college-level study;

Replace current resolve:

Resolved, That the Academic Senate for California Community Colleges urge local colleges to develop alternative strategies other than prerequisites (e.g., contextualized learning modules) in a timely manner in order not only to respond to SSTF recommendation 3.4 but also to enhance student success throughout the curriculum in a way that will not negatively impact a disproportionate number of African American students.

Contact: A'Kilah Moore, Los Medanos College
MSF

13.08 S12 Priority Registration for MESA Students

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

Whereas, The student membership of the Mathematics, Engineering, Science Achievement (MESA) Community College Program consists of educationally

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

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

Contact: Mission College Academic Senate, Area B
MSF

13.08.01 S12 Amend Resolution 13.08 S12

Amend first resolve:

Resolved, That the Academic Senate for California Community Colleges recommend that community colleges ~~afford~~ provide MESA students in good standing priority registration ~~similar to students participating in existing mandated priority registration programs~~ within their locally defined priority groups as defined in the draft Title 5 §58108(b)3 (presented to Consultation Council on April 19, 2012); and

Strike second resolve:

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

Contact: Kale Braden, Cosumnes College
MSF

20.02.01 S12 Amend Resolution 20.02 S12

Amend the resolve:

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

Contact: A'Kilah Moore, Los Medanos College
MSF

2012 SPRING PLENARY DELEGATES